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2024-2025 Catalog

General Information

Institutional Mission

South University is a student-centered institution committed to cultivating a dynamic learning environment that fosters professional readiness and a sense of social responsibility. Our culture of academic excellence empowers students, faculty, and staff to reach their full potential and contribute positively to their lives, professions, and communities.

About South University

South University, Atlanta, South University, Austin, South University, Columbia, South University, High Point, South University, Montgomery, South University, Orlando, South University, Richmond, South University, Savannah, South University, Tampa, South University, Virginia Beach, South University, West Palm Beach, and South University, Online Programs are collectively referred to throughout this catalog as "South University", “SU” or the "University". Where appropriate when only a specific campus location or locations are intended campuses may be referred to by their geographic identifier.

History

Over a Century of Success

1899 - Founding
South University was founded in 1899 in Savannah, Georgia with the establishment of Draughon’s Practical Business College. Founded by Dr. John Draughon, the institution focused on teaching the fundamentals needed by successful businesses including accounting, banking, shorthand, bookkeeping and typewriting. Over the past century, South University has transformed from humble roots, of a two-year college, into a university offering both undergraduate and graduate degree programs.

1974 - South Family Acquisition
The college was acquired by the South family in 1974, and the institution’s name was changed to Draughon’s Junior College. Under John T. South III’s more than 40 years of leadership, the institution would grow from a one-location junior college in Savannah to a doctoral-level university with more than a dozen campuses around the U.S. and alumni from all 50 states and beyond.

1986 - Steady Growth and Evolution
In an effort to more strategically align its institutional name with its mission, the school changed its name to South College on October 21, 1986.

In 1996, the institution began offering four-year degrees with the addition of the Bachelor of Business Administration. In 1997, the School of Business and the School of Health Professions were formed with a redoubled effort on training students for the growing and in-demand career field of healthcare.

2001 - Twenty-First Century Transformation
South College became South University on December 21, 2001, after the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredited the institution to award master’s degrees.

SACSCOC approved the University’s plan to award doctoral degrees in December of 2002, making South University the first institution in the Savannah, Georgia area to offer a healthcare doctorate. Soon after, plans were announced to offer a Doctor of Pharmacy program.

A South University education became available to students around the country with the introduction of web-based instruction in 2004.

2008 - Structural Change and Academic Expansion
The University’s academic structure took an important step forward in 2008, when the Board of Trustees approved the creation of the College of Arts and Sciences, College of Business, College of Health Professions, and the College of Nursing. The College of Theology was established in 2013, and enrolled its first Doctor of Ministry degree program students the next year.

2014 - National Recognition
With the added Doctor of Ministry and Doctor of Occupational Therapy programs, South University was designated as a Level VI institution by SACSCOC, a designation shared by only 113 SACSCOC accredited higher education institutions.

2019 - New Chancellor Appointed
On August 30, 2019, the South University Board of Trustees appointed Dr. Steven K. Yoho as Chancellor and Chief Executive Officer for South University.

On his appointment, Chancellor Yoho commented, “I am honored to serve the students, faculty, staff, and alumni of South University.” He noted, “And, I am particularly excited to continue on our path toward excellence in academic quality, student retention, and student growth. Working collaboratively, we can accomplish these three goals while making an increasingly meaningful impact in each of our communities and beyond.”

Yoho brings a wealth of experience in higher education and business. From 2007 to 2013, he served South University as Vice-Chancellor for Academic Affairs after initially joining the University as Dean of the College of Business. Earlier he spent 15 years in private, non-profit university leadership roles and prior to that he held several executive positions in business.

2023 – Change in Control
On July 14, 2023, after 20 years, South University returned to a private, independent university.

Equal Opportunity Statement

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

About the South University Catalog

This catalog, in effect as of August 13, 2024, includes South University's student facing policies; a list of the campuses; descriptions of academic programs, course offerings, and services; and a list of faculty members. Students are subject to the policy and curricula requirements of the current catalog regardless of their original quarter of enrollment.

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

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

Additional information for some programs is included in the handbooks for those programs (e.g., Occupational Therapy Assistant, Physical Therapist Assistant, Clinical Mental Health Counseling, Nursing, Pharmacy, Anesthesia Science, and Physician Assistant) which may be obtained from the Program Director or Department Chair for the program.

Accreditation, Institutional, and Programmatic

(includes Boards of Nursing)

Institutional Accreditation

South University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, bachelor, master, and doctorate degrees. South University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of South 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).

Programmatic Accreditation

Anesthesiologist Assistant

The Master of Medical Science in Anesthesia Science Program at South University, Orlando is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA). Commission on Accreditation of Allied Health Education Programs, 9355 - 113th Street North, #7709, Seminole, FL 33775.

The Master of Medical Science in Anesthesia Science Program at South University, Savannah is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA). Commission on Accreditation of Allied Health Education Programs, 9355 - 113th Street North, #7709, Seminole, FL 33775.

The Master of Medical Science in Anesthesia Science Program at South University, West Palm Beach is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Accreditation Review Committee for the Anesthesiologist Assistant (ARC-AA). Commission on Accreditation of Allied Health Education Programs, 9355 - 113th Street North, #7709, Seminole, FL 33775.

Business

The following business programs at South University, the Bachelor of Business Administration, Bachelor of Science in Healthcare Management, Master of Business Administration, and Master of Business Administration in Healthcare Administration programs are accredited by the Accreditation Council for Business Schools and Programs ([ACBSP] 11520 West 119th Street; Overland Park, KS 66213; 913-339-9356; www.acbsp.org). Other programs in the College of Business are excluded from ACBSP's scope of accreditation. These programs include: Bachelor of Science in Accounting, Bachelor of Science in Information Technology, Master of Healthcare Administration, Master of Public Administration, Bachelor of Science to Master of Science in Accounting, Master of Public Administration, Master of Science in Accounting, Master of Science in Information Systems, Master of Science in Human Resources Management, Master of Science in Leadership and Doctor of Business Administration.

Clinical Mental Health Counseling

The Master of Arts in Clinical Mental Health Counseling programs at South University's campuses in Columbia, SC, Richmond, VA, Virginia Beach, VA, and Savannah, GA, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for Accreditation of Counseling and Related Educational Programs, 500 Montgomery Street, Suite 350, Alexandria, VA 22314, (703)-535-5990.

Medical Assisting

The South University Medical Assisting Programs on the Columbia and Savannah campuses are accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of Medical Assisting Education Review Board (MAERB)." Commission on Accreditation of Allied Health Education Programs (CAAHEP); 9355 - 113th Street North, #7709, Seminole, FL 33775, 727-210-2350.

The Associate of Science in Medical Assisting program offered at Montgomery and through South University's online programs is not accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org).

Nursing

The Bachelor of Science in Nursing, Master of Science in Nursing, and Doctor of Nursing Practice programs at South University are accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

South University, Savannah, is initially approved by the Georgia Board of Nursing to offer the Bachelor of

Science in Nursing (237 Coliseum Dr. Macon, GA; 844-753-7825; https://sos.ga.gov/georgia-board-nursing).

South University, Montgomery, is approved by the Alabama Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 303900; Montgomery, AL 36130-3900; 800-656-5318; www.abn.alabama.gov).

South University, Tampa, South University, Orlando, and South University, West Palm Beach, are approved by the Florida Board of Nursing to offer the Bachelor of Science in Nursing (4052 Bald Cypress Way, Bin C-02; Tallahassee, FL 32399-3252; 850-488-0595; www.floridanursing.gov.)

South University, High Point is approved by the North Carolina Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 2129; Raleigh, NC 27602; 919-782-3211; www.ncbon.com).

South University, Columbia, is approved by the South Carolina Department of Labor, Licensing and Regulation, South Carolina Board of Nursing to offer the Bachelor of Science in Nursing (PO Box 12367; Columbia, SC 29211; 803-896-4550; www.llronline.com/POL/Nursing).

South University, Austin is approved with warning by the Texas Board of Nursing to offer the Bachelor of Science in Nursing (333 Guadalupe St, Suite 3-460; Austin, TX 78701; 512-305-7400; www.bon.texas.gov).

South University, Richmond, and South University, Virginia Beach, are approved by the Virginia Board of Nursing to offer the Bachelor of Science in Nursing (Perimeter Center; 9960 Maryland Dr, Suite 300; Henrico, VA 23233-1463; 804-367-4515; www.dhp.virginia.gov/nursing/default.htm).

The Arizona Board of Nursing has approved South University to offer the APRN MSN degrees through distance delivery (1740 W. Adams Street, Suite 2000; Phoenix, AZ 85007; www.azbn.gov).

Occupational Therapy Assistant

The Occupational Therapy Assistant program at South University, Richmond, and Tampa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its web address is http://www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Pharmacy

South University's Doctor of Pharmacy program in Savannah, GA, is accredited by the Accreditation Council for Pharmacy Education 190 S LaSalle ST #3000; Chicago, IL 60603; 312-664-3575; www.acpe-accredit.org.

Physical Therapist Assistant

The Physical Therapist Assistant Program at South University, Austin, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 512-516-8767 or email abryson@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Columbia, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 803-935-9725 or email tswander@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Montgomery is accredited by the

Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 334-395-8822 or email fberryman@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Richmond, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 804-727-6881 or email mselden@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Savannah, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 912-393-3793 or email vnash@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Tampa, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 813-393-3793 or email dbrawner@southuniversity.edu.

The Physical Therapist Assistant Program at South University, Virginia Beach, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 757-496-6979 or email lgarone@southuniversity.edu.

The Physical Therapist Assistant Program at South University, West Palm Beach, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call 561-273-6418 or email ljaffe@southuniversity.edu.

Physician Assistant

The ARC-PA has granted Accreditation-Provisional status to the South University, Austin Physician Assistant Program sponsored by South University, Austin.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA *Standards* or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the *Standards* as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-south-university-austin/

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the South University, Savannah Physician Assistant Program sponsored by South University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2025. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at: http://www.arc-pa.org/accreditation-history-south-university-savannah/

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued to the South University, Tampa Physician Assistant Program sponsored by South University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the standards. The approximate date for the next comprehensive review of the program by the ARC-PA will be March 2027. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at: http://www.arc-pa.org/accreditation-history-south-university-tampa/

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the South University Richmond PA Program sponsored by South University Richmond. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be 2031 March. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-south-university-richmond/.

The ARC-PA has granted Accreditation-Provisional status to the South University, West Palm Beach Physician Assistant Program sponsored by South University, West Palm Beach.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at http://www.arc-pa.org/accreditation-history-south-university-west-palm-beach

Public Health

Master of Public Health (MPH) at South University is an applicant for accreditation by the Council on Education for Public Health. The accreditation review will only address the MPH degree at South University. Other degrees and areas of study offered by South University will not be included in the unit of accreditation review.

For additional information concerning the application and accreditation process, please visit CEPH's website, ceph.org.

State Approvals, Authorizations, Certifications, Exemptions, Licenses, and Registrations

In addition to accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and specific program accreditations, South University holds the following state approvals, authorizations, certifications, and licenses:

State	Statement
Alabama	South University, Montgomery, qualifies for exemption from the requirements of licensure by the Department of Postsecondary Education in the State of Alabama pursuant to the Code of Alabama §16-46-3(a)(7), as amended. An exemption pursuant to this section shall not be construed to constitute approval or endorsement by the state of Alabama for any purpose (135 S Union St; Montgomery, AL 36104-4340 or PO Box 302130;

State	Statement
	Montgomery, AL 36130-2130; 334-293-4500; www.accs.edu). South University, Savannah, is exempted from programmatic review by the Alabama Commission on Higher Education pursuant to the Code of Alabama §16-5-10 (14). South University, Savannah is licensed by the Alabama Community College System, Private School Licensing Division (P.O. Box 302130 Montgomery, AL 36130-2130, Private School Licensure - Alabama Community College System (www.accs.edu).
Alaska	South University is exempt from authorization by the Alaska Commission on Postsecondary Education (PO Box 110505; Juneau, AK 99811-0505; 907-465-6741; https://acpe.alaska.gov/) under AS 14.48 and 20 AAC 17 because the program is online or distance delivered and does not have a physical presence in the state.
Arizona	Without a physical presence in Arizona, South University is not required to seek approval from the Arizona State Board for Private Postsecondary Education (1740 West Adams Street, Suite 3008, Phoenix, AZ 85007, 1.602.542.5709, https://ppse.az.gov/).
Arkansas	The Arkansas Department of Education, Higher Education Coordinating Board (423 Main Street, Suite 400; Little Rock, AR 72201; 501-371-2000; https://portal.arkansas.gov/state_agencies/department-of-education/arkansas-higher-education-coordinating-board/) has granted South University certification for degree programs by distance technology. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.
California	Without a physical presence in California, South University is not required to seek approval from the Bureau for Private Postsecondary Education under the California Private Postsecondary Act of 2009 (https://www.bppe.ca.gov/lawsregs/ppe_act.pdf). The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relived of the obligation to do so, you must pay the state-imposed assessment for the fund STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if

State	Statement
	you are not a California resident, or are not enrolled in a residency program. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589. To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following: • The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau. • You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued. • You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure. • The institution has been ordered to pay a refund by the Bureau but has failed to do so. • The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs. • You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution. • You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans. To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF. A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at

State	Statement
	any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law. However, no claim can be paid to any student without a social security number or a taxpayer identification number.
Colorado	Without a physical presence in Colorado, South University does not qualify for authorization from the Department of Higher Education (1560 Broadway, Suite 1600; Denver, CO 80202; 303-866-2723; https://cdhe.colorado.gov/).
Connecticut	South University does not recruit or enroll Connecticut residents.
Delaware	South University has been granted full approval to operate with degree-granting authority in the State of Delaware Department of Education (Townsend Building, 401 Federal Street Suite 2, Dover, DE 19901-3639; 302-735-4000; https://education.delaware.gov/)
District of Columbia	South University does not recruit or enroll District of Columbia residents.
Florida	South University is exempt from licensure by the Commission for Independent Education, Florida Department of Education, per Florida Statute 1009.89. Additional information regarding this institution may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number (888)224-6684.
Georgia	South University, Savannah, meets the criteria for an exemption from the Georgia Nonpublic Postsecondary Education Commission's (NPEC 2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305; 770-414-3300) regulations as outlined in O.C.G.A. § 20-3-250.3(a)(14).
Hawaii	Without a physical presence in Hawaii, South University is exempt from authorization requirements with the Hawaii Department of Education
Idaho	Without a physical presence in Idaho, South University is not required to register with the Idaho State Board of Education (650 West State St, Suite 307; PO Box 83720; Boise, ID 83720-0037; 208-334-2270; https://boardofed.idaho.gov/).
Illinois	South University meets the criteria for an exemption based on its limited physical presence in Illinois as defined under the Illinois Administrative Code Section 1030.10 (Ill. Admin. Code tit. 23 § 1030 (2017)). As such, South University has been granted exemption from the Illinois Board of Higher Education (431 East Adams St, 2nd Floor; Springfield, IL 62701-1404; 217-782-2551; https://www.ibhe.org/).

State	Statement
Indiana	South University is authorized by the Indiana Commission for Higher Education (101 West Ohio Street, Suite 300 Indianapolis, IN 46204-4206; 317-464-4400; https://www.in.gov/che/) as an out-of-state institution with no physical presence in Indiana to enroll and offer online instruction or distance education to Indiana residents delivered from a campus in another state in accordance with Indiana Administrative Code IC 21-18.5-6-12.
Iowa	South University is a registered university with the Iowa Department of Education (Bureau of Iowa College Aid) to operate within the State of Iowa for the purpose of offering postsecondary educational programs to Iowa residents. (Iowa Department of Education (Bureau of Iowa College Aid), 475 SW 5th St., Suite D, Des Moines, IA 50309; toll-free phone 877-272-4456; https://educate.iowa.gov/higher-ed). Student complaint form: https://educate.iowa.gov/higher-ed/student-complaints
Kansas	The Kansas Board of Regents has granted a Certificate of Approval that legally authorizes South University to provide postsecondary education to the State of Kansas (Kansas Board of Regents, Private Postsecondary Education Division; 1000 Southwest Jackson, Suite 520; Topeka, KS 66612-1368; 785-430-4240; www.kansasregents.org).
Kentucky	South University is licensed by the Kentucky Council on Postsecondary Education (1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601, 502-573-1555, http://cpe.ky.gov).
Louisiana	South University is currently licensed by the Board of Regents of the State of Louisiana (PO Box 3677, Baton Rouge, LA 70821-3677; 225-342-4253; https://www.laregents.edu/). Licenses are renewed by The State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.
Maine	South University is exempt from the oversight of Maine law due to lack of physical presence in the State (23 State House Station; Augusta, ME 04333-0023; 207-624-6600; https://www.maine.gov/doe/learning/highered).
Maryland	South University is registered with the Maryland Higher Education Commission (6 N. Liberty Street, 10th Floor, Baltimore, MD 21201; 410-767-3300; www.mhec.state.md.us) per the requirements of the Education Article, Title 11, Subtitle 2, Annotated Code of Maryland and COMAR 13B.05.01 to enroll Maryland students in fully online distance education programs. The Commission's registration of the University's fully online programs is not an authorization of the institution to operate in Maryland or an approval or endorsement of the University's programs.
Massachusetts	South University does not recruit or enroll Massachusetts residents.

State	Statement
Michigan	Without a physical presence, South University is not required to be authorized by the Michigan Department of Licensing and Regulatory Affairs (PO Box 30018, Lansing, MI 48909; 517-373-1820).
Minnesota	South University is registered with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108-5227, 651-642-0567, www.ohe.state.mn.us) pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.
Mississippi	As of February 19, 2025, South University is no longer authorized by the Mississippi Commission on College Accreditation and is no longer enrolling Mississippi residents.
Missouri	Without a physical presence, South University is not required to be authorized by the Missouri Department of Education
Montana	South University authorized by the Montana University System (2500 Broadway; PO Box 203201; Helena, MT 59620-3201; 406-444-0345; www.montana.edu) to offer post-secondary degree programs in the State of Montana
Nebraska	Without a physical presence, South University is not required to be authorized by the Nebraska Coordinating Commission for Postsecondary Education.
Nevada	South University is licensed to operate by the Nevada Commission on Postsecondary Education; 8778 South Maryland Parkway, Suite 115, Las Vegas, Nevada 89123; 702-486-7330.
New Hampshire	South University has received administrative approval from the Higher Education Commission of the State of New Hampshire's Department of Education-Division of Higher Education (101 Pleasant Street, Concord, NH 03301; 800-339-9900) to offer educational programs in accordance with the New Hampshire Code of Administrative Rules (POS 1008).
New Jersey	Without a physical presence, South University is not required to be authorized by the New Jersey Secretary of Higher Education.
New Mexico	South University is registered with the New Mexico Higher Education Department, 2044 Galisteo Street, Suite 4, Santa Fe, NM 87505; Phone Number: 505-476-8400.
New York	South University does not recruit or enroll New York residents.
North Carolina	South University, High Point is licensed by the University of North Carolina Board of Governors to offer degree programs under matters regulated by General Statute 116-15 (University of North Carolina General Administration, PO Box 2688; Chapel Hill, NC 27515-2688; 919-962-4558; http://www.northcarolina.edu/).
North Dakota	South University has met the North Dakota University System's requirements for ND Century Code 15-18.1-02.8 Exemptions. (10th Floor, State Capitol, 600 East Boulevard Ave, Dept. 215; Bismarck, ND 58505-0230; 701-328-2960; www.ndus.edu/system/).
Ohio	South University holds a Certificate of Authorization from the Ohio Board of Regents.
Oklahoma	Without a physical presence, South University is not required to be authorized by the Oklahoma State Regents for Higher Education.
Oregon	South University does not recruit or enroll Oregon residents.
Pennsylvania	Without a physical presence in Pennsylvania, South University is not required to apply for approval from the Department of Education (333 Market St; Harrisburg, PA 17126-0333; 717-787-4448; https://www.pa.gov/agencies/education/programs-and-services/instruction/postsecondary-and-adult-education.html).
Puerto Rico	South University does not recruit or enroll Puerto Rico residents.
Rhode Island	South University does not recruit or enroll Rhode Island residents.
South Carolina	South University, Columbia is licensed by the South Carolina Commission on Higher Education, (1122 Lady Street, Suite 400, Columbia, SC 29201, 803-737-2260, www.che.sc.gov) as a nonpublic postsecondary institution. Licensure indicates only that minimum standards have been met; it is not an endorsement or guarantee of quality. Licensure is not equivalent to or synonymous with accreditation by an accrediting agency recognized by the U.S. Department of Education.
South Dakota	Without the physical presence in South Dakota, South University is not required to be authorized by the Secretary of State - Postsecondary Education.
Tennessee	Without a physical presence in Tennessee, South University is not required to apply for approval from the Tennessee Higher Education Commission (404 James Robertson Pkwy, Suite 1900; Nashville, TN 37243; 615-741-3605; www.tn.gov/thec).
Texas	South University, Austin is exempted by the Texas Workforce Commission under Texas Education Code, Section 132.002(a)(6). Exemption means that this campus of South University is not approved or regulated by the Texas Workforce Commission (101 E 15 St; Austin, TX 78778-0001; 512-463-2222; www.texasworkforce.org). South University, Austin and South University, Savannah (Online Programs) each hold the Certificates of Authorization acknowledging exemption from the regulation by the Texas Higher Education Coordinating Board as defined in Chapter 7.3 of the Texas Higher Education Coordinating Board's rules (PO Box 12788; Austin, TX 78711 or 1200 E. Anderson Lane; Austin, TX 78752; 512-427-6200; www.thecb.state.tx.us).
Utah	South University holds a Certificate of Postsecondary State Authorization from the Utah Division of

State	Statement
	Consumer Protection (160 East 300 South, Second Floor, Salt Lake City, UT 84111; 801.530.6601). This Certificate of State Authorization verifies that the school has met the requirements of Utah Code Ann. §13-34a-204 to be a registered postsecondary school required under 34 C.F.R. 600.9 to be legally authorized by the State of Utah.
Vermont	Without a physical presence in Vermont, South University is not required to seek approval from the Vermont Department of Education and the Vermont State Board of Education (120 State Street; Montpelier, VT 05620-2501; 802-828-3135; www.education.vermont.gov).
Virginia	South University, Richmond, 2151 Old Brick Road, Glen Allen, VA 23060 and South University, Virginia Beach, 301 Bendix Road, Suite 100, Virginia Beach, VA 23452 are certified to operate in Virginia by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th St; Richmond, VA 23219; 804-225-2600; www.schev.edu).
Washington	South University does not enroll Washington residents into field placement programs. As a result, South University is not required to be authorized by the Washington Student Achievement Council. For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.
West Virginia	South University is authorized by the West Virginia Higher Education Policy Commission (1018 Kanawha Blvd East, Suite 700; Charleston, WV 25301; 304-558-2101; www.hepc.wvnet.edu).
Wisconsin	South University has been approved and is legally authorized to do business in the state of Wisconsin by the Educational Approval Board as a private postsecondary school, subject to the provisions of §38.50 Wisconsin Statutes, and all administrative rules adopted pursuant to the statutes. Approval includes on those programs and those locations specifically approved by the Board (431 Charmany Drive, Suite 102; Madison, WI 53719; 608-266-1996; https://dsps.wi.gov/Pages/Programs/EducationalApproval/Default.aspx).
Wyoming	South University is licensed by the Wyoming Department of Education as an accredited postsecondary private degree granting institution under Wyoming Statutes §§21-2-401 through 21-2-407 and in accordance with the Chapter 30 Rules and Regulations of the Wyoming Department of Education (Hathaway Building, 2nd Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; 307-777-7675; https://edu.wyoming.gov).

Florida Protecting Our Children from Sexual Predators Act

Orlando

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs of South University, Tampa.

Tampa

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs.

West Palm Beach

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the Dean of Student Affairs.

Veterans Affairs

Veteran and Military Services

A Veterans Affairs (VA) school certifying official is available at each campus to assist students with benefit information. The financial aid office can direct students to the appropriate University personnel.

South University is required to obtain and evaluate all previous post-secondary and military transcripts for students using Department of Veterans Affairs (VA) and Department of Defense (DoD) education benefits. For all students receiving VA and DoD education benefits, it is the student's responsibility to provide official transcripts from all post-secondary educational institutions and military training and experience. For students attending schools located in the state of Alabama, the VA State Approving Agency require South University to hold certification of enrollment to the VA for students who have failed to provide official transcripts by the completion of the second term.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

U.S. Departments of Veterans Affairs and Defense Education Benefits

South University has been approved by the veteran state approving agency in the states listed below for the training of veterans and eligible veterans' dependents. Where applicable, utilizing the Department of Veterans Affairs education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the Satisfactory Academic Progress Policy of the catalog for more information). Students receiving veterans' benefits must report all prior education and training. South University will evaluate prior credit and accept that which is appropriate. South University will not impose any penalty or late fees, deny access to classes, libraries, or other campus facilities, or require a covered individual to borrow additional funds due to delayed payments from the VA under chapter 31 or 33. Students with questions should contact the veteran state approving agency for the state in which their campus operates.

Alabama: South University, Montgomery, is approved for the training of veterans and other eligible individuals by the Alabama State Approving Agency under the Code of Alabama §§ 31-6-1, et seq. In accordance with Alabama state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete. Students with questions should contact the Alabama State Approving Agency (P.O. Box 302130, 135 South Union Street, Montgomery, AL 36104; Phone: 334-293-4664; Fax: 334-293-4663; www.accs.cc).

Florida: South University, Tampa, South University, Orlando and South University, West Palm Beach, are approved for training veterans and other eligible individuals by the Florida Department of Veterans' Affairs, Bureau of State Approving Agency for Veterans Education, Training. In accordance with Florida state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program. Students with questions should contact the Florida Department of Veterans' Affairs, Bureau of State Approving Agency for Veterans Education, Training (9500 Bay Pines Boulevard, Room 214; Bay Pines, FL 33744; 727-319-7402; www.floridavets.org).

Georgia: South University, Savannah, is approved for training veterans and other eligible individuals by the State of Georgia Department of Veterans Services' Veterans Education and Training Division (Floyd Veterans Memorial Building., Suite E-970; Atlanta, GA 30334-4800; 404-656-2306 or 404-656-2322; http://sdvs.georgia.gov/).

North Carolina: South University, High Point is approved for the training of veterans and eligible veterans' dependents by the North Carolina State Approving Agency.

South Carolina: South University, Columbia, is approved for the training of veterans and other eligible

persons by the State Approving Agency. In accordance with South Carolina state approving agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Students with questions should contact the South Carolina State Approving Agency (1122 Lady Street, Suite 300, Columbia, SC 29201; 803-737-2260; www.che.sc.gov).

Texas: South University, Austin, is approved for training veterans and other individuals by the Texas Veterans Commission (PO Box 12277, Austin, TX 78711-2277; 800-252-8387; www.tvc.state.tx.us).

Virginia: South University, Richmond, and South University, Virginia Beach are approved for training veterans and other eligible individuals by the Virginia Department of Veterans Services, State Approving Agency Veterans Education, Training and Employment (101 North 14th Street, 17th Floor; Richmond, Virginia 23219; 804-225-2083; http://www.dvs.virginia.gov/).

The Virginia State Approving Agency (SAA) approves education and Virginia training programs. Our office investigates complaints of GI BILL ® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email at saa@dvs.virginia.gov" "GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at http://www.benefits.va.gov/gibill.

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill® Feedback System by going to the following website: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a **Department of Defense Memorandum of Understanding** education institution participant and signatory, South University is approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by South University, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at South University to learn more about these programs and participation. For additional information, visit www.southuniversity.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp.

Courses Pending VA Payment

Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a (certificate of eligibility can also include a "Statement of Benefits" obtained from the Department of Veteran Affairs (VA) website e-Benefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the dates below for entitlement to educational assistance under Chapter 31 or 33.

Pending Payment Compliance

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

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

This will remain until the earlier of the following dates.

1. The date on which payment is made to the institution
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Active Duty Grant

South University is pleased to offer an Active Duty Grant to eligible Active Duty service members and Active and Drilling members of the Reserve and National Guard.

For undergraduate programs, the cost of tuition will be $166.00 per quarter credit hour after the Active Duty Grant is applied.

For graduate level programs, South University offers an Active Duty Grant of 10%.

Military members must have a signed Memorandum of Understanding (MOU) and a current Leave and Earning statement on file before eligible.

State Professional Licensure Determinations and National Certification/Licensure Information

South University offers numerous medical and clinical programs that require graduates to pass the national certification/licensure exam and to obtain professional state license in their state in order to work in the designated field. The chart below reflects, by program, the national certification/licensure requirement and the states where our programs meet the state professional licensure requirements.

Program Name	Master of Arts in **Clinical Mental Health Counseling**
National Licensure Required for Employment	Graduates may sit for the National Certified Counselor (NCC) by the National Board for Certified Counselors
Curriculum Meets State Licensure Requirements*	Georgia, South Carolina, Texas, and Virginia
Curriculum Needs Programmatic Accreditation in order to meet the professional state license*	For residents of Florida: The state of Florida, effective July 1, 2025, will require all individuals seeking a professional license in the state to graduate from a CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited program. South University, West Palm Beach (WPB) campus voluntarily relinquished CACREP accreditation for its Clinical Mental Health Counseling (CMHC) program on March 31, 2023. The program submitted the CACREP accreditation application for program consideration in December 2023, and is currently listed in an “in process” status, as noted in the CACREP program directory. This designation indicates the application is undergoing desk review by CACREP as part of the multi-step accreditation process. The program has been approved for a site visit, during which an evaluation will be conducted, and a recommendation be made to the CACREP Board of Directors regarding the granting of accreditation. By selecting to enroll in the WPB CMHC program, you understand you are enrolling in a CMHC program that is seeking programmatic accreditation, but is not currently programmatically accredited. You also understand that with our reapplication for accreditation submitted in late 2023, we cannot guarantee you would graduate from an accredited program as the CACREP accreditation process can take 18 to 24 months from the time of application. South University cannot guarantee you will be eligible to sit for the licensure exam.
South University Does Not Enroll Residents*	Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Vermont, Washington, West Virginia, Wisconsin, and Wyoming

Program Name	Bachelor of Science in Accounting to Master of Science in Accounting - **South University is not currently enrolling students in this program.**
National Licensure Required for Employment	This program is not designed to lead to any licensure or certification, including the Certified Public Accounting (CPA) Examination.
Curriculum Meets State Licensure Requirements*	None
Curriculum Does Not Meet the State Requirements for Licensure*	All - South University does not enroll students from all states.

Program Name	Bachelor of Science in Accounting
National Licensure Required for Employment	This program is not designed to lead to any licensure or certification, including the Certified Public Accounting (CPA) Examination.

Curriculum Meets State Licensure Requirements*	None
Curriculum Does Not Meet the State Requirements for Licensure*	All States - South University does not enroll residents from all states.

Program Name	Master of Science in Accounting
National Licensure Required for Employment	This program is not designed to lead to certification or licensure, including Certified Public Accounting (CPA) Examination.
Curriculum Meets State Licensure Requirements*	None
Curriculum Does Not Meet the State Requirements for Licensure*	All States - South University does not enroll residents from all states.

Program Name	Master of Medical Science in **Anesthesia Science** (AA)
National Licensure Required for Employment	Graduation from a CAAHEP/ARC-AA accredited anesthesiologist assistant program permits students to sit for the national certification exam administered by the National Commission for Certification of Anesthesiologist Assistants (NCCAA). The National Commission's charter includes assuring the public that certified anesthesiologist assistants (CAA) meet basic standards related to fund of knowledge and application of that knowledge to the duties of practicing as a certified anesthesiologist assistant.
Curriculum Meets State Licensure Requirements*	Alabama, Colorado, Florida, Georgia, Indiana, Kansas (delegates authority), Kentucky, Michigan (delegates authority, Missouri, Nevada, North Carolina, New Mexico, Ohio, Oklahoma, Pennsylvania (delegates authority), South Carolina, Vermont, and Wisconsin. These states regulate AA practice through state licensure. In states that have delegator practice, the facility credentialing department require graduation from CAAHEP Accredited program and successful passage of the NCCAA exam.
States That Do Not Currently Recognize Anesthesiologist Assistants – Program Requires Relocation to a State that recognizes and licenses CAAs*	Alaska, Arizona, Arkansas, California, Connecticut, District of Columbia, Delaware, Hawaii, Idaho, Illinois, Iowa, Louisiana, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Oregon, Puerto Rico, Rhode Island, South Dakota, Tennessee, Virginia, Washington, West Virginia, and Wyoming.

Program Name	Master of Science in **Physician Assistant**
National Licensure Required for Employment	Graduates of this program are eligible to sit for the Physician Assistant National Certifying Examination (PANCE) administered by the National Commission on Certification of Physician Assistants, Inc.
Curriculum Meets State Licensure Requirements*	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming
South University does not enroll residents in the following states*	District of Columbia, Massachusetts, Oregon, Puerto Rico, Rhode Island, and Washington

Program Name	Associate of Science in **Occupational Therapy Assistant** and Associate of Applied Science in **Occupational Therapy Assistant**

National Licensure Required for Employment	Graduates of this program are eligible to sit for the National Certification Examination for Occupational Therapy Assistants administered by the National Board for Certification in Occupational Therapy which leads to Certified Occupational Therapy Assistant (COTA).
Curriculum Meets State Licensure Requirements*	Associate of Science = Florida Only Associate of Applied Science = Virginia Only

Program Name	Associate of Applied Science in **Physical Therapist Assistant** and Associate of Science in **Physical Therapist Assistant**
National Licensure Required for Employment	CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.
Curriculum Meets State Licensure Requirements*	Associate of Applied Science = Virginia Only Associate of Science = Alabama, Florida, Georgia, South Carolina, and Texas Only

Program Name	**Master of Science in Nursing - Family Nurse Practitioner** and RN to MSN – Family Nurse Practitioner
National Licensure Required for Employment	South University's MSN with a Specialization in Family Nurse Practitioner program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF) and includes key attributes from the American Association of Colleges of Nursing (AACN) Master's Essentials. After successful completion of the program, the graduate is eligible to sit for the examinations** through national certifying bodies (American Nurses Credentialing Center [ANCC]; American Association of Nurse Practitioners [AANP])
Curriculum Meets State Licensure Requirements*	Alabama, Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Michigan, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, Utah, Virginia, and West Virginia
Do Not Enroll Residents*	Alaska, Arkansas, California, Connecticut, District of Columbia, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Tennessee, Vermont, Washington, Wisconsin, and Wyoming

Program Name	**Master of Science in Nursing - Adult Gerontology Nurse Practitioner** and RN to MSN – Adult Gerontology Nurse Practitioner
National Licensure Required for Employment	South University's MSN with a Specialization in Family Nurse Practitioner program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF) and includes key attributes from the American Association of Colleges of Nursing (AACN) Master's Essentials. After successful completion of the program, the graduate is eligible to sit for the examinations** through national certifying bodies (American Nurses Credentialing Center [ANCC]; American Association of Nurse Practitioners [AANP])
Curriculum Meets State Licensure Requirements*	Alabama, Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Michigan, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Texas, Utah, Virginia, and West Virginia
Do Not Enroll Residents*	Alaska, Arkansas, California, Connecticut, District of Columbia, Kansas, Louisiana, Maryland, Massachusetts, Minnesota, Nevada, New Jersey, New York, North Dakota, Oregon, Pennsylvania, Puerto Rico, Rhode Island, Tennessee, Vermont, Washington, Wisconsin, and Wyoming

Program Name	Bachelor of Science in Nursing
National Licensure Required for Employment	Graduates of the Bachelor of Science in Nursing must pass the National Council Licensure Examination Registered Nurse (NCLEX-RN) in order to obtain licensure and begin practice as a registered nurse.
Curriculum Meets State Licensure Requirements*	Alabama, Florida, Georgia, North Carolina, South Carolina, Texas, and Virginia Only

Program Name	Doctor of Pharmacy
National Licensure Required for Employment	Graduation from our ACPE accredited program allows graduates to sit for the NAPLEXÓ, MPJEÓ and any additional state licensing exams. The North American Pharmacist Licensure Examination (NAPLEXÓ) measures a candidate's knowledge of the practice of pharmacy. The MPJE®, or Multistate Pharmacy Jurisprudence Examination®, combines federal- and state-specific questions to test the pharmacy jurisprudence knowledge of prospective pharmacists. It serves as the pharmacy law examination in participating jurisdictions.
Curriculum Meets State Licensure Requirements*	All States Except Arkansas and South Dakota
Curriculum Does Not Meet the State Requirements for Licensure*	Arkansas and South Dakota

Note: This chart represents states where our curriculum meets the state requirements, however, is not intended to imply that South University enrolls all students from all states. For specific information regarding enrolling, please contact the location you are interested in attending.

Admissions

Student Right to Know and Student Consumer Information

According to regulations published by the Department of Education based on the Student Right-to-Know Act, the graduation/completion rates for first-time, full-time students who entered school and graduated/ completed within 150% of the normal time to complete the program, as published in the catalog must be made available to current and prospective students. You may obtain this information in the Admissions Office or in the Student Consumer Information section of the school's website.

Application Procedure

South University operates on a ten-week quarter system with most classes beginning every 5 weeks in the majority of our programs. Classes may be offered in a 5-week, 10-week, or 11-week (specialized programs) format.

Refer to the Academic Calendar section for the specialized programs' specific calendar dates.

Contact for Applications for General Admission

Contact the following locations:

A-O	R-W
Atlanta: Office of Admissions South University c/o South University, Savannah 709 Mall Boulevard Savannah, GA 31406 912-201-8000	**Richmond**: Office of Admissions South University 2151 Old Brick Road Glen Allen, VA 23060 804-727-6800
Austin: Office of Admissions South University 1220 W. Louis Henna Blvd.	**Savannah**: Office of Admissions South University 709 Mall Boulevard Savannah, GA 31406 912-201-8000

A-O	R-W
Round Rock, TX 78681 512-516-8800	
Columbia: Office of Admissions South University 9 Science Court Columbia, SC 29203 803-799-9082	**Online Programs:** Complete and transmit online application at: apply.southuniversity.edu Toll-Free: 888-444-3404
High Point: Office of Admissions South University 3975 Premier Drive High Point, NC 27265 336-812-7200	**Tampa:** Office of Admissions South University 4401 North Himes Avenue, Suite 175 Tampa, FL 33614 813-393-3800
Montgomery: Office of Admissions South University 5355 Vaughn Road Montgomery, AL 36116 334-395-8800	**Virginia Beach:** Office of Admissions South University 301 Bendix Road, Suite 100 Virginia Beach, VA 23452 Toll-Free: 757-493-6900
Orlando: Office of Admissions South University 5900 Lake Ellenor Drive, Suite 150 Orlando, FL 32809 407-393-3100	**West Palm Beach:** Office of Admissions South University University Center 9801 Belvedere Road Royal Palm Beach, FL 33411 Toll-Free: 561-273-6500

Undergraduate Admissions Procedure

The following steps must be completed before a final decision for admission may be reached and the student is allowed to register:

1. Submit the application form.
2. Submit acceptable verification of high school graduation or the equivalent within 5 weeks of the class start date: Acceptable verification of high school graduation or the equivalent would include, high school transcript (official), or GED scores and state-authorized examination scores (ex. HiSET, TASC) or a state-issued certificate designated as the equivalent of a high school diploma. In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used. Campuses in South Carolina must be provided with official high school transcripts or GED scores or state-issued certificates designated as the equivalent of a high school diploma. Students applying to Graduate Programs do not need to provide verification of high school graduation.
3. Complete all tests administered by the University or submit SAT, or ACT scores to the registrar's office.

All documents become the property of South University and will not be returned. Upon completion of the above steps, each applicant will receive written notification of the action taken by the admissions office.

Note: Additional applications and materials may be required by some programs at South University. Procedures and additional admission requirements related specifically to these programs can be found in this section of the catalog, and online at www.southuniversity.edu .

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Academic Placement Tests

Placement tests in Algebra and Sentence Skills are administered to determine if a student needs additional preparation in either of these areas. If need is determined, the student must enroll in the required course(s) in the first quarter in which scheduling the required course(s) is practical. All students who do not meet the criteria below must take placement tests during the admissions process unless they are transfer students. Note that in all cases transfer credit is not awarded for developmental courses.

Students being admitted on the basis of SAT and ACT scores will be exempt from taking the related placement test if they meet the certain criteria.

Exemption from MAT0099 Principles of Algebra, or ENG0099 Principles of Composition, is based on the following:

MAT0099:
ACT Math > 14
SAT Math Section Score> 440

ENG0099:
ACT English> 14
SAT Evidence-Based Reading Test > 23

Transfer students must take the appropriate placement test(s) if they are not exempt from either MAT0099 and/or ENG0099. Transfer students may be exempted from developmental courses in one of the following ways:

- On the basis of grades earned (at a C or better) in credit-bearing, non-developmental courses taken at an acceptable accredited institution that are equivalent to (or at a higher level than) the non-developmental courses offered at South University and are considered for transfer to South University.
- If applicable, students may also be exempted from developmental courses on the basis of SAT or ACT scores as noted above.
- Students may also take the University administered placement examination at South University campuses to seek such exemptions.
- Only original documents (such as transcripts, SAT or ACT scores, etc.) will be considered in final decisions.

Home-Schooled Students

Home-schooled students are individuals who have completed a secondary school education in a home-school setting that is treated as a home school or a private school under state law. The student must have accomplished the following:

- Obtained a secondary school completion credential as provided by state law, or
- Completed a secondary school education in a home school setting under state law.
- Students must provide evidence that home-schooling was conducted in accordance with state laws. A certificate of attendance or completion is not sufficient.

Admission of Transient Students

Transient students are admitted only for a specified period of time - normally one quarter. Applicants for transient status must file a regular application form and submit a statement from their dean or registrar that they are in good standing and have permission to take specific courses at South University for transfer to their own institutions when satisfactorily completed.

Since transient students are not admitted as regular students, transcripts of university work completed elsewhere are not usually required of such applicants. Transient students who wish to remain enrolled longer than one quarter must meet all requirements for general admission or transfer students.

Dual Enrollment for High School Students

Through this program for outstanding high school seniors, students may pursue collegiate coursework while completing their high school requirements. Students accepted into this program will be allowed to enroll part-time or full-time at the University, provided they meet course prerequisites and receive permission from their high school principal or counselor. Students may forfeit the privilege of the program if they receive a grade below a C in their collegiate coursework or if their high school average falls below a B. To be considered for this program, a student must satisfy all of the following criteria:

1. Provide a written recommendation from the principal or counselor.
2. Have the written consent of a parent or guardian.
3. Complete the eleventh grade before application.
4. Attain a satisfactory score on the ACT or SAT, or on the University entrance exam.
5. Achieve a minimum grade point average of 3.0 in high school work completed.

Further information about this program can be obtained through the Admissions Office or Registrar's Office.

General Policies for Admissions

Criminal History, Charges and Background Checks

Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain licensure, certification, or employment. Students wishing to enter a program in the College of Arts and Sciences, College of Business, College of Health Professions, the College of Nursing

and Public Health, or the School of Pharmacy should be aware that a prior felony conviction may restrict an individual's ability to obtain professional licensure, certification, or employment.

In the event a student has an undisclosed criminal history or active charge prior to adjudication on a background check, the ability to matriculate, progress and complete a degree program and/or to become licensed, if applicable, may be impacted. Active or prior criminal charges/convictions may impact the student's ability to participate in required educational experiences and/or future eligibility for professional licensure necessitating voluntary withdrawal or administrative dismissal from the program.

The University is not able to guarantee the eligibility for licensure or employment in their field of any student/graduate with (or without) any criminal history of pending charges. Students must disclose, in writing, any criminal history and active/pending charges at the time of application and must disclose any new charges to the relevant program director, immediately, for consideration.

Applicants and students should see the Program Director (or designee) for additional information.

Comprehensive Background Check - College of Health Professions

Protection of vulnerable patient populations is important to the South University College of Health Professions and its academic programs, faculty, and students and to clinical affiliation sites where students complete clinical requirements for completion of an academic program. Many clinical sites require criminal background checks for employees and students who provide patient care. As clinical placements are a mandatory component of South University College of Health Professions Programs, a positive criminal history impairs the ability of students to be placed in clinical externships required for completion of the program.

The South University College of Health Profession will deny admission and/or continuation to any student and/or applicant with a felony conviction, plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.

Students who are considering applying to programs within the College of Health Professions are advised to review the admission and enrollment requirements for background checks listed in the academic catalog and program specific handbook.

Students applying to programs within the College of Health Professions will be subject to a background check that may include, but is not limited to:

1. Social Security Number Verification
2. Criminal Search
3. Violent Sex Offender and Predator Registry Search
4. HHS/OIG List of Excluded Individuals
5. GSA List of Parties Excluded from Federal Programs
6. U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN)
7. Applicable State Exclusion List, if available

Note: Some clinical agencies may require additional background check requirements.

Obtaining a Background Check Report

Programs within the College of Health Professions will designate an approved company to conduct the background checks and issue reports. Results from a company other than those designated will not be accepted. Results must be received by the program from the approved company and may not be hand delivered by the student to the institution. Students and/or applicants must contact the designated company and comply with its instructions in authorizing and obtaining a background check. Students and/or applicants are responsible for payment of any fees charged by a designated company to provide the background check service.

Rights

Students and applicants who have received an offer of admission have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated company verify that the background information provided is correct. Prior to making a final

determination that would adversely affect the applicant or student, the Program Director within the College of Health Professions will provide applicants or students information regarding access to the background check report issued by the designated company. Additionally, the Program Director will inform the student and/or applicant of his/her rights, how to contact the designated company to challenge the accuracy of the report, and that the designated company is not involved in any decisions made by the College of Health Professions.

Current Students

- Students may be required to complete an initial or additional background check prior to the start of an assignment at a healthcare facility as required by the program or the facility. Background check reports will be submitted to the program for review.

Confidentiality and Record Keeping

- Background check reports and other submitted information are confidential and may only be reviewed by university officials and affiliated clinical facilities in accordance with the Family Educational Rights and Privacy Act (FERPA).
- Students: Background check reports and other submitted information of students will be maintained in a separate file from the student record in accordance with the university's record retention policy for student records.
- Applicants Denied Matriculation: Background check reports and other submitted information of applicants denied matriculation into the program will be maintained in accordance with the university's record retention policy.

Other Provisions

- A student who has a break in enrollment will be required to complete a new background check. A break in enrollment is defined as non-enrollment of at least one quarter in the approved curriculum of the degree program.
- Falsification of information, including omission of relevant information, may result in denial of admission or dismissal from the educational program.
- Students are responsible for notifying the Program Director if the student is charged or convicted of any misdemeanor or felony while enrolled in any portion of the program. Criminal activity that occurs while a student is in attendance at the university may result in disciplinary action, including dismissal, and will be addressed through the university's academic or disciplinary policies. Failure to notify the program is grounds for dismissal from the program.

Comprehensive Background Check - College of Nursing and Public Health

Nurses are entrusted with the health, safety and welfare of patients. The nursing curriculum contains a didactic and clinical component. Clinical facilities where student nurses practice are required by accreditation agencies to obtain background checks for security purposes on individuals that have direct patient contact. A criminal/background check is required to place students in clinical environments. Students are responsible for the cost of the criminal background check.

All students applying for the South University nursing program are required to obtain a Level 1 and Level 2 criminal background investigation. Students starting in a didactic course are required to have the background investigation completed prior to completion of the first quarter of enrollment. Students starting in a clinical course are required to have the background investigation completed prior to the end of the drop/add period of the first quarter of enrollment. A student who does not adhere to this requirement will be unregistered from all courses. Note: pre-licensure students and Virginia students must have background checks completed prior to starting nursing classes.

Based on the deadlines above, the student's background results must be clear (no criminal convictions or pending charges). A student whose investigation shows a felony conviction or findings/misdemeanors that constitute a significant breach of moral or ethical conduct will be withdrawn from consideration or if accepted must cancel their enrollment with the nursing program, and will not be allowed to reapply. Findings of non-traffic criminal convictions may require additional screening. Students will be notified by the Program Director or Clinical Coordinator of criminal convictions that require information and follow up. The student will be given 5 business days to provide additional documentation.

After 5 business days, if no documentation is provided or if documentation is insufficient, the student will be unregistered from all courses and the enrollment will be cancelled.

Students must notify the Program Director or Clinical Coordinator, in writing within 5 business days of any non-traffic criminal convictions that occur during the nursing program of study.

Annual updates will be required during the program of study. A felony conviction and/or behaviors/ misdemeanor conviction that constitute a significant breach of moral or ethical standards will result in immediate dismissal from the nursing program.

A student whose background check contains non-traffic criminal convictions will be notified by the Program Director or Clinical Coordinator for follow up. The student will be given 5 business days to provide additional documentation. After 5 business days, if no documentation is provided or if documentation is insufficient, the student will be dismissed from the program.

Students who don't complete their annual update will not be allowed to register for the next quarter. Students who fail to provide their annual update after two quarters will be dismissed from the program. A student who wishes to return to the Nursing Program must complete the annual update and follow the Reinstatement Policy in the South University Catalog. There is no guarantee of reinstatement.

Acceptance into a South University educational program, or its completion, does not imply or guarantee that a student will be able to obtain licensure or certification.

The Nursing Program Director may be required to submit written documentation regarding the student status to boards of nursing and clinical agencies as early as receipt of the student's CON application. Students may be required to obtain additional background checks as requested by clinical agencies or boards of nursing.

College of Health Professions Substance Abuse and Screening Policy

Substance Abuse Policy

Drug and alcohol disorders can be detrimental to one's overall physical and emotional health, as well as academic and professional performance. The College of Health Professions has adopted the following policy and procedures related to student drug and alcohol testing and students suspected of impairment due to drugs or alcohol.

Drug and Alcohol Screening

Students must consent to drug and alcohol testing as dictated by individual program policies. Testing may occur before and during student enrollment in health profession programs. A student who has a break in enrollment will be required to pass a new drug test prior to re-enrollment. A break in enrollment is defined as non-enrollment of at least one quarter in the approved curriculum of the degree program. An outside facility conducts testing, and the cost of testing is the student's sole responsibility.

College of Health Profession Rules Related to Alcohol and Drugs

1. Due to the nature of the practice of health professions programs, the College of Health Professions maintains a zero-tolerance policy for any violation outlined in this policy. Students who violate this policy are subject to immediate dismissal. Applicants who violate this policy are ineligible for program matriculation.
2. When students are engaged in any clinical/ fieldwork activity while enrolled in a South University Health Professions program, they are prohibited from:
    - Using, possessing, buying, selling, manufacturing or transferring any Schedule I or illicit unscheduled drugs or Schedule II-V drugs not lawfully prescribed for and obtained by the individual.
    - Possessing drug paraphernalia or secondary devices for processing, manipulating or utilizing illicit substances (any suspected illegal/illicit drugs or drug paraphernalia will be confiscated and turned over to an appropriate law enforcement agency which may result in criminal prosecution).

- The presence of any detectable level of alcohol (≥ 0.01 g/dL), illicit drug, or controlled substance in a student's system while engaged in any clinical/fieldwork activity.
- Common examples of substances prohibited by the College of Health Professions include: any alcohol, drugs, or other substances whether ingested, inhaled, injected subcutaneously, or otherwise that have known mind-altering or function-altering effects upon the human body or that impair one's ability to safely perform their work, including, but not limited to: prescription drugs; over-the-counter medications; alcohol; drugs and other substances made illegal under federal or state law; "synthetic or designer" drugs; illegal inhalants; "look-alike" drugs; amphetamines, cannabinoids (marijuana and hashish), cocaine, phencyclinidine (PCP), and opiates; and any drugs or other substances referenced in Schedule I through V of the Controlled Substances Act (Title 21 United States Code (USC).
- Although some states permit adults to possess and consume marijuana under certain circumstances, the possession, use, or distribution of marijuana, (including for medical purposes) is not permitted when engaged in a South University activity. Students should be aware that use of any product resulting in a positive drug screen for tetrahydrocannabinol (THC, the principal psychoactive constituent of cannabis including marijuana) is a violation of the College of Health Professions Substance Abuse and Screening policy.

3. South University reserves the right to take appropriate disciplinary action, including permanent programmatic dismissal, for alleged crimes involving the usage/sale/distribution of illicit or controlled substances at any time during a student's matriculation in the program. Any student who is arrested, convicted, pleads guilty, or is sentenced for a crime involving an illegal drug or controlled substance is required to report the arrest, conviction, plea or sentence to the appropriate program representative (e.g., Program Director) within five calendar days. Failure to report any arrest, conviction, plea, or sentence will be grounds for immediate and permanent dismissal from the program.
4. In addition to the South University Code of Conduct expectations outlined in the campus student handbook, the College of Health Professions does not allow any student to perform any functions pertaining to the clinical/fieldwork experience while under the influence of alcohol or drugs or while taking over-the-counter or prescribed medication(s) that may impair the student's ability to safely and effectively perform required duties/functions. If a student believes his/her ability to safely and effectively perform required functions is impaired for any reason, the student must immediately contact the appropriate administrator (e.g., Dean of Student Affairs, Program Director, Clinical/Fieldwork Coordinator).
5. If a student acknowledges that an alcohol or substance abuse problem exists, that student may self-report to the appropriate administrator (e.g., Dean of Student Affairs, Program Director, Clinical/Fieldwork Coordinator). When self-reporting occurs in advance of any reportable or actionable incident or event related to student impairment, the student will be offered referrals to substance abuse counseling or treatment. Students who self-report may be eligible for withdrawal from the university, and readmission will be determined by individual programmatic policy.

Mandatory Drug Testing

Students will undergo drug screening as determined by the College of Health Professions. Timing of testing may be before admission, before clinical placements, or any time during enrollment in the program as outlined in each program's specific policy. Drug testing will be conducted by an approved testing agency selected by programs within the College of Health Professions; such testing shall be paid for by the student. Results of testing must be transmitted directly from the selected screening agency to the program; no hand-delivered results from students will be accepted. A student with a positive drug test as determined by a qualified drug testing agency will be referred to the appropriate administrator and is subject to dismissal from the program.

Students who are taking over-the-counter or prescribed medication are responsible for being aware

of the effect the medication may have on their performance or personal behavior and are to report the medication(s) to the testing facility in the case of a positive drug test result.

Additional drug tests may be required by specific academic programs or clinical sites per program requirements and clinical agreements. Students are responsible for all drug testing expenses.

Drug or Alcohol Testing (with cause)

In addition to any initial drug testing requirement, the College of Health Professions, with reasonable suspicion or at the recommendation of any clinical site, may require any student who is suspected of being under the influence of drugs or alcohol to undergo an immediate (within one (1) hour) mandatory drug screening. Students are prohibited from reporting to the clinical facility while under the influence of drugs or alcohol. A student in violation of the policy will be subject to immediate removal from the clinical facility and dismissal from the program. Results of testing must be transmitted directly from the selected screening agency and the program; no hand-delivered results from students will be accepted.

Testing Procedures

1. In the event of reasonable suspicion or at the recommendation of any clinical site personnel, the following actions will be taken:
    a. The student will be removed from the patient care area and the Program Director/ Clinical Coordinator will be notified for further direction.
    b. An academic or clinical faculty member will facilitate the student's communication with a transportation service or emergency contact to arrange transport to an off-site testing facility (as required). The student is not to transport himself/herself.
    c. Medical assessment, treatment, and transportation will be at the student's expense.
    d. If the student's behavior is threatening or belligerent, the instructor or clinical site supervisor may notify law enforcement to have the student escorted from the premises.
2. Students are required to contact the program before undergoing a drug test to ensure the correct testing service and panel is conducted.
3. Positive drug tests will be evaluated by an independent Medical Review Officer (MRO) designated by the drug testing agency selected by the program.
4. A positive drug test for illicit substances may qualify for a confirmatory follow-up test as recommended by the testing facility or MRO. If a student is taking prescribed medications for which a positive drug test may result, the student is responsible for reporting the prescription and dosage to the drug testing service.
5. Attendance at clinical sites will be denied to students who refuse or fail to provide a sample for a drug test or who have an unsatisfactory test result.

Due Process and Confidentiality

Due Process

Students who are dismissed have the right to due process according to program and University policies.

Confidentiality

Information and records relating to positive test results, drug and alcohol dependencies, and legitimate medical explanations provided to the Medical Review Officer (MRO) shall be kept confidential to the extent required by law and maintained in a separate location from student academic files. Such records and information may be disclosed to South University administration, clinical placement sites, and Dean of Student Affairs on a need-to-know basis and may also be disclosed when relevant to a grievance, charge, claim, or other legal proceeding initiated by or on behalf of a student. Students have the right to review the drug testing results.

College of Nursing and Public Health (CONPH) Substance Abuse and Screening Policy

Substance Abuse Policy

Drug and alcohol disorders can be detrimental to one's overall physical and emotional health, as well as academic and professional performance. The College of Nursing and Public Health has adopted the

following policy and procedures related to student drug and alcohol testing and students suspected of impairment due to drugs or alcohol.

Drug and Alcohol Screening

Students must consent to drug and alcohol testing as dictated by individual program policies. Testing may occur before and during student enrollment in health profession programs. A student who has a break in enrollment will be required to pass a new drug test prior to re-enrollment. A break in enrollment is defined as non-enrollment of at least one quarter in the approved curriculum of the degree program. An outside facility conducts testing, and the cost of testing is the student's sole responsibility.

College of Nursing and Public Health Rules Related to Alcohol and Drugs

1. Due to the nature of the practice of nursing and public health programs, the College of Nursing and Public Health maintains a zero-tolerance policy for any violation outlined in this policy. Students who violate this policy are subject to immediate dismissal. Applicants who violate this policy are ineligible for program matriculation.
2. When students are engaged in any clinical/fieldwork activity while enrolled in a South University Nursing and Public Health program, they are prohibited from:
    - Using, possessing, buying, selling, manufacturing or transferring any Schedule I or illicit unscheduled drugs or Schedule II-V drugs not lawfully prescribed for and obtained by the individual.
    - Possessing drug paraphernalia or secondary devices for processing, manipulating or utilizing illicit substances (any suspected illegal/illicit drugs or drug paraphernalia will be confiscated and turned over to an appropriate law enforcement agency which may result in criminal prosecution).
    - Having the presence of any detectable level of alcohol (≥ 0.01 g/dL), illicit drug, or controlled substance in a student's system while engaged in any clinical/fieldwork activity.
    - Common examples of substances prohibited by the College of Nursing and Public Health include: any alcohol, drugs, or other substances whether ingested, inhaled, injected subcutaneously, or otherwise that have known mind-altering or function-altering effects upon the human body or that impair one's ability to safely perform their work, including, but not limited to: prescription drugs; over-the-counter medications; alcohol; drugs and other substances made illegal under federal or state law; "synthetic or designer" drugs; illegal inhalants; "look-alike" drugs; amphetamines, cannabinoids (marijuana and hashish), cocaine, phencyclinidine (PCP), and opiates; and any drugs or other substances referenced in Schedule I through V of the Controlled Substances Act (Title 21 United States Code (USC).
    - Although some states permit adults to possess and consume marijuana under certain circumstances, the possession, use, or distribution of marijuana, (including for medical purposes) is not permitted when engaged in a South University activity. Students should be aware that use of any product resulting in a positive drug screen for tetrahydrocannabinol (THC, the principal psychoactive constituent of cannabis including marijuana) is a violation of the College of Nursing and Public Health Substance Abuse and Screening policy.
3. South University reserves the right to take appropriate disciplinary action, including permanent programmatic dismissal, for alleged crimes involving the usage/sale/distribution of illicit or controlled substances at any time during a student's matriculation in the program. Any student who is arrested, convicted, pleads guilty, or is sentenced for a crime involving an illegal drug or controlled substance is required to report the arrest, conviction, plea or sentence to the appropriate program representative (e.g., Program Director) within five calendar days. Failure to report any arrest, conviction, plea, or sentence will be grounds for immediate and permanent dismissal from the program.
4. In addition to the South University Code of Conduct expectations outlined in the campus student handbook, the College of Nursing and Public Health does not allow any student to perform any functions pertaining to the clinical/fieldwork experience while under the influence of

alcohol or drugs or while taking over-the-counter or prescribed medication(s) that may impair the student's ability to safely and effectively perform required duties/functions. If a student believes his/her ability to safely and effectively perform required functions is impaired for any reason, the student must immediately contact the appropriate administrator (e.g., Dean of Student Affairs, Program Director, Clinical/Fieldwork Coordinator).

5. If a student acknowledges that an alcohol or substance abuse problem exists, that student may self-report to the appropriate administrator (e.g., Dean of Student Affairs, Program Director, Clinical/Fieldwork Coordinator). When self-reporting occurs in advance of any reportable or actionable incident or event related to student impairment, the student will be offered referrals to substance abuse counseling or treatment. Students who self-report may be eligible for withdrawal from the university, and readmission will be determined by individual programmatic policy.

Mandatory Testing

Students will undergo drug screening as determined by the College of Nursing and Public Health. Timing of testing may be before admission, before clinical placements, or any time during enrollment in the program as outlined in each program's specific policy. Drug testing will be conducted by an approved testing agency selected by programs within the College of Nursing and Public Health; such testing shall be paid for by the student. Results of testing must be transmitted directly from the selected screening agency to the program; no hand-delivered results from students will be accepted. A student with a positive drug test as determined by a qualified drug testing agency will be referred to the appropriate administrator and is subject to dismissal from the program.

Students who are taking over-the-counter or prescribed medication are responsible for being aware of the effect the medication may have on their performance or personal behavior and are to report the medication(s) to the testing facility in the case of a positive drug test result.

Additional drug tests may be required by specific academic programs or clinical sites per program requirements and clinical agreements. Students are responsible for all drug testing expenses.

International Student Admissions Policy

All international students must meet the same admissions standards as all other students when seeking to enroll in South University (Please refer to the General and programmatic Admissions Requirements.) International students are required to submit a $500 deposit prior to the beginning of classes; the deposit is refundable in the event a student's F1 visa is not approved. Once an international student begins classes, the deposit will be applied toward the first term's tuition charges and the student will be responsible for the difference. Those international students applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below.

South University requires nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with South University's International Admissions Representative for more detail.

Admissions Requirements for Students Requiring Form I-20 Sponsorship

International students requiring South University's Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary if applicable)
- English language translation(s) of education transcripts and diplomas, if applicable
- Official credential evaluation of non-U.S. transcripts and diplomas required for admission.

NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization
- Proof of English Language Proficiency (see English Language Proficiency Policy)
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor's Statement of Support, if required)
- Photocopy of student's "bio-info" page of passport to provide proof of birth date and citizenship
- For all non-immigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card
- For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019
- Transfer Clearance Form for students currently in F, M, or J status at another institution

South University, Atlanta and South University, High Point are not currently authorized to sponsor international student (F-1) visas. Other qualifying nonimmigrant (temporary) visa status may enroll.

Important International Student Disclosure - International students attending South University locations under F-1 visas (Form I-20) are required to maintain a "full course of study" during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the "full course of study" requirement. Speak with an admissions representative for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the International Student Advisor to verify all requirements of their visas statuses are met. THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

English Language Proficiency

South University requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered. Applicants who completed high school or postsecondary education outside of the United States, in a country where English is not the official language, must meet one of the following:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED) or international high school diploma, e.g., U.S. military base, business/ diplomat expat community, etc., in which instruction is delivered primarily in English.
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English.
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English.
- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English.
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

Equivalent/Alternative English Language Programs/Test±

ELP Test	Diploma	AS/ BS	Grad
TOEFL - Paper	480	500	550
TOEFL - i-BT (internet based test)	54-55	61	79-80
American College Testing (ACT) English Paper	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Michigan English Language Assessment Battery (Also known as the MELAB or Michigan Test)	73	80	85
Pearson	42	44	53

ELP Test	Diploma	AS/ BS	Grad
Scholastic Aptitude Test (SAT) Verbal Score**	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA) English Proficiency Section	453*	526	572
TOEIC (Academic Test)	650	700	750
I.E.L.T.S. (A Cambridge University Exam)	5.5	6.0	6.5
Duolingo English Test***	N/A	N/A	105

*The scale for The Prueba Aptitud Academica has changed and now closely reflects the SAT.
**As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.
***Duolingo English Test is only accepted for graduate programs.
±The University will evaluate other tests and programs on an individual basis to determine eligibility for English Language Proficiency.

Reinstatement Policy

Any prior student who cancelled their enrollment or their enrollment was cancelled due to failure to meet admission requirements, and seeks to return to South University will:

1. Return under the same enrollment agreement if returning within 365 calendar days from the last date of attendance in the prior enrollment, if there is no change to the tuition or fees. If the tuition or fees have changed, the returning student must sign a new enrollment agreement.
2. Receive the earned grade of any courses completed in the prior enrollment. The grades will be reinstated with the new enrollment.
3. Incur the costs (tuition and fees) of the previously completed courses, in addition to any charges for the remaining tuition and fees within the program, regardless of the grade earned.

Re-entry/Readmission of Former Students

Students seeking readmission after an absence of one year or longer, may be readmitted without retesting for admission, but must apply for readmission. If they were enrolled at other colleges during their absence, transcripts of coursework taken must be sent to South University. A candidate for readmission must either demonstrate that they already meet the entrance test requirement for admission in effect at the time of readmission or retest to achieve that minimum entrance score.

Students seeking re-entry after an absence of less than a year may resume their previous program curriculum, or if a curriculum change has occurred since their original start date, they may opt to move to the new program curriculum. Students seeking readmission after an absence of one year or longer must enroll in the new program curriculum. Requests for exceptions to the program enrollment requirement may be submitted to the Campus Director & Dean of Academic Affairs and Operations for campus programs or Program Director or designee for online programs.

Re-entry/Readmission of Former Students for Nursing Programs

Students seeking readmission after an absence of one year or longer must apply for readmission, may be readmitted without retesting for admission (applicable for BSN only), but must apply for readmission. If they were enrolled at other colleges during their absence, transcripts of coursework taken must be sent to South University. A candidate for readmission must either demonstrate that they already meet the entrance test requirement for admission in effect at the time of readmission or retest to achieve that minimum entrance score.

Students seeking re-entry after an absence of less than a year may resume their previous program curriculum, or if a curriculum change has occurred since their original start date, they may opt to move to the new program curriculum. Students seeking readmission after an absence of one year or longer must enroll in the new program curriculum. Requests for exceptions to the program enrollment requirement may be submitted to the Program Director or designee.

All nurse practitioner students, regardless of length of absence or reason for absence, are required to complete the program within 42 months from the initial graduate nursing courses attempt into the program. Failure to complete the program within 42 months will result in students having to retake and

pass all specialty courses in their track of study. Students who are not compliant with the Nurse Practitioner Time to Completion Policy, and who have previously passed the 3P exam may elect to retake the 3Ps exam (at the student's expense) to see if they qualify to waive the 3Ps courses.

In order to waive the requirement to retake NSG5003 Advanced Pathophysiology, NSG6005 Advanced Pharmacology, and NSG6020_A Advanced Health and Physical Assessment, the following criteria must be met:

- The student takes the Advanced Practice Education Associated (APEA) 3P's exam (competency-based exam for Pathophysiology, Pharmacology and Physical Assessment) within six months prior to matriculation into the program.
- The student must earn a minimum score of 67 on the exam.
    - If the student earns 67 or greater on the exam, the student will be eligible to apply the following courses to the current admission: NSG5003 Advanced Pathophysiology, NSG6005 Advanced Pharmacology, and NSG6020_A Advanced Health and Physical Assessment; NSG6021: Pre-Clinical Evaluation.
    - If the student earns less than 67 on the exam, all three courses must be taken and passed regardless of the individual score earned on each section. The student will also be required to complete NSG6021 Pre-Clinical Evaluation if they are required to take the 3P courses.

GPA Calculation for Admissions

The grade point average (GPA) is determined by dividing the total number of quality points, calculated by multiplying the numeric equivalents of course grades (e.g., A=4.0, B=3.0, C=2.0, D=1.0, F=0.0) by the number of credit hours assigned to each course (e.g., 4 credit hours x 4.0), by the total number of credit hours attempted. South University will calculate the GPA based on the transcript key from the granting institution. In the absence of a transcript key South University will use the GPA calculator provided by College Board. (A=4.0, A-= 3.7, B+ = 3.3, B=3.0, B-=2.7, C+=2.3, C=2.0, C-=1.7, D+=1.3, D=1.0, D-= .7, F=0.0).

For students admitted to South University with earned degrees, the CGPA on the degree earned is used. If an institution provides both an Institutional CGPA and CGPA, the Institutional CGPA will be used.

For calculations on the last 60 semester/90 quarter hours, transcripts will be evaluated in reverse chronological order from newest to oldest credit earned. All grades, except Pass (P) or Satisfactory (S), will be used in the GPA calculation. All failing grades will be included in the calculation, even if the course was retaken. In the event that the last course to be included in the calculation is not the last course in a term, then all courses in that term will be included in the calculation.

Pluses (+) and minuses (-) will be used in the calculation of the GPA

Each program determines the ability to include courses earned after an awarded degree that may or may not be used in the calculation of the GPA for admission. Please see the program specific admissions requirements for further information.

Acceptable Accredited Collegiate Institution

South University requires that prior coursework taken by transfer students or transfer credit requested for review be taken at an acceptable accredited collegiate institution. An acceptable accredited collegiate institution possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education. Individual programs within South University may define additional criteria for acceptable accreditation to meet the requirements of specific programmatic accreditation.

Personal Enrichment Enrollment

Enrollment in selected subjects for personal enrichment is available under certain circumstances. Students attempting to enroll under these circumstances are classified as special subject students

and are not eligible for Title IV financial aid. This status allows a student to enroll in one class per quarter for no more than three quarters without following the standard admission procedures or meeting standard admission requirements. Individuals participating in a specifically contracted workshop, seminar, or course that is not part of the pursuit of a degree are not required to meet any admissions requirements. Status as a special subject student is not available to students receiving military education benefits.

Students who wish to enroll for personal enrichment in courses in the Master of Public Health (MPH) program are limited to a total of two courses (8 credits) from the following list: PHE5001, PHE5005, PHE5010 and PHE5015. Priority for enrollment in any of these MPH courses is given to students admitted to the program.

Students may not enroll in any nursing courses (NSG) under this Policy.

Minimum Technology Requirements

All on campus and online students will need a computer and certain technology to complete their studies.

Students can use either a laptop or a desktop computer, based on their preferences. A laptop will offer more portability and flexibility. It is recommended that computers be no more than 3 years old at the start of a program.

Chromebooks (Chrome OS), tablets/IPads, and smartphones do not meet the minimum requirements for coursework at South University (SU). SU recognizes these devices are convenient and can be used for some course functions, but they cannot be your primary device, nor can they be your only device. These devices offer limited functionality and will not work with some courseware used at SU. They should be considered supplemental devices to your primary computer/ laptop.

Below are the general requirements for South University courses. Additional hardware and software requirements vary by program and will be listed with course materials or provided during program orientation.

Name	Minimum Requirements	Recommended Requirements
Operating System*	Windows MacOS (latest vendor supported versions)	Windows (latest vendor supported versions)
Processor	2 GHz or faster Note: Windows with ARM processors may not work for some software applications.	Multicore 2.5 GHz or faster
RAM	8 GB	8+ GB
Monitor Resolution	1280 x 800 display (1280 x 1024 recommended) with 16-bit color	
Video	HD compatible graphics video card	
Hard Drive	100 GB	120+ GB
Sound	Speakers required	Speakers or headset or earbuds with microphone
Internet Connection	2.5 Mbps**	5 Mbps upload speed, 10 Mbps download speed
Web Camera & Microphone	Internal or external webcam with integrated microphone.	
Microsoft Office	Microsoft Office 365 is available free of charge and provided to all active South University students.	
Web Browser	Latest version of Google Chrome, Firefox, Edge, or Safari browsers. *Internet Explorer is not a supported browser	
Anti-Virus & Anti-Spyware	Any current anti-virus software. Check your internet service provider as they may offer this software free of charge to subscribers.	
PDF Viewer/ Reader	Latest version of any PDF viewer/reader.	
Media Player	Any currently supported media player for mp3, mp4, wav, etc. files	

*Some course specific software and Windows applications may not be compatible with Mac or Linux based computers.

** Students who have online proctoring as part of their program may need a minimum of 5Mbps upload speed and 10Mbps download speed.

Note: Students who use personal devices to complete on-campus assessments may need additional items (i.e. privacy screen). Programs will inform students of unique hardware needs.

Financial Information

Tuition

Campus Program Tuition

Graduate Tuition

Tuition for the Doctor of Ministry degree program is as follows: $650 per quarter credit hour. The digital textbook fee for the Doctor of Ministry program, is $400 per quarter for the first six (6) quarters for a customized South University Logos package. The customized South University Logos package is not refundable.

Tuition for the Doctor of Nursing Practice degree program is as follows: $650 per quarter credit hour.

Tuition for the Doctor of Business Administration degree programs is as follows: $695 per quarter credit hour.

Tuition for the Doctor of Pharmacy degree program is $12,681 per quarter for full time students. Tuition does not include textbooks, technology fee, registration fee, or a $500 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment. Students taking less than 10 quarter credit hours or who are remediating courses will be charged on a per quarter hour rate. The cost per quarter credit hour is $1235; the maximum quarterly tuition is $12,681.

Tuition for the Master of Business Administration (after the completion of the Doctorate of Pharmacy degree program) is as follows: $669 per quarter credit hour.

Tuition for the Master of Medical Science in Anesthesia Science degree program is $11,671 per quarter. Tuition does not include textbooks ($15 per credit hour for digital textbooks), a technology fee of $20 per credit hour, or a $500 nonrefundable acceptance fee, which is applied to tuition for the first quarter upon enrollment. Anesthesiologist Assistant students are not eligible for part-time enrollment.

Tuition for the Master of Science in Physician Assistant is $10,856 per quarter. Tuition does not include textbooks ($15 per credit hour for digital textbooks), a technology fee of $20 per quarter credit hour, a $1000 per quarter clinical experience fee, or a $1,000 nonrefundable acceptance fee for South University Austin, Savannah, Tampa and West Palm Beach, which is applied to tuition for the first quarter upon enrollment. There is a $1000 acceptance fee, $900 of which is refundable, for those applicants accepted into the Physician Assistant program at South University, Richmond. Please note that acceptance fees are non-transferrable between South University locations.

This is for a full-time course load and does not include expenses for such required items as scrubs/uniforms (approximately $100), Basis Life Support (BLS) Certification from an American Heart Association (AHA) authorized training center (approximately $100), and professional instruments (approximately $1100). Students pay a $75 membership fee (subject to change) to the American Academy of Physician Assistants. Students are also required to join their respective state chapter Physician Assistant Associations (FAPA, GAPA, TAPA, VAPA) for a nominal fee which may vary by location. Students are required to purchase a laptop computer with privacy screen (approximately $1500). Students in the Physician Assistant program at all South University campuses where the program is offered are required to have a drug screen and criminal background checks prior to matriculation and prior to clinical placement through a third-party vendor (approximately $800).

Students may be scheduled for rotations outside the local campus geographical area, which may include outside of the state. All students should plan to travel/commute and/or relocate for some clinical rotations. Students are given the opportunity to share their scheduling preferences during their pre-clinical meetings. This will provide the Clinical Education Team with information which may have a bearing on their rotation assignments. Students are responsible for their credentialing, transportation, housing, and living expenses during their clinical year. Expenses will vary depending on the location of each rotation site.

Physician Assistant students are not eligible for part-time enrollment. All South University students pay a graduation fee of $250.

Student who are required to take additional

coursework to meet the program learning outcomes, competencies, or graduation requirements will incur additional tuition and fees.

Tuition for the RN to Master of Science in Nursing degree program is as follows: $255 per quarter credit hour for undergraduate level classes and $660 per quarter credit hour for graduate level classes.

Tuition for the Master of Science in Nursing degree programs is as follows: $660 per quarter credit hour.

Tuition for the Master of Arts in Clinical Mental Health Counseling degree program is $655 per quarter credit hour.

Tuition for the 11-week and hybrid 10-week Master of Business Administration and Master of Science in Leadership, degree programs are as follows: $415 per quarter credit hour.

Tuition for the 11-week Master of Science in Information Systems, degree program is as follows: $415 per quarter credit hour.

Tuition for the hybrid 10-week Master of Business Administration in Healthcare Administration degree program is as follows: $415 per quarter credit hour.

Tuition for the Master of Healthcare Administration, Master of Science in Accounting, Master of Science in Human Resources Management, and Master in Public Administration degree programs are as follows: $695 per quarter credit hour.

T**uition for the Master in Public Health** degree program is as follows: $550 per quarter credit hour.

Tuition for the Master of Science in Criminal Justice degree program is $669 per quarter credit hour.

Undergraduate Tuition

Tuition for the Bachelor of Science in Nursing degree program (entry level) is $475 per quarter credit hour. Tuition for the Bachelor of Science in Nursing degree program (professional level) is as follows: $617 per quarter credit hour. There is a $500 nonrefundable acceptance fee into the professional phase, which is applied to tuition for the first quarter upon enrollment.

Tuition for the RN to Bachelor of Science in Nursing degree program is as follows: $255 per quarter credit hour.

Tuition for Bachelor of Arts in Psychology, Bachelor in Business, Bachelor of Science in Criminal Justice, Bachelor of Science in Healthcare Management, Bachelor of Science in Information Technology, Bachelor of Science in Legal Studies, Bachelor of Science in Health Sciences, and Bachelor of Science in Public Health degree programs are as follows: $475 per quarter credit hour.

Tuition for Associate of Science in Allied Health Science, Associate of Science in Medical Assisting, Associate of Science and Associate of Applied Science in Occupational Therapy Assistant, Associate of Science in Paralegal Studies, and Associate of Science and Associate of Applied Science in Physical Therapist Assistant degree programs are as follows: $475 per quarter credit hour.

Online Program Tuition

Graduate Tuition

Tuition for the Doctor of Ministry degree program is as follows: $650 per quarter credit hour. The digital textbook fee for the Doctor of Ministry program, is $400 per quarter for the first six (6) quarters for a customized South University Logos package. The customized South University Logos package is not refundable.

Tuition for the Doctor of Nursing Practice degree program is as follows: $650 per quarter credit hour.

Tuition for the Doctor of Business Administration degree programs is as follows: $695 per quarter credit hour.

Tuition for the RN to Master of Science in Nursing degree program is as follows: $255 per quarter credit hour for undergraduate level classes and $660 per quarter credit hour for graduate level classes.

Tuition for the Master of Science in Nursing degree programs are as follows: $660 per quarter credit hour.

Tuition for the BS to MS in Accounting degree program is as follows: $475 per quarter credit hour for undergrad level classes and $695 per quarter credit hour for graduate level classes.

Tuition for the Master of Business Administration, Master of Business Administration in Healthcare Administration, Master of Science in Information Systems, and Master of Science in Leadership degree programs are as follows: $415 per quarter credit hour.

Tuition for the Master of Healthcare Administration Master of Science in Accounting, Master of Science in Human Resources Management, and Master in Public Administration degree programs are as follows: $695 per quarter credit hour.

Tuition for the Master of Science in Criminal Justice degree program is $669 per quarter credit hour.

Tuition for the Master in Public Health degree program is as follows: $550 per quarter credit hour.

Undergraduate Tuition

Tuition for the RN to Bachelor of Science in Nursing degree program is as follows: $255 per quarter credit.

Tuition for Associate of Science in Allied Health Science, Associate of Science in Medical Assisting, Associate of Science in Paralegal Studies, Bachelor of Arts in Psychology, Bachelor of Business Administration, Bachelor of Science in Accounting, Bachelor of Science in Criminal Justice, Bachelor of Science in Healthcare Management, Bachelor of Science in Information Technology, Bachelor of Science in Legal Studies, Bachelor of Science in Health Sciences, and Bachelor of Science in Public Health degree programs is as follows: $475 per quarter credit hour.

Payment of Tuition and Fees

All charges are due and payable on or before the start date of each quarter. For students in Online Programs, all charges are due and payable on or before the start date for each course. Circumstances which prevent a student from adhering to these dates should be discussed with the business office. Students attending school under a grant or loan should confer with the director of financial aid concerning the payment of fees; students attending school under the G.I. Bill® can discuss payment of school fees with the director of financial aid.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Fees

**Indicates a fee that is included in any refund calculations.*

Application Fee

South University does not charge application fees for any of its programs. However, some programs (Doctor of Pharmacy (PharmD), Master of Science in Physician Assistant (MSPA), and Master of Medical Science in Anesthesia Science (MMSc) utilize external application processing services and students may be charged a fee for using these services. Students should contact the Senior Director of Admissions at their desired location to determine if this applies to their program. Please see the Appendix for specific contact information.

Acceptance Fee

There is a non-refundable $500 acceptance fee for those applicants accepted into Anesthesiologist Assistant program.

There is a non-refundable $1000 acceptance fee for those applicants accepted into the Physician Assistant programs at South University, Austin, South University, Savannah, South University, Tampa and South University, West Palm Beach. There is a $1000 acceptance fee, $900 of which is refundable, for those applicants accepted into the Physician Assistant program at South University, Richmond. Acceptance fees are applied towards tuition.

There is a nonrefundable $500 acceptance fee for applicants accepted into the Doctor of Pharmacy degree program. The acceptance fee will be applied to the student's first quarter tuition payment. If an applicant accepted into the School of Pharmacy

encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable acceptance fee will be refunded.

The acceptance fees for these programs will be applied to the student's first quarter tuition payment. If an applicant accepted into the Pharmacy or Anesthesiologist Assistant programs encounters circumstances that prevent their matriculation, any amount paid by the applicant that is above the nonrefundable application fee and acceptance fee will be refunded.

International students are required to submit a $500 deposit prior to the beginning of classes; the deposit is refundable in the event a student's F1 visa is not approved and is deducted from the first quarter tuition payment.

Auditing Fee

Audited courses are subject to the same tuition and fees as courses taken for credit. Refer to the Tuition section. Requirements for auditing are published in the Academic Affairs section of this catalog.

Clinical Compliance Tracking System Fee:

New students in the College of Nursing, and those entering the professional phase of the Bachelor of Science in Nursing (BSN), will pay an initial fee to cover clinical clearance as required by our clinical affiliation agreements, including (but not limited to) background screenings, finger printing, immunization tracking, and any other necessary requirements. Rates by program are as follows:

	BSN*	MSN/DNP^
Complio BG/FP	$100	$130
Complio DT	$40	$40
Complio Tracker	$46	$42
Total	$186	$212

*Fee will be charged upon acceptance into the professional phase of the program. Any additional annual compliance required fees is the responsibility of the student.
^Based on student progression, additional compliance requirements may be necessary and is the responsibility of the student.
^Virginia students are responsible for funding the clinical clearance requirement prior starting the program (CTO SCHEV).

College of Health Professions

Clinical Experience Fee*
There is a Clinical Experience Fee of $1000 per quarter, for Master of Medical Science in Anesthesia Science and Master of Science in Physician Assistant program.

College of Nursing and Public Health Program Fees

Practicum Evaluation Fee
There is a nonrefundable $525 practicum evaluation fee charged for each practicum course in all Nursing programs.

*This fee is refundable in accordance with the cancellation refund policies outlined in the Refund of Tuition section of the catalog and for students withdrawing from their course(s) who are residents of Iowa and Wisconsin, per the applicable state refund policy outlined in the Refund of Tuition section of the catalog.

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Digital Textbooks

A digital textbook will be provided for applicable courses and will be automatically secured through South University's contracted third-party vendor. The student cost for digital textbooks will be charged to the student account in addition to tuition. The student cost is per quarter credit hour is $15. There are no digital textbook fees for the hybrid 10-week Master of Business Administration (MBA) and Master of Science in Leadership (MSL) degree programs.

For the Doctor of Ministry program, the student cost is $400 per quarter for the first six (6) quarters for a customized South University Logos package. The customized South University Logos package is not refundable, and students may not opt out.

For students opting out of the digital textbook, the associated charge will be reversed on the student account after the Drop/Add Period. Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material. The purchase of the Digital Textbook is not refundable. Students who do opt out will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook.

Provision for Books and Supplies
South University automatically provides required digital textbooks to its students through a contracted third-party vendor.

The student cost for these digital textbooks is charged to the student's account. This automatic process is the only way to obtain digital textbooks through South University.

Title IV funding will be used to pay for required digital textbooks for students who are eligible. Any books charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student.

Students may opt out of this method of receiving and paying for required digital textbooks. Opting out means a student will not be able to purchase any digital textbooks through South University.

Students who opt out are still responsible for purchasing their own textbook copies as a requirement for successful completion of South University courses. The opt out selection does not mean students do not have to purchase textbooks - only that they do not want to use South University's automatic system for digital textbook purchases.

If a student opts out of South University's method, the student's account will not be charged, and the student will still be responsible for purchasing the required books for her/his courses. For courses using a digital textbook, the charge will be reversed on the student account after the Drop/Add Period.

If a student opts out of South University's method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

Digital Textbook (for courses using Digital Textbooks) charge information is disclosed on South University's Enrollment Agreement and in the Catalog, or a supplemental disclosure.

Students may request to modify your book selection payment option at any time for a future payment period by contacting the Student Financial Services or Student Accounting Department. The choice cannot be made retroactively.

Diploma Fee

Each student is entitled to have one official diploma sent to them upon graduation. Students may request duplicate diplomas for a fee of $75 each.

Doctor of Pharmacy Degree Program

Application
Individuals seeking admissions to the Doctor of Pharmacy degree program must apply through PharmCAS, the organization that processes centralized applications to schools of pharmacy in the U.S. Information on the PharmCAS application fee and process can be found at www.pharmcas.org.

Extension Fee (Doctor of Business Administration)

A fee of $200 will be collected for each extension course a student enrolls in to complete the Doctor of Business Administration degree.

Final Project Extension Fee (Doctor of Ministry)

A fee of $200 will be collected for each extension course a student enrolls in to complete the Doctor of Ministry Degree.

Graduation Fee*

A graduation fee of $250 will be collected from each candidate for graduation and is due and payable the quarter in which the candidate is to graduate. If the candidate is to receive a second degree at the same graduation ceremony, an additional fee of $50 will be charged. The fee will be $95 for a second degree awarded at a subsequent graduation ceremony.

There are no graduation fee for the hybrid 10-week MBA, MBA-HCA, and MSL degree programs.

International Student Fee

A $400 fee is assessed at the beginning of every quarter for International Students for the continued maintenance of the student's records with the Student Exchange and Visitor Information System while enrolled in classes and during optional practical training.

Membership Fees

Students in the Occupational Therapy Assistant program may become a student member with full benefits of the American Occupational Therapy Association (AOTA) for a yearly fee of $75.00. On campuses with a local Student Occupational Therapy Association, students may join for a nominal fee which may vary by campus. Students should check with their program director at the campus for additional information.

Students enrolling in the Physician Assistant Studies program will incur a one-time fee for membership in the American Academy of Physician Assistants (AAPA). The current fee of $75 is subject to change. Students are also required to join their respective state chapter Physician Assistant Associations (FAPA, GAPA, TAPA, VAPA) for a nominal fee which may vary by location.

Students in the Physical Therapist Assistant program may become student members of the American Physical Therapy Association (APTA) for a yearly fee of $80.00 plus any state chapter dues.

Nurse Entrance Examination Fee

Applicants for the pre-licensure nursing programs are required to take an entrance examination (TEAS). The fees are the responsibility of the student and must be paid upon registration for the test.

Physical Therapist Assistant Entrance Exam Fee

Applicants for the professional phase of the Physical Therapist Assistant program (AS or AAS) are required to take an entrance examination (ATI TEAS). The fees are the responsibility of the student and must be paid upon registration for the test.

Registration Fee

The registration fee for all students is $25 per term. This fee applies to all programs and enables the University to invest in systems that will provide seamless registration for students and allow for program planning from matriculation to graduation.

There are no registration fee for the RN to BSN, hybrid 10-week MBA, MBA-HCA, and MSL degree programs.

Student I.D. Replacement Fee

Photographs for campus-based student IDs are taken during orientation and student IDs are issued to new students during their first week of classes. There is no charge for the initial student ID. Students who lose their IDs may obtain a replacement through the office of the Dean of Student Affairs for a charge of $10 per occurrence.

Students in online programs need to work with their Admissions Representative or Academic Counselor to have a student ID issued. The student IDs are printed and mailed during the first week of classes. There is no charge for the initial student ID. Students who lose their IDs may obtain a replacement through the same process above for a charge of $10 per occurrence.

Technology Fee*

The technology fee for all students is $20 per quarter credit hour. The fee does not apply to Pharmacy students; effective with all terms starting on or after January 8, 2024, $150 per quarter will apply to Pharmacy students.

There are no registration fee for the RN to BSN, hybrid 10-week MBA, MBA-HCA, and MSL degree programs.

Transcript Fee

The charge for official copies of transcripts is $10 each. South University has partnered with Parchment to order and send student transcripts securely. Our South University Parchment storefront site makes it easy to place your order through a guided process, and it also outlines delivery options and required fee of $10. Status updates will be sent to the email address that you provide and make tracking your order easier online. To get started please visit: https://www.parchment.com/u/registration/34643914/account.

Institutional Refund Policy

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled in Campus-Based Programs (10-week or 11-week terms)

Academic programs functioning under 11-week terms are:

- Bachelor of Science in Nursing*
- Associate of Applied Science in Occupational Therapy Assistant*
- Associate of Science in Occupational Therapy Assistant*
- Associate of Applied Science in Physical Therapist Assistant*
- Associate of Science in Physical Therapist Assistant*

*The pre-professional phase of these programs is offered in 10-week terms. The professional phase is offered in 11-week terms.

For purposes of this Initial Period of Enrollment Policy, a first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended, please see the Refund of Tuition section of the enrollment agreement and catalog.

South University programs provide all new applicants seeking a first-time enrollment in any campus-based undergraduate program of study, including blended (hybrid) programs, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to the start of the term or within seven (7) calendar days following the first day of the student's first scheduled class, whichever is later (referred to as the "Initial Period").

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28th - 1st scheduled class		1
April 29th	1st Day of Initial Period	2
April 30th	2	3
May 1st	3	4
May 2nd	4	5
May 3rd	5	6
May 4th	6	7
May 5th	7th - Last Day of Initial Period	8
May 6th	Initial Period over - student is eligible to be reviewed for full admission	9

A first-time undergraduate student who notifies the school of the intent to withdraw in person or in writing, or simply stops attending and does not attend classes past the seventh (7th) calendar day following the student's first day of the term or first scheduled class, whichever is later, will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the date of the cancellation.

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the seventh (7th) calendar day following the student's first scheduled class or does not meet the requirements for admission to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the ninth (9th) respective calendar day (the day after the first calendar day plus seven (7) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term or first scheduled class day, whichever is later, including the withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

In order to qualify for aid, students must be a regular student and meet all federal, state, or other types of aid eligibility requirements.

Cancellation Refund Policy Student Examples for Campus-Based Students:

Example 1:

1. Student's first scheduled class is January 5th.
2. Student ceases to attend and his or her last date of attendance is January 9th (the 4th day).
3. Student would no longer be enrolled and would not be eligible for any Title IV, state aid and other aid program funding nor would the student be charged tuition or fees for any portion of his or her Initial Period or for the term.
4. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

1. Student's first scheduled class is January 5th.
2. Student remains enrolled and attends class through January 14 (the 9th day), then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day ten (10) of the class.
4. Student would be eligible for Title IV, veteran's benefits, state aid, and other aid programs, if all other conditions are met for admission and aid eligibility, since the applicant became a regular student after January 11th (the 7th day).
5. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Initial Period of Enrollment and Cancellation Refund Policy for First-Time Undergraduate Students Enrolled in Fully-Online Programs

A first-time undergraduate student is a student who has not previously attended the school in an undergraduate program. A first-time undergraduate student is defined as a student who is not currently enrolled, is not a prior graduate from an undergraduate program, and does not have a prior enrollment in a withdrawn or dismissal status.

For students in graduate programs and undergraduate students who have previously attended please see the Refund of Tuition section of the enrollment agreement and catalog.

South University programs provide all new applicants seeking a first-time enrollment in any fully online undergraduate program of study, an Initial Period of Enrollment. The Initial Period of Enrollment allows first-time undergraduate students the ability to begin classes as a non-regular student, without any financial penalty, to determine if our school and educational program are right for the student. Students who enroll may cancel their enrollment prior to beginning classes or within twenty-one (21) calendar days following the first day of the student's first term.

A first-time undergraduate student who notifies the school in person, in writing, or simply stops attending and does not attend classes past the twenty-first (21st) calendar day following the first day of the term

will be considered a cancellation. The school will refund any monies paid on the student's behalf and will remove any charges from the student's account. All refunds will be made within thirty (30) calendar days of the cancellation.

The chart below illustrates the days in the Initial Period for a non-regular student:

Class Days	Initial Period Days	Number of Calendar Days in Initial Period
April 28th - 1st scheduled class		1
April 29th	1st Day of Initial Period	2
April 30th	2	3
May 1st - May 7th	3. 4. 5. 6. 7. 8. 9	4, 5, 6, 7, 8, 9, 10
May 8th - 15th	10, 11, 12, 13, 14, 15, 16	11, 12, 13, 14, 15, 16, 17
May 16th - 19th	17, 18, 19, 20	18, 19, 20, 21
May 20th	21st = Last Day of Initial Period	22
May 21st	Initial Period over - student is eligible to be reviewed for full admission	23

During a first-time student's Initial Period of Enrollment in an undergraduate program, the student is considered a non-regular student for federal student aid purposes and is not eligible to receive federal, state or any other types of aid during this period.

Please note, a first-time undergraduate student who is receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid if the student cancels within the twenty-first (21st) calendar days following the first day of the first term (22nd day), or does not meet the admission requirements to the school.

Students who complete the Initial Period of Enrollment will be reviewed for full admission into the school as a regular student on the twenty-third (23rd) respective calendar day (the day after the first day of the term plus twenty-one (21) calendar days). Students are required to meet all school admission requirements and any additional programmatic admission requirements that apply to the student's program of study. Students completing the Initial Period of Enrollment who continue in the educational program will be subject to all student policies back to the first day of the student's first term, including withdrawal, refund and Return to Title IV policy should the student cease attending at a later date.

Cancellation Refund Policy Student Examples for Fully Online Programs:

Example 1:

1. The term begins on January 5th.
2. Student ceases to attend and his or her last date of attendance is January 24th (the 19th day).
3. Student would no longer be enrolled and would not be eligible for any Title IV, veteran's benefits, state aid and other aid program funding nor would the student be charged for any portion of his or her tuition or fees for the Initial Period or for the term.
4. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Example 2:

1. The term begins on January 5th.
2. Student remains enrolled and attends class through January 28 (the 23rd day) then ceases enrollment and attendance.
3. Student would be charged for the full class amount and his or her refund, if any, would be calculated based on withdrawal on day twenty-four (24) of the term.
4. Student would be eligible for Title IV, veteran's benefits, state aid and other aid program, if all other conditions are met for admission, since the applicant became a regular student after January 25th (the 21st day).
5. Students receiving military educational benefits may incur a debt with the benefit provider for educational benefits paid.

Refund of Tuition

Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. All students will be subject to the specific state refund policies outlined below if applicable. Otherwise, they will be subject to the institutional refund policy. Students who receive Federal student aid are subject to the Return of Title IV

Funds Policy. Digital Textbook Fees and Registration Fees are non-refundable. Tuition, Technology Fee and Clinical Experience Fee adjustments will be made according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be reversed and any payments made will be refunded. A tuition adjustment results when a student officially changes enrollment status (full-time to part-time, part-time to less than part-time or part-time to full time) during the drop/add period. No adjustment will be made for students dropping individual classes after the drop/add period.

2. Refund Policy after Class Start:
   The school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the academic term but withdraws completely from school prior to the start of a subsequent session within the academic term, charges for the unattended session(s) after the student's last date of attendance will be reversed. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges will include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance during the first session.

   If a student has attended through the second session and withdraws, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

3. Richmond and Virginia Beach Virginia campuses only: Rejection: An applicant rejected by South University is entitled to a refund of all monies paid. Three-Day Cancellation: An applicant who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, less an application fee of one hundred (100) dollars for certain academic programs. Other Cancellations: An applicant requesting cancellation more than three (3) days after executing the enrollment agreement and making an initial payment, but prior to the first day of class is entitled to a refund of all monies paid, less an application fee of one hundred (100) dollars for certain academic programs. A student applicant will be considered a student as of the first day of classes.

   All refunds must be submitted within forty-five (45) calendar days after receipt of a written request or the date the student last attended classes, whichever is sooner.

   Tuition, Technology Fee, and Clinical Experience Fees Refunds will be Determined as Follows for Virginia Based Students:

Proportion of Total Course Taught by Withdrawal Date	Refunds
During the Drop/Add Period	100%
After the Drop/Add Period and before the first 25%	75%
25% up to but less than 50%	50%
50% up to but less than 75%	25%
75% or more	No Refund

4. Tuition Refunds will be Determined as Follows for Alabama, North Carolina, and Texas (Austin, High Point, and Montgomery locations), based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date:	Refunds
Week 1	75%
Week 2	50%
Week 3	25%
After Week 3	0%

5. Tuition, Technology Fee, and Clinical Experience Fee Refunds will be Determined as Follows for Alabama, North Carolina, and Texas (Austin, High Point, and Montgomery locations), based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date:	Refunds for 10-week Program	Refunds for 11-week Program
Week1	90%	91%
Week 2	80%	82%
Week 3	70%	73%
Week 4	60%	64%
Week 5	50%	55%
Week 6	no refund	45%
Week 7	no refund	no refund

6. Tuition, Technology Fee, and Clinical Experience Fee Refunds will be Determined as Follows for Georgia (Atlanta and Savannah locations), based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date:	Refunds
Up to 5% of term	95%
5%-10% of term	90%
10%-25% of term	75%
25%-50% of term	50%
After 50% of term	0%

7. Tuition, Technology Fee, and Clinical Experience Fee Refunds will be Determined as Follows for Florida (Orlando, Tampa and West Palm Beach locations):

Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. Refunds or tuition adjustments will be awarded according to the following guidelines:

Students who apply for enrollment into a Florida campus but are rejected or provide written notice of cancellation within three (3) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than three (3) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Tuition, Technology Fee, and Clinical Experience Fee Refunds will be Determined as Follows, based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date	Refunds
During the Drop/Add Period	100%
After the Drop/Add Period and before the end of Week 1, if different	75%
Week 2	50%
Week 3	25%
After Week 3	0%

8. South University, Online Programs:
9. Student Right to Cancel/Buyer's Right to Cancel: Students in South University's online programs who drop before the start date of the academic term will receive a one hundred (100) percent refund of the total cost of tuition for the academic term. Tuition, Technology and Clinical Experience Fee refunds after the start of an academic term are based on weekly attendance. Fully online students must contact their Academic Counselor to officially withdraw from school. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy in all their classes. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.
10. Online and 10 week Ground Based Programs (Excluding FL, GA, VA):

Returning from ANA:

- Students who withdraw during week 1 will receive a 75% Tuition, Technology Fee and Clinical Experience Fee refund.
- Students who withdraw during week 2 will receive a 50% Tuition, Technology Fee and Clinical Experience Fee refund.
- Students who withdraw during or after the 3rd week will receive a 0% Tuition, Technology Fee and Clinical Experience Fee refund.

Quarter Start:

- Students who withdraw during weeks 1 and 2 will receive a 75% Tuition, Technology Fee and Clinical Experience Fee refund
- Students who withdraw during weeks 3 and 4 will receive a 50% Tuition, Technology Fee and Clinical Experience Fee refund.
- Students who withdraw during or after the 5th week will receive a 0% Tuition, Technology Fee and Clinical Experience Fee refund.

9. Iowa State Refund Policy

   Students taking online courses from their home state of Iowa who withdraw from their academic term will receive a prorated academic term refund based on their official last date of attendance (LDA). Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of classes (as listed in the University calendar), regardless of program. Refunds or tuition adjustments will be awarded according to the following guidelines:

   1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be refunded.
   2. Students who drop during the first two calendar weeks of the academic term will receive a full refund of tuition.
   3. Tuition, Technology and Clinical Experience Fee refunds after the first two weeks will be prorated based on the number of days the student failed to complete in the academic term, less a 5% administrative charge.

      Example formula for calculating refund:

      1. 70 (total # of calendar days in the academic term) – 24 (# of calendar days the student completed in the academic term) = 46 (# of calendar days the student failed to complete in the school period)
      2. 46 ÷ 70 = 0.66 (percentage of the academic term that the student failed to complete)
      3. 0.66 x $5,000 (tuition charges for the academic term) = $3,300 (amount of refund prior to administrative charges)
      4. $3,300 x .95 (Iowa law allows the school to retain 5% in administrative charges) = $3,135 (tuition charge refund/ reduction owed to the student)

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

      1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
      2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
      3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

10. Maryland State Refund Policy

    The Maryland State Refund Policy applies to students who are residents of Maryland. Refunds are made within sixty (60) days from the date of withdrawal or termination. The withdrawal date is the last date of attendance as determined by the school from its attendance records. A Maryland student that withdraws or is terminated after completing only a portion of a course,

program, or term within the applicable billing period is as follows:

Online Programs:

Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Refunds
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

11. New Mexico Refund Policy

    The New Mexico State Refund Policy applies to students who are residents of the state of New Mexico who withdraw from all courses from South University online programs.

    Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of three business days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period, the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

    Following the cooling off period but prior to the beginning of instruction, a student may withdraw from enrollment following the cooling off period, prior to submission by the student of any lesson materials and effective upon deposit of a written statement of withdrawal for delivery by mail or other means, and the institution shall be entitled to retain no more than one hundred (100) dollars or five (5) percent in tuition or fees, whichever is less, as registration charges.

    A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution shall be entitled to retain, as registration charges, no more than one hundred (100) dollars or five (5) percent of Tuition, Technology and Clinical Experience Fees, whichever is less. Additionally, institutions are eligible to retain Tuition, Technology and Clinical Experience Fees earned at a pro-rata amount according to the following schedule, based on the date of student withdrawal as a percentage of the enrollment period for which the student was obligated. The withdrawal date is the last date of attendance as determined by the school from its attendance records

    Online Programs:

    Tuition, Technology Fee and Clinical Experience Fee Refunds will be Determined as Follows, based on the week in which the student withdraws:

Schedule	Refunds
On first class day	0%
After first day and within 10%	10%
After 10% and within 25%	50%
After 25% and within 50%	75%
50% or thereafter	100%

Upon request by a student or by the department, the institution shall provide an accounting for such amounts retained within five (5) business days of the request.

Tuition, Technology, and Clinical Experience Fee refunds will be made within thirty (30) calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

12. Ohio State Refund Policy

    Residents of Ohio who apply for enrollment at South University but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies

paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

Online Programs

Refunds for Tuition, Technology Fees, and Clinical Experience Fee will be determined as Follows:

	Refunds
Withdrawal during the first full week	75%
Withdrawal during the second full week	50%
Withdrawal during the third full week	25%
Withdrawal after the third full week	No tuition or refundable fees refund

13. Wisconsin State Refund Policy
    The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from South University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three business days of acceptance by the school day cancellation period.

    A student who withdraws or is dismissed after the three (3) business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten (10) percent. The withdrawal date is the last date of attendance as determined by the school from its attendance records. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

    The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

    The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

    No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

    Cancellation Privilege:
    A student shall have the right to cancel enrollment for a program not exempted until midnight of the third (3rd) business day after written and final receipt of notice of acceptance from the school.

    The student will receive a full refund of all money paid if the student cancels within the three (3) business day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

    Adjustments of the Tuition, Technology Fees, and Clinical Experience Fees before Attending Any Units of Instruction but after the three (3) Day

Cancellation Period:

One hundred (100) percent refund less a one-time application fee of $50.

Online Programs
Adjustment of Charges after Completing:

At Least	But Less Than	Refunds
1 unit/calendar day	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

14. Graduation Fee Refunds for All South University Students

The Graduation Fee will be 100% refunded if the student is no longer attending prior to completing the required credits for the program.

Institutional Refund Policy for Single Courses

Refund of Tuition

Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of the class (as listed in the University calendar), regardless of the class. All students will be subject to the institutional refund policy. Refunds or tuition adjustments will be awarded according to the following guidelines:

1. If circumstances prevent matriculation before a student begins attending the University, all tuition charges will be reversed and any payments made will be refunded. A tuition adjustment results when a student officially changes enrollment status during the drop/add period. No adjustment will be made for students dropping the class after the drop/add period and will be subject to the tuition refund schedules below.
2. Richmond and Virginia Beach Virginia campuses only:
   Rejection: An applicant rejected by South University is entitled to a refund of all monies paid. Three-Day Cancellation: An applicant who provides written notice of cancellation within three (3) business days, excluding weekends and holidays, of executing the enrollment agreement is entitled to a refund of all monies paid, less an application fee of fifty (50) dollars for certain academic programs. Other Cancellations: An applicant requesting cancellation more than three (3) days after executing the enrollment agreement and making an initial payment, but prior to the first day of class is entitled to a refund of all monies paid, less an application fee of fifty (50) dollars for certain academic programs. A student applicant will be considered a student as of the first day of classes.

   All refunds must be submitted within forty-five (45) calendar days after receipt of a written request or the date the student last attended the class, whichever is sooner.

   Tuition Refunds will be Determined as Follows:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the first 25%	75% of tuition cost
25% up to but less than 50%	50% of tuition cost
50% up to but less than 75%	25% of tuition cost
75% or more	No Refund

3. Florida campuses including Orlando, Tampa, and West Palm Beach:
   Tuition charges are based on the total number of credit hours for which a student is enrolled on the first day of the class (as listed in the University calendar), regardless of the class. Refunds or tuition adjustments will be awarded according to the following guidelines:

   Students who apply for enrollment into a Florida campus but are rejected or provide written notice of cancellation within three (3) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than three (3) calendar days after executing the enrollment

agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.

Tuition Refunds will be Determined as Follows, based on the week in which the student withdraws:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
During the Drop/Add Period	100% of tuition cost
After the Drop/Add Period and before the end of Week 1, if different	75% of tuition cost
Week 2	50% of tuition cost
Week 3	25% of tuition cost
After Week 3	0% of tuition cost

4. South University Online:
   Student Right to Cancel/Buyer's Right to Cancel:

   If circumstances prevent matriculation before a student begins attending South University, all tuition charges will be refunded.

   Students in South University's online courses who drop before the start date of the course will receive a one hundred (100) percent refund of the total cost of tuition for the course. Tuition refunds after the start of a course are based on weekly attendance. Fully online students must contact their Academic Counselor to officially withdraw from school. A student will be determined to be withdrawn from the institution if the student violates the University's published attendance policy. The withdrawal date is the last date of attendance as determined by the school from its attendance records. All refunds must be submitted within thirty (30) calendar days of the determination of the withdrawal date.
   Online Courses:

   Mid-Quarter Course:
   - Students who withdraw during week 1 will receive a 75% tuition refund.
   - Students who withdraw during week 2 will receive a 50% tuition refund.
   - Students who withdraw during or after the 3rd week will receive a 0% tuition refund.

   Quarter Course:
   - Students who withdraw during weeks 1 and 2 will receive a 75% tuition refund.
   - Students who withdraw during weeks 3 and 4 will receive a 50% tuition refund.
   - Students who withdraw during or after the 5th week will receive a 0% tuition refund.

5. Maryland State Refund Policy
   The Maryland State Refund Policy applies to students who are residents of Maryland. Refunds are made within sixty (60) calendar days from the date of withdrawal or termination. The withdrawal date is the last date of attendance as determined by the school from its attendance records. A Maryland student that withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Proportion of Total Course, Program, or Term completed as of Date of Withdrawal or Termination	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

6. New Mexico Refund Policy
   The New Mexico State Refund Policy applies to students who are residents of the state of New Mexico who withdraw from all courses from South University online programs.

   Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of three (3) business days from the date of agreement or payment or from the date that the student first visits the institution,

whichever is later. During the cooling off period, the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Following the cooling off period but prior to the beginning of instruction, a student may withdraw from enrollment following the cooling off period, prior to submission by the student of any lesson materials and effective upon deposit of a written statement of withdrawal for delivery by mail or other means, and the institution shall be entitled to retain no more one hundred (100) dollars or five (5) percent in tuition or fees, whichever is less, as registration charges.

A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution shall be entitled to retain, as registration charges, no more than one hundred (100) dollars or five percent (5%) of tuition and fees, whichever is less. Additionally, institutions are eligible to retain tuition and fees earned at a pro-rata amount according to the following schedule, based on the date of student withdrawal as a percentage of the enrollment period for which the student was obligated. The withdrawal date is the last date of attendance as determined by the school from its attendance records.

Schedule	Refund Amount
On first class day	0%
After first day and within 10%	10%
After 10% and within 25%	50%
After 25% and within 50%	75%
50% or thereafter	100%

Upon request by a student or by the department, the institution shall provide an accounting for such amounts retained within five (5) business days of the request.

Tuition and fee refunds will be made within thirty (30) calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

8. Ohio State Refund Policy
   Residents of Ohio who apply for enrollment at South University but are rejected or provide written notice of cancellation within five (5) calendar days of executing the enrollment agreement are entitled to a refund of all monies paid. An applicant requesting cancellation more than five (5) calendar days after executing the enrollment agreement and making an initial payment but prior to the first day of class is entitled to a refund of all monies paid.

   All refunds will be submitted within thirty (30) calendar days of the determination of the withdrawal date. Refunds are calculated based on the student's last date of attendance or participation in an academic activity.

   Refunds for Tuition and Refundable Fees will be determined as Follows:

Calendar Week	Tuition Refund
Withdrawal during the first full week	75% of tuition and refundable fees
Withdrawal during the second full week	50% of tuition and refundable fees
Withdrawal during the third full week	25% of tuition and refundable fees
Withdrawal after the third full week	No tuition or refundable fees refund

9. Wisconsin State Refund Policy

   The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from South University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three (3)-business days of acceptance by the school day cancellation period.

   A student who withdraws or is dismissed after the three (3)-business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as

calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten (10) percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period. The withdrawal date is the last date of attendance as determined by the school from its attendance records.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Cancellation Privilege:
A student shall have the right to cancel enrollment for a program not exempted until midnight of the third (3rd) business day after written and final receipt of notice of acceptance from the school.

The student will receive a full refund of all money paid if the student cancels within the three (3)-business-day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

Online Courses:
Adjustments of the Tuition and Fee Charges before Attending Any Units of Instruction but After the Three (3) - Day Cancellation Period:

One hundred (100) percent refund.

Adjustment of Charges after Completing:

At Least	But Less Than	Refund of Tuition
1 unit/calendar day	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

Return of Title IV Funds

Campus-based Programs and Online Programs

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term or session the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in

the term. If there is a scheduled break of five (5) or more days, excluding periods of an approved Leave of Absence for campuses in Virginia only, it will reduce the term length and if the scheduled break is before the student's last date of attendance, it will also reduce the calendar days completed. Exemption: if the student successfully completes 49% or more of the number of days in the term or successfully completes at least half-time coursework for the term, a Return of Title IV calculation will not be required. Successfully completed is defined as receiving a passing grade in the course.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal Direct PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student or parent, in the case of the Federal PLUS Loans, needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student or parent. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

If there are remaining unearned Federal financial aid funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

If students are only scheduled to attend Session I or Session II, the Return of Title IV Funds calculation as described will be applied to the applicable Session attended using the session start and end dates.

Financial Aid

Financial aid is available to those who quality. Financial aid is the economic assistance available to help students meet the difference between what they can afford to pay and what it actually costs them to go to school. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.

A financial aid package is a combination of different forms of financial aid that together makes up a student financial aid award. A financial aid package may include grants, loans, or any combination of eligible aid.

A student's ability to contribute to the cost of his or her education (Expected Family Contribution or EFC) is determined by the use of a needs analysis, performed by the US Department of Education's Central Processing System (CPS), which is a consistent, systematic way of measuring the ability of a family to pay for educational costs and its eligibility to receive funds from federal programs. It determines the ability, not the willingness, of a student or family to finance the student's education. Everyone who applies is treated fairly and equally under this system. In determining how much a student and his or her family can contribute, a number of factors are considered. From these factors, a needs analysis determines how much a student and his or her family can contribute and how much money will be needed to finance the student's education.

Application Process for Financial Aid

To apply for any form of financial aid at South University, a student must:

1. Apply for admission to the University.
2. Complete a Free Application for Federal Student Aid (FAFSA). This form is for both in and out-of-state students.

Student Aid Programs

South University participates in several student aid programs. A brief description of each follows.

Grants

Alabama Student Grant (ASG) (Montgomery campus only)

This Alabama grant program is available to students who are Alabama residents and who are enrolled at least half-time in an undergraduate program of study. Applications are available in the financial aid office.

Alabama Student Assistance Grant Program (ASAP) (Montgomery campus only)

This Alabama grant program provides additional funds to Alabama residents with exceptional need and is awarded by the financial aid office to eligible students who are enrolled at least half-time in an undergraduate program of study and have a federal expected family contribution (EFC) of zero.

Alabama National Guard Educational Assistance Program (ANGEAP) (Montgomery campus only)

This Alabama grant program is available to Alabama National Guard members. Students submit an application to the Alabama National Guard Educational Assistance Program Office before August 1st of the academic year for which grant funds are being requested. Students may obtain applications through the financial aid office or the ANGEAP office.

Georgia Tuition Equalization Grant (Savannah campus and online Georgia residents only)

The Georgia Tuition Equalization Grant (TEG) entitles qualified Georgia residents who are full-time students to a tuition grant without respect to age, income, or academic standing. Applications are available from the financial aid office.

Florida Student Assistance Grant (FSAG) (Orlando, Tampa, and West Palm Beach campuses only)

Florida Student Assistance Grant (FSAG) (Orlando, Tampa, and West Palm Beach campuses only)

Federal Pell Grant Program

Federal Pell Grants are based on financial need, as defined by the U.S. Department of Education. To be eligible for a Federal Pell Grant, students must: make application each year by filing the Free Application for Federal Student Aid (FAFSA); prove U.S. citizenship or permanent resident status; be able to show graduation from high school or its equivalency; not owe a refund on a federal grant nor be in default on a federal loan; and maintain satisfactory academic progress in school.

William L. Boyd, IV, Effective Access to Student Education (EASE) (Orlando, Tampa, and West Palm Beach campuses only)

This Florida grant program is available to full time undergraduate students who are Florida residents and working towards their first degree.

Federal Supplemental Educational Opportunity Grant Program (FSEOG)

Federal Supplemental Educational Opportunity Grants are for students who demonstrate exceptional financial need
(with priority given to Pell Grant recipients). There are a limited number of awards available each year so early application is encouraged. This typically does not have to be repaid.

South University's Institutional Grants

For more information contact the Financial Aid Office.

Loans

Federal Direct Subsidized Loan
The Federal Direct Subsidized Loan is a fixed interest loan available to students through the federal government. The interest is subsidized by the federal government. To be eligible, a student must be a citizen or permanent resident alien of the United States and meet other eligibility requirements. Repayment of the loan begins six (6) months after the student' drops below half time enrollment.

Federal Direct Unsubsidized Loan
The Federal Direct Unsubsidized Loan is a fixed interest loan available to students through the Federal Government. The interest is not subsidized by the federal government and begins accruing on the date of disbursement. Students may either pay this interest as it becomes due or let it capitalize on the original loan amount which will increase the overall amount to be repaid by the student. The Unsubsidized Loan repayment begins six (6) months after the student drops below half time enrollment. Dependent students who do not meet the need requirements for a Subsidized Loan will be eligible for unsubsidized loans. Students whose parents are denied a PLUS Loan, may also apply for additional unsubsidized loan amounts, based on the student's grade level. Please refer to a Student Financial Services professional for additional information.

Federal Direct Parent Loan for Undergraduate Students (PLUS) Loan Program
The Direct Parent Loan for Undergraduate Students is a fixed interest loan available to parents through the Federal Government. The PLUS loan is a credit-based loan available to parents of dependent students. The PLUS loan repayment begins 60 days after the loan is fully disbursed.

Federal Direct Grad PLUS Loan
This loan is for graduate students. The student must have a good credit history. The interest on this loan is not subsidized.

Plus Loan Borrowing Limits: Parents or graduate students may borrow up to the full cost of attendance minus any financial aid the student receives.

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit www.wsac.wa.gov/loan-advocacy or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov.

Scholarships

Georgia HOPE Scholarship (Savannah campus and online Georgia residents only)

This scholarship is available to qualified Georgia residents who graduated from high school in 1996 or later with a minimum 3.00 grade point average. Additional information about eligibility is available from the financial aid or registrar's office.

Georgia Zell Miller Scholarship (Savannah campus and online Georgia residents only)

This scholarship is available to qualified Georgia residents who meet the eligibility criteria. Information about eligibility requirements is available from the financial aid office.

Florida Bright Futures Scholarship Program (Orlando, Tampa and West Palm Beach campuses only)

This scholarship program is available to students who have applied before their graduation from high school or GED and are currently enrolled at the University and meet the scholarship criteria.

South Carolina HOPE Scholarship (Columbia campus only)

This scholarship is available to qualified South Carolina residents who graduated from high school in 2002 or later with a minimum of a 3.00 grade point average. Additional information about eligibility is available from the financial aid office.

South Carolina LIFE Scholarship (Columbia campus only)

This scholarship is available to qualified South Carolina residents who meet the eligibility criteria. Information about eligibility requirements is available from the financial aid office.

Federal Work-Study Program (campus-based only)

Through the Federal Work-Study program, students have the opportunity to meet part of their expenses by working part-time on or off campus. Students can earn at least minimum wage, and possibly higher for specific positions. A limited number of assignments are available, with priority given to students with the greatest need, as determined by the results of the FAFSA. The Student Financial Services Department has more details. The maximum students can earn through this program is the amount of their unmet need (the difference between expenses and all their resources).

Academic Affairs

South University Academic Integrity Policy

South University Honor Code

While I attend South University, I will be a fair, ethical, and honorable student and promote others' fair, ethical, and honorable conduct. I will not cheat, and I will not help others to cheat. I will do my own work and give proper and truthful reference to those whose work has contributed any content to mine.

Academic Integrity

South University defines academic integrity as the complete, accurate, specific, and truthful representation of authorship, origin of ideas, mastery of material, and data, including access to and authorized use of resources. Students must maintain academic integrity in all activities, including observing and reporting academic integrity violations committed by others.

Academic Dishonesty

Academic dishonesty is defined as the use of unauthorized materials or assistance with the intent to deceive the instructor. Violations of the South University Academic Integrity Policy typically fall into the following categories: Cheating, Plagiarism, Fabrication, Sabotage, and Academic Misconduct. Violations of academic integrity must be reported by students, faculty and administrators.

Violations of Academic Integrity

- **Cheating**. Receiving unauthorized assistance on tests/examinations or other academic work. *Contract Cheating* is a form of cheating in which students get another to complete their coursework (paid or unpaid). Cheating also includes *collusion* in which students participate in unauthorized conspiring with another for work offered as credit.
- **Plagiarism**. The practice of taking someone else's work or ideas and passing them off as your own work or ideas. *Self-plagiarism* is a form of plagiarism in which students submit an identical or very similar work without receiving permission from the current faculty member prior to submission.
- **Fabrication**. Inventing or falsifying information or data.
- **Sabotage**. The willful attempt to hinder another student's work.
- **Academic Misconduct**. Includes the alteration of grades, involvement in the acquisition or distribution of un-administered tests, or failure to report integrity violations committed by others.

Classification of Academic Integrity Violations and Possible Penalties

As part of the South University Academic Integrity Policy, students must maintain academic integrity in all activities up to and including observing and reporting integrity violations committed by others. Students who fail to report a witnessed potential violation of Academic Integrity policy will be counseled regarding the importance of so doing and the negative academic impact of failing to report such violations. Repeated instances of failure to report a violation may be referred to the Campus Director & Dean of Academic Affairs and Operations (all programs excluding Pharmacy; for Pharmacy, referrals will be made to the Pharmacy Associate Dean of Academic Affairs) for campus-based students or the Dean of Student Affairs for students online and may result in increasing level violations.

Violations of academic integrity are classified based on the level of seriousness. Brief descriptions, examples, and recommended penalties are provided below. These are general descriptions and should not be considered all-inclusive.

Level One: *Warning*
Level One warnings consist of instances wherein, in the opinion of the faculty member, the student's actions were not intentional. A Level One warning is considered an academic issue, not a disciplinary offense. However, all incidents of Level One warning will be recorded in the student's academic record (all programs excluding Pharmacy; for Pharmacy, all incidents will be recorded by the Associate Dean of Academic Affairs).

Examples of Level One Warnings include, but are not limited to:

Plagiarism

- Improper citation or referencing resulting from unintentional misrepresentation of a source.
- Citation of information not taken from the source indicated.

Level One Recommended Penalty: Resubmission of the assignment with corrections for partial credit (at the instructor's discretion).

Level Two: *Violation*
Level Two Violations consist of instances when, in the opinion of the faculty member, one or both of the following conditions exists:

- The student's actions constitute a violation of academic integrity that cannot be dismissed as the likely result of inexperience or otherwise deemed unintentional.
- The student has previously committed a Level One infraction, receiving a warning, and has repeated the same or similar infraction.

Examples of Level Two Violations include, but are not limited to:

Cheating

- Unauthorized assistance with academic work.
- Allowing another student to copy one's work.
- Copying from another student's work.

Plagiarism

- Quoting another person's words directly or use of another's ideas, opinions, or theories without acknowledging the source.
- Using facts, statistics or other illustrative material taken from a source without acknowledging the source, unless the information is common knowledge.
- Submitting a computer program, or any other creative work or intellectual property as defined by the discipline, as original work, which duplicates, in whole or in part, without citation, the work of another.
- Submitting identical or very similar work more than once without receiving permission from the current faculty member prior to submission.

Fabrication

- Listing of sources in a bibliography or other report not used in that project.

Sabotage

- Providing incorrect information to another person about any matter, with the intent to harm another student's academic performance or character

Level Two Recommended Penalty: A grade of 0.00 awarded for the assignment.

Level Three: *Violation*

Level Three violations consist of instances when, in the faculty member's opinion, one or both of the following conditions exist.

- The student's actions are a repeat offense of a Level Two violation.
- The student's actions are initial offenses of academic misconduct of a more serious nature than a Level Two Violation.

Examples of Level Three Violations include, but are not limited to:

Cheating

- Using or attempting to use unauthorized material, aid or device prior to or during an examination (includes tests and quizzes).
- Conspiring and colluding with another person during an exam by giving or receiving information without permission from the faculty member. This includes giving, receiving, using, or attempting to give, receive, or use unauthorized assistance/material/device(s) in connection with any examination.
- Replicating, or attempting to replicate (orally, manually, electronically, or photographically), without authorization, an administered secure examination, which has been designated for viewing only (such as Respondus).
- Hiring a person or company to complete an academic assignment or examination (paid or unpaid).
- Submission as one's own of any academic work prepared in whole or in part by others, unless the assignment is designed for student collaboration.

- Soliciting, in whole or in part or the attempt to use, buy, sell, steal, transport or solicit the contents of an un-administered test that is expected to be administered.

Plagiarism

- Multiple submissions of plagiarized work in more than one course.

Fabrication

- Fabricating data or source information in experiments, research projects, or other academic exercises.

Sabotage

- Intentionally revising another's written work.
- Intentionally keeping necessary resources, such as library books or articles from another.

Academic Misconduct

- Altering graded test answers and then claiming the faculty member inappropriately scored the examination.
- Unauthorized access to or use of someone else's computer account or computer files for any unauthorized purpose.

Level Three Recommended Penalty: A failing grade (F) in the respective course and probation or suspension* from the University with a notation of "disciplinary suspension" placed in the student's academic file. * = Note: suspension from online courses is also suspension from campus-based courses.

Students may apply for re-entry at the end of the suspension period, based on individual program policies.

Level Four: *Violation*
Level Four violations are the most serious breaches of academic integrity. Level Four violations occur when, in the opinion of the faculty member, one or more of the following conditions exist:

- The student's actions are a repeat offense of a Level Three violation.
- The student's actions are initial offenses of academic misconduct of a more serious nature than a Level Three violation.
- The student's actions represent any degree of infraction relating to a senior thesis.
- The student's actions involve academic dishonesty committed after suspension for a previous violation or while on probation from an earlier violation.

Examples of Level Four Violations include, but are not limited to:

Cheating

- Multiple submissions of academic work prepared in whole or in part by others, unless the assignment allows students to work collaboratively.
- Repeated instances of cheating on academic work.
- Misrepresentation (or falsification) of digital identity to complete multiple assignments within a course.
- Hiring a person or company to complete multiple assignments, an exam, or an entire course (paid or unpaid).

Plagiarism

- Submitting an entire paper or project authored by another as your own. A violation can occur whether or not the content is purchased or obtained for free.

Fabrication

- Multiple incidents of fabricating data or source information in experiments, research projects or other academic exercises.

Sabotage

- Intentionally revising another's written work or intentionally keeping necessary resources, such as library books or articles, from another.

Academic Misconduct

- Changing, altering, falsifying, or being an accessory to the changing, altering, or falsifying

of a grade report or form, or entering any university office, building or accessing a computer or storage source for that purpose.
- Coercing any other person to obtain an un-administered test.
- Stealing, buying, selling, giving away, or otherwise obtaining an un-administered test/ examination or term papers or works of art.
- Creating illegal accounts, changing files, or securing of passwords illegally.
- Destroying computer or storage accounts without authorization.

Level Four Recommended Penalty: Expulsion from the University and a permanent conduct dismissal notation on the student's academic file.

Procedures for Infractions

Violations of the South University's Academic Integrity Policy require completion of the Academic Integrity Violation Report (AIVR). The AIVR must be submitted to the Campus Director & Dean of Academic Affairs and Operations for campus-based students or the Dean of Student Affairs online students and Dean of the College/School, with copies to Department Chair/ Program Director and Dean of Student Affairs (all programs excluding Pharmacy; for Pharmacy, reports are submitted to the Associate Dean of Academic Affairs). The burden of proof shall be upon the faculty member bringing the charges to substantiate the violation. All faculty are expected to keep thorough records and documentation with copies of the work submitted.

In the cases of Level One warnings or Level Two violations, the faculty member will meet with the student to outline the charge, including the level of violation and penalty. The penalty imposed by a faculty member must be recorded on the AIVR and forwarded to the Campus Director & Dean of Academic Affairs and Operations for campus-based students or the Dean of Student Affairs for online students and College/School Dean, with copies to the Program Chair/Program Director and Dean of Student Affairs (all programs excluding Pharmacy; for Pharmacy, reports are submitted to the Associate Dean of Academic Affairs). All student/faculty member conferences regarding Level Three and Level Four violations will be informational only. The penalty for level three violations will be determined by the Campus Director & Dean of Academic Affairs and Operations for campus-based students or the Dean of Student Affairs for online students (all programs excluding Pharmacy; for Pharmacy, the Associate Dean of Academic Affairs will determine the imposed penalty). Level Four violations will be referred to the Integrity Committee, who will evaluate the evidence presented and recommend a penalty.

Integrity Committee

The Integrity Committee is comprised of five full-time faculty members with one representative from each College/School. Members will be appointed by the Dean of the College/School to serve a two-year term. An alternate representative will be selected if a faculty member is involved in the AIVR or where their participation creates an appearance of impropriety in the integrity process.

Procedures for Infractions Involving Online Courses

If the faculty member suspects a violation of the South University Academic Integrity Policy, they will first meet with the student to discuss the incident. The incident report and supporting documentation, such as the student's assignment and information on the sources in question, will be used to determine the severity or level of the violation. The number of previous violations committed will be taken into consideration.

Upon receiving confirmation on the level of the incident, the faculty member will notify the student and complete the assignment's grading. Depending on the level of the incident, further action(s) may be taken by the Campus Director & Dean of Academic Affairs and Operations and/or Dean of the School of Pharmacy/Assistant Dean of Academic Affairs for campus-based students or the Dean of Student Affairs for online students.

Appealing an Academic Integrity Violation Charge

Students are encouraged to attempt to resolve any academic issues with their faculty member. When that process has been exhausted, and a penalty has been imposed, the student may accept the penalty or file a written appeal, as noted below.

All written appeals must be filed within seven (7) calendar days of the date of the imposed, starting at 12:01 a.m. on the day following when the penalty was imposed. Appeals received beyond this deadline will not be considered and the penalty will be upheld. Should an Academic Integrity incident not be resolved by the end of the class session, a grade of "I" will be assigned until the violation has been processed. It is the responsibility of the student to appeal any adverse decision, at each step of the process, to the next level. All appeals must be within seven (7) calendar days of the prior decision. Students are responsible for submitting appeals at each level within the established deadlines; no exceptions will be granted beyond this exact timeframe.

Any written appeal by the student must be filed within the specified period of time (i.e., 7 calendar days) and include:

- A clear statement of the nature of and reason(s) for the appeal including any defenses or mitigation.
- A clear concise statement of the material facts with appropriate supporting documentation.

Appeal of Academic Integrity Violation Charge/Imposed for Campus-based Students

For Level One Warnings and Level Two Violations: The student must file a written appeal to the Campus Director & Dean of Academic Affairs and Operations, who will forward it to the appropriate individual for all programs. Students in the School of Pharmacy must submit a written appeal to the Dean of the School of Pharmacy.

- The **first level of appeal** is to the Program Director/Department Chair or a faculty member designated by the College Dean. For campus-based students enrolled in an online course, the first level of appeal is to the Online Program Director.
- The **second level of appeal** is to the Campus Director & Dean of Academic Affairs and Operations at the South University campus where the student is enrolled. The second level of appeal in the School of Pharmacy is the Associate Dean of Academic Affairs for the School of Pharmacy.
- The **third and final level of appeal** is to the College/School Dean responsible for the specific course in which the violation occurred. The decision of the College/School Dean is final, without the possibility of further appeal.

For Level Three Violations:

- The **first level of appeal** is to the College/School Dean responsible for the specific course in which the violation occurred.
- The **second level of appeal** is to the Vice Chancellor of Academic Affairs. The decision of the Vice Chancellor of Academic Affairs is final, without the possibility of further appeal.

For Level Four Violations:

- The **only and final appeal** is to the Vice Chancellor of Academic Affairs. The decision of the Vice Chancellor of Academic Affairs is final, without the possibility of further appeal.

Attorneys, Parents, or Guardians

As this is an academic process of South University, no official or unofficial legal representation will be allowed to partake in any of the above-identified proceedings. However, students may invite one designated person to attend meetings with university personnel during the appeal process with the understanding their presence is strictly to observe the proceedings and provide support for the student (with FERPA consent on file). The designated person is not otherwise allowed to participate in or interfere with the Academic Integrity adjudication process.

The Academic Integrity Violations Form (AIVF) and all documentation related to the incident will remain in the student's official academic record.

Student Academic Integrity Violation Reporting:

Any student may submit an academic integrity violation report to the Campus Director & Dean of Academic Affairs and Operations for their campus. (all programs excluding Pharmacy; for Pharmacy, reports are submitted to the Associate Dean of Academic Affairs). For online students, reports may be made to your course faculty and/or sent to SUOStudentAffairs@southuniversity.edu

Anesthesiologist Assistant Professional Standards

Standards of professional behavior for the anesthesiologist assistant (AA) covers professional behavior, standards for attire, attendance, and completion and maintenance of records documenting clinical education (case logging system)

Standards for Professional Behavior

The South University Anesthesiologist Assistant (AA) programs recognize and uphold the standards of professional behavior for students of the program as outlined by the American Academy of Anesthesiologist Assistants (AAAA, GUIDELINES FOR THE ETHICAL STANDARDS OF THE ANESTHESIOLOGIST ASSISTANT, Adopted July 2007.

These standards state:
The Anesthesiologist assistant is expected to act both legally and morally. They are responsible for knowing and understanding the laws governing their practice and the ethical responsibilities of being a health care professional.

The practice of anesthesiology involves many complex factors relating to the standards of patient care. As such, the Academy recommends its members adhere to the basic set of ethical standards outlined below:

- The Anesthesiologist Assistant shall, while caring for the patient, regard responsibility to the patient as paramount, thereby putting the interests of the patient foremost and acting as a patient advocate.
- The Anesthesiologist Assistant shall be dedicated to providing competent medical care with compassion and respect for human dignity.
- The Anesthesiologist Assistant shall maintain standards of professionalism in all patient interactions and always acting in the best interests of the patient.
- The Anesthesiologist Assistant shall respect the law.
- The Anesthesiologist Assistant shall respect the rights of the patients under their care, colleagues and other health care professionals with whom they interact and shall safeguard the confidentiality of patients' medical and personal information within the constraints of the law.
- The Anesthesiologist Assistant shall uphold the right of every patient to the ethical right to self-determination, and therefore not coerce any portion of the decision-making process and shall facilitate the informed consent process. Anesthesiologist Assistants shall be committed to the concept of shared decision-making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.
- Anesthesiologist Assistants shall have the inherent responsibility to observe and report any potentially negligent practices or conditions which compromise patient safety or present a hazard to health care facility personnel.
- Anesthesiologist Assistants render high-quality patient care without prejudice as to race, religion, age, sex, nationality, disability, social, economic, or insurance status.
- Anesthesiologist Assistants should not misrepresent, directly or indirectly, their skills, training, professional credentials, title, or identity.
- Anesthesiologist Assistants shall strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

In the practice of anesthesia, the safety and well-being of patients is every practitioner's first and foremost concern. The confidential acquisition and maintenance of patient data are also of paramount importance. Inappropriate behavior and/or failure to maintain patient data in an appropriate, confidential manner according to the Health Insurance Portability and Accountability Act (HIPAA) guidelines are grounds for immediate review and for possible dismissal.

Personal Use of Electronic Devices

Students are not allowed to use individual electronic devices for personal reasons during clinical education. Use of such devices may be allowed for educational purposes only if approved by the student's direct clinical supervisor. Violation of this policy is considered a breach of the Professional Standards of the Anesthesiologist Assistant program and if such a violation occurs, that student will be referred to the Progress and Promotions committee.

Experiential Learning

No course credit is awarded for experiential learning to applicants of the Master of Medical Science in Anesthesia Science program.

Master of Science in Physician Assistant Code of Conduct

Conduct

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies will result in referral to the Student Progress and Promotions Committee (SPPC) according to defined disciplinary procedures enforced which may result in dismissal from the program. All Code of Conduct violations will be reported to the Student Progress and Promotions Committee and will be considered relative to the student's suitability for continued participation in the program and/or entry into the Physician Assistant (PA) profession.

One of the South University, Master of Science in Physician Assistant program's core tenets is that Physicians and PAs are called to the highest standards of honor and professional conduct. It is critical that our students understand this responsibility begins at the inception of medical education rather than upon receipt of degree; and they must uphold the following standards that serve as an embodiment of these beliefs. These standards are intended to promote an atmosphere of honesty, trust, and cooperation among the students, the faculty and staff, their patients, and society. Students in the Physician Assistant program are expected to demonstrate behavior that is considered appropriate for a career in medicine. Appropriate behavior includes, but is not in any way limited to honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients –all of which are outlined below.

Violations of these Standards of Professionalism may result in disciplinary proceedings. For more information on policies and expectations of PA student conduct see the Physician Assistant Program Student Handbook.

South University publishes its Academic Integrity Policy in the South University Academic Catalog. All students are expected to abide by this policy.

Alleged violations of the South University Academic Integrity Policy will be referred to the Physician Assistant Program's Student Progress and Promotions Committee for review. If the SPPC determines that there is adequate evidence of an academic integrity violation, the case will be referred for disciplinary action per the procedure outlined in the catalog. Above and beyond the penalties imposed according to the Academic Integrity Policy, the Student Progress and Promotions Committee has the authority to add additional sanctions and/or remediation.

College of Nursing and Public Health Code of Conduct

(Applies to all Nursing programs)

Students are held accountable for the knowledge of and adherence to policies addressed in the *South University Student Handbook* and the *South University Nursing Student Handbook*. Failure to comply with said policies will result in a report being filed with the Dean of Student Affairs.

A violation of the South University Code of Conduct, the Nursing Program Code of Ethics, the Code of Academic and Clinical Conduct of the National Student Nurses' Association, or the American Nurses Association (ANA) Code of Ethics may result in dismissal from the nursing program. Students will be afforded due process, as specified in the South University disciplinary procedure.

PROGRAM DISMISSAL
A student is subject to dismissal from the South University Nursing program due to the following conditions:

1. Breach of academic integrity. Students who are dismissed for breach of academic integrity should refer to the appeal process outlined in the South University Academic Catalog under academic integrity violation.

2. Dismissal from a clinical affiliation for reasons related to violations of safe, legal and ethical practice as defined in the student's handbook or the state Nurse Practice Act.
3. Violation of the South University Nursing Program Code of Ethics (Refer to Nursing Program Handbook)
4. Dismissal for violation of CONPH Substance Abuse and Screening Policy and / or Comprehensive Background Check - College of Nursing and Public Health.

Students who are dismissed for violations stated in number 3 and 4 above may appeal in writing to the Program Director. If not satisfied with the decision of the Program Director, the student may appeal to the Assistant/Associate Dean of the program. The decision of the Assistant/Associate Dean may be appealed to the Dean of the College of Nursing and Public Health. The Dean's decision is final and cannot be appealed.

Doctor of Ministry Student Conduct

The South University Student Handbook defines a Code of Conduct that must be followed by all students. Failure to comply with general University policies may result in dismissal from the Doctor of Ministry (D.Min.) program and the University according to the defined disciplinary procedures enforced by the University administration. D.Min. students are representatives of their faith communities and ambassadors of their faith traditions. As such we hold each other to the highest standards of personal and professional conduct.

Religious diversity and respect. It is expected that Doctor of Ministry students will treat all South University students, faculty, and staff with the highest levels of dignity and respect regardless of religious belief and practice.

Professional conduct. Students in the Doctor of Ministry program are expected to abide by the highest standards of professional integrity in their practice of ministry. The standards of professional conduct adopted by the American Association of Pastoral Counselors (http://www.aapc.org/about-us/code-of-ethics/) and the Association of Professional Chaplains (http://www.professionalchaplains.org/content.asp?pl=198&contentid=198) offer more information about appropriate professional conduct in ministry settings.

A fuller presentation of student conduct issues can be found in the Doctor of Ministry Student Handbook.

Academic Year Definition

Undergraduate Academic Year

Minimum of 30 weeks of instructional time and 36 credits.

Graduate Academic Year

Minimum of 30 weeks of instructional time and 24 credits.

Delivery & Modality Definitions

Program Method of Delivery Definitions

South University offers programs through multiple delivery methods to support student success and expand educational access. Through on-campus, online (both synchronous and asynchronous), and hybrid program options, the university accommodates diverse learning needs while supporting students' academic, professional, and personal commitments. Note: Different programmatic accreditors may have different terminology and definitions for delivery modes.

- **On-Campus Program**: A synchronous program where all/most program specific courses are delivered in person at a physical campus/site location, requiring students and faculty to attend classes and activities on-site. General education and elective courses may be offered in other modalities.
- **Online Program**: A program where all learning and engagement occurs through digital tools and platforms via the internet, allowing students to complete their entire degree without the need for on-campus attendance. Fully online programs can be further categorized as:
    - Online (Asynchronous) Program: A fully online program where courses are primarily delivered through asynchronous methods. Students can access materials and complete

assignments on their own schedule, while adhering to set due dates, without real-time interaction requirements.
    - Virtual (Online-Synchronous) Program: A fully online program where courses primarily require students and instructors to be present simultaneously at scheduled times, typically using video conferencing, real-time communication tools.
- **Hybrid Program**: A program of study where curriculum is offered in different course modalities, typically combining online, virtual, and/or on-campus elements. For specific definitions of each course modality (online, virtual, blended, and on-campus), please refer to the Course Definitions section of the academic catalog.

Course Modality Definitions

On-Campus/On-Site (Synchronous): All instructional engagement and activity for the course is delivered face-to-face in a physical classroom or learning environment on a college campus or designated educational facility. Instructor and student are present and together for 100% of the scheduled class time.

Online (Asynchronous): Course is delivered entirely via digital tools and platforms, the internet and Learning Management System (LMS). Instruction occurs by students engaging asynchronously with their instructor and classmates. Students complete work on their own schedule within the parameters of the given weekly/module/assignment due dates and deadlines.

Virtual (Online Synchronous): Course requires students and instructors to be present simultaneously at scheduled times, typically using video conferencing or other real-time communication tools. Instructor and student are present and together for 100% of scheduled class time.

Virtual Teaching Classrooms (VTC): Course is offered simultaneously on-site at multiple campuses, with the host campus broadcasting the instructor to other campuses. All students attend class on their home campus as a group with a proctor, which allows for real-time, interactive communication via video and audio.

Blended: Course is offered through multiple modalities to achieve learning outcomes and meet credit hour requirements.

- **Blended- Campus/Virtual (B-CV)**: A course that integrates scheduled on-campus/on-site, in-person classes with synchronous online virtual sessions.
- **Blended- Campus/Online (B-CO)**: A course that integrates scheduled on-campus/on-site, in-person classes with asynchronous online learning activities.
- **Blended- Online/Virtual (B- OV)**: A course that integrates asynchronous online learning activities with synchronous online virtual sessions.

Site-Based Experience Courses: Modality and locations will vary for supervised, applied learning experiences completed at approved sites such as clinical rotations, practicums, and internships. Modality will be determined by program requirements, accreditation standards, pre-licensing guidelines, and/or other regulatory guidelines.

Credit Hour Definitions

Definition of a Credit Hour

South University operates on a quarter system, with each quarter having approximately 10 to 12 weeks. Course credit is awarded on the basis of the number of hours spent in lecture and/or lab situations. One quarter credit hour is equivalent to at least 10 hours of lecture/didactic or guided research, 20 hours of lab work, 30 hours of internship/externship or clinical practicum, or a combination of these equivalencies.

Course offerings are equivalent in course hours whether offered in a 5.0, 5.5, 10 or 11 week format and regardless of modality.

**Some programs may require additional instruction engagement/contact hours above the thresholds established in this policy.*

Credit Hour and Outside Class Expectations

South University operates on a quarter system with each quarter having approximately 10 to 12 weeks.

Students can expect ten (10) hours of instructional engagement for every one quarter credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting or in the e-classroom.

In addition to instructional engagement, students can expect to complete at least twenty (20) hours of outside work for every one quarter credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work also includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

Other academic work leading to the awarding of credit hours requires at least an equivalent amount of work as listed in the paragraph above and shall be applied to other academic activities as established by the institution, including laboratory work, internships, practica, guided research, and studio work. For example, one quarter credit hour is also equivalent to at least 20 hours of lab work, 30 hours of internship/externship, clinical practicum, or a combination of the equivalencies.

**Some programs may require additional instruction engagement/contact hours above the thresholds established in this policy.*

Credit Hour Conversions

Semester credit hours are converted to quarter credit hours by multiplying the number of semester credits by 3 and then dividing the result by 2. For example, a 3 semester credit hour course equals a 4.5 quarter credit hour course (3 semester hours multiplied by 3, with the result divided by 2) while a 2 semester credit hour course equals a 3 quarter credit hour course (2 semester hours multiplied by 3, with the result divided by 2). Credits will be rounded up or down as appropriate (i.e., 2.0 to 2.49 will be rounded down to 2 credit hours, 2.50 to 2.99 will be rounded up to 3 credit hours).

Grade Level Classification

Campus-based Programs

Students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 37 but fewer than 90, a sophomore; with as many as 91 but fewer than 126, a junior; and with 127 or more, a senior, as illustrated in the following table:

Freshman: 0-36 hrs.
Sophomore: 37-90 hrs.
Junior: 91-126 hrs.
Senior: 127+ hrs.

Online Programs

Undergraduate students are classified according to the number of credit hours earned toward completion of the program. Students with fewer than 36 credits are considered freshmen; with as many as 36 but fewer than 72, a sophomore; with as many as 73 but fewer than 108, a junior; and with 109 or more, a senior, as illustrated in the following table:

Freshman: 0-36 credits
Sophomore: 37-72 credits
Junior: 73-108 credits
Senior: 109+ credits

Course Enrollment Policies

Course Substitution Policy

Students are expected to fulfill the program requirements as outlined in the South University Academic Catalog effective at the time of enrollment. However, South University reserves the right to modify programs, which are subject to change at its discretion. Under certain circumstances, such as change in program of study, students may request a course substitution to satisfy a previous course requirement.

For South University students who change programs or re-enter in a previously enrolled program within two years of a program modification, a course substitution request will only be considered if the student's last date of attendance (LDA) is within two years of re-

entry/readmissions. All substitution considerations must be for the South University courses from the previous program to apply toward the current program requirements.

All course substitution requests need to be made by submitting a Course Substitution Form. Students should submit the form to their Academic Counselor, who will forward the form to the appropriate Program Director (or Department Chair when Program Director is not present) for consideration. The Program Director (or Department Chair when Program Director is not present) will then forward the request and recommendation to the Department Chair (or Assistant/Associate Dean if Program Director is not present) for approval. All requests will have two signatures, one for recommendation and one for approval. Substitutions for General Education courses will be reviewed by the appropriate General Education Program Director and Department Chair.

Course substitutions not recommended by the Program Director or Department Chair, may be appealed to the Department Chair or Assistant/ Associate Dean. Course substitutions denied by the Department Chair may be appealed to the College/ School Dean or designee. The decision of the College/ School Dean is final.

Prerequisite Coursework Policy

The determination of the suitability of particular required prerequisite coursework will be made by the program director in consultation with the Chair of the Department in which the program is based. Coursework will be deemed acceptable if it meets the following criteria:

- Content and comparability relative to standard college/university coursework in the specific discipline of the required courses as determined by the program Director or designee
- Science courses must have been completed within 7 years before the date of matriculation
- Coursework must be from an acceptable accredited collegiate institution that possesses either regional or national accreditation granted by an agency recognized by the U.S. Department of Education
- Coursework from Non-U.S. institutions will be considered if the coursework is evaluated by an accredited agency that can provide a statement of equivalency between foreign coursework and standard college/university coursework, including grades (e.g. Educational Credential Evaluators, Inc.), and that is acceptable to South University
- Coursework must be successfully completed for credit, with an appropriate grade greater than or equal to a C-

Change of Program

A student may change their program at any point of their enrollment provided that they are in good satisfactory academic standing. Changing from an associate's degree to a bachelor's degree in the same program is not considered a change of program. Changing from one specialization or emphasis within a program to another specialization or emphasis within the same program is not considered a change of program. The Senior Academic Progress and Remediation Specialist, or designee may grant exceptions to students on Academic/Financial Aid Warning or Probation. Only then will a student to be allowed the opportunity of changing from one program to another.

Courses that apply to the subsequent program will be recorded as earned credit and will affect the student's Cumulative Grade Point Average (CGPA). For Incremental Completion Rate (ICR) purposes, earned credit applied to the new program will reduce the total number of credits that must be attempted within the program. Therefore, the maximum allowable credits are one and one half times the number of credits remaining to complete for graduation. Students who change programs and students who change session times within the same program must sign a new program enrollment form (or the like), which must be filed in the student's academic file.

Students must contact their Academic Counselor to change their program.

A course required in a student's initial program that is not required in the student's subsequent program may have a negative impact on a student's financial aid. Therefore, students should consult with Student Financial Services before changing their program.

Physical Therapist Assistant (PTA) Program Change Policy

- South University students in good standing may transfer into the General Education Phase of the Physical Therapist Assistant (PTA) program from another South University program if they meet the PTA minimum standards for academic and financial aid progress as outlined in the Academic Catalog at the time of transfer.

Program Change from Nursing (RN to BSN) to RN to Master of Science in Nursing (RN to MSN)

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to evaluate a request for transfer from the RN to BSN to the RN to MSN program admission included:

- A CGPA of 3.0 in all courses taken at South University.
- Review of student's transcript.

The nursing program director or chair will review the request and the student will be notified of the transfer decision.

Campus Transfers

A student must be in satisfactory academic standing in order to be allowed the opportunity to transfer from one South University campus to another or from one campus to an online (or partially online) program. To be considered a campus transfer student, the student must complete the quarter for campus-based students or session for online students at the originating school and immediately start at the new campus in the next quarter for campus-based students or session for online students. If the student has a break in enrollment, the student will be considered a reentry student at the new school.

Occupational Therapy Assistant (OTA) Program Professional Phase Campus to Campus Transfer Policy

Students enrolled in the Professional Phase of the Occupational Therapy Assistant (OTA) program who are in good standing according to the Occupational Therapy Assistant Progressions Standards may be eligible for transfer to a different South University OTA program. Students interested in transferring to a different campus should contact the Program Director of their current program to receive more information about the potential for transfer. There is no guarantee of transfer between programs. The Occupational Therapy Assistant (OTA) Progressions Committee at the receiving campus makes the final decision to accept or reject transfer students in the Professional Phase of the program.

Physical Therapist Assistant (PTA) Program Professional Phase Campus to Campus Transfer Policy

Students enrolled in the Professional Phase of the Physical Therapist Assistant (PTA) program who are in good standing according to the Physical Therapist Assistant Progressions Standards may be eligible for transfer to a different South University PTA program. Students interested in transferring to a different campus should contact the Program Director of their current program to receive more information about the potential for transfer. There is no guarantee of transfer between programs. The Physical Therapist Assistant (PTA) Progressions Committee at the receiving campus makes the final decision to accept or reject transfer students in the Professional Phase of the program.

Physician Assistant (PA) Program Campus to Campus Transfer Policy

The South University Physician Assistant Program does not accept transfer of credits from other physician assistant programs or provide enrolled students with a waiver of credit (i.e. advanced placement) for any component of the required curricular coursework. Students may not transfer from one South University Physician Assistant campus to another.

Anesthesiologist Assistant (AA) Program Campus to Campus Transfer Policy

The South University Anesthesiologist Assistant Program does not accept transfer of credits from other anesthesiologist assistant programs or provide enrolled students with a waiver of credit (i.e. advanced placement) for any component of the required

curricular coursework. Students may not transfer from one South Anesthesiologist Assistant campus to another.

Students Transferring Between a Campus Program and an Online Program

A student who transfers from a campus program to an online program or who transfers from an online program to a campus program is subject to the following the Satisfactory Academic Progress (SAP) policies and procedures:

- A student who is in good standing per SAP in their program transferring to either a campus program or an online program, will be evaluated according to the SAP policies and procedures for the programs.

Note that the evaluation criteria and period of time until the next applicable evaluation point may differ from the SAP policies and procedures of the student's original program. The student should work closely with their academic counselor to understand the SAP implications (including financial aid implications) of their transfer before taking any action.

Student Course Load Policies

Course Load

To complete program requirements in a timely manner, most students choose to attend classes full-time and enroll in 4 quarters per year. Course load designations for students are as follows:

Undergraduate
Half-time: 6-8 credit hours.
Three-quarter time: 9-11 credit hours.
Full-time: 12 or more credit hours.

Graduate
Half-time: 4 credit hours.
Three-quarter time: 6 credit hours.
Full-time: 8 or more credit hours.

Course Overloads

Students may wish to enroll in greater than the full-time number of courses in a particular quarter or academic year. Overloads will only be approved for students who exhibit outstanding academic performance. Please note, students financial aid packages are generally based on full time enrollment. Exceeding full time can impact your financial aid. Please work with your Academic Counselor and Financial Aid Advisor to understand any financial impact.

Campus-based students wishing to enroll in more than 16 credit hours (undergraduate) or more than 8 credit hours (graduate) must have the permission of their Program Director or the Campus Director & Dean of Academic Affairs and Operations to receive a course overload.

Students in online programs may wish to enroll in more than 16 credit hours (undergraduate) or more than 8 credit hours (graduate) must have the permission of their Academic Counselor and Program Director to receive a course overload.

Individual programs may designate the specific courses to be taken each quarter or session (thus specifying the total number of hours to be taken) or the specific course sequence to be scheduled. In such cases a student need not obtain permission for his/her enrollment unless s/he wishes to enroll in more than the designated number of credit hours or enroll in a non-specified sequence of courses, or must deviate due to other circumstances.

Coursework Taken Outside a Student's Degree Program

Students enroll in a degree program and the courses taken must all apply to that program. The requirements for the program are defined in this Academic Catalog. A degree program may include elective courses which apply to that program. Any course that is defined as a possible elective is acceptable for student enrollment, as long as the elective requirement has not already been satisfied by another course.

If a student takes a course not required by his/her degree program, that course does not qualify for financial aid and does not qualify for computing the student's load for financial aid purposes. The student is

responsible for payment of the course's tuition and any associated fees. The student must complete, sign, and submit the Coursework Intent Form (which must also be signed by the appropriate Financial Aid and Registrar staff members or their designees) to confirm the student's financial responsibility for course's tuition and any associated fees and that the tuition and associated fees will not be covered by financial aid.

A student who needs to complete one course to complete an associate's degree and then intends to proceed directly into a bachelor's degree program cannot take the bachelor's program courses during the final quarter of the associate's program and receive financial aid for those bachelor's program courses.

Students receiving VA benefits may take courses not required for their program of study to bring his/her course load up to a full-time in his/her last term only. This allows students to continue to receive benefits at the full-time rate in their last term of enrollment, even though fewer credits are required to complete the program. Students may only do this once in their program of study. Students should select courses in consultation with their Academic Advisor or Academic Counselor. Students must meet all pre-requisite requirements for the courses selected.

Auditing Courses

A student wishing to audit a course without receiving credit must obtain permission from the Campus Director & Dean of Academic Affairs and Operations and complete and sign a class audit form before registering for the course. A student may not change from audit to credit status or from credit to audit status after the registration process has been completed. A grade designation of AU (Audit) will be recorded on student transcripts for audited courses. The regular schedule of fees applies to auditors. Unauthorized auditing is prohibited. Online courses cannot be audited.

Transient Students

Students wishing to take classes at another institution while enrolled with South University should contact their Academic Counselor before enrolling in another institution. Students must be in good academic standing with South University. The Academic Counselor can provide guidance on what courses may transfer into South University from the other institution. Without prior approval no guarantees are made that courses taken at other universities will be accepted for credit at South University.

Retaking Coursework

Effective July 1, 2011, the Department of Education amended the full-time enrollment status definition for programs at term-based institutions. In a standard term-based program, students who retake previously completed coursework are considered eligible for additional Title IV assistance, even if the students will not receive credit for that coursework in addition to credits already received. To comply with this provision and to assist students with managing appropriate FSA loan balances, South University has implemented the following policy on retaking coursework for standard term programs.

Note: Requirements below refer to enrollment for Title IV eligibility purposes. NSLDS Enrollment Reporting/Clearinghouse enrollment status is based on all enrolled courses regardless if it is funded by Title IV aid and/or VA benefits. VA recipients will need to follow the VA requirements. VA will only cover repeated courses if the student failed or does not meet the minimum grade requirement as established by the institution. All students will be charged tuition for retaking any course.

Standard Term-based Programs

Students enrolled in standard term-based programs may retake failed or withdrawn courses and eligible students will receive Title IV funds for failed and withdrawn courses with no credits earned as long as the student is meeting the satisfactory academic progress (SAP) standards. Although there is no limit on how many times students can repeat failed or withdrawn courses for FSA purposes, South University has limitations on how many times students can retake failed courses before they are dismissed from the institution. In addition, retaking courses will impact a student's Satisfactory Academic Progress, including Maximum Time Frame. Please refer to the school's SAP Policy.

For standard term-based programs, South University's policy will allow financial aid to cover a single repetition of a previously successfully passed course, assuming the student has not earned all the credits within the current program and the course is required

in the current program of study, subject to certain conditions. Students who earned credit(s) may receive Title IV funds for one retake of any previously passed course only if they meet one of the following conditions:

The student must have completed the course for it to be considered a repetition under this policy. Because only one repetition of a previously passed course may be included in the a student's enrollment status for purposes of Title IV aid, if the student failed the repeated course, the student is not eligible for an additional retake because the student is considered to have completed the course. A student enrolled in developmental courses (ENG0099 and MAT0099) must successfully complete the course after three attempts or the student will be academically dismissed from the University.

Attendance Policy

University Attendance Policy

Note: Students receiving military education benefits should also see the VA Attendance Policy below.

South University maintains an institutional attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days, the student will be withdrawn from the institution, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

Extenuating circumstances include the death of an immediate family member, hospitalization of an immediate family member, declared natural disaster in the city/state where the student resides, or in some extenuating circumstances additional matters affecting the student or immediate family member.

Exemption: if the student successfully completes 49 percent or more of the number of days in the term or successfully completes at least half-time coursework for the term, a Return of Title IV calculation will not be required. Successfully completed is defined as receiving a passing grade in the course.

Students who are absent due to a medical condition (including pregnancy or any related conditions) should review the emergency withdrawal policy section of the catalog to determine if the student is eligible. (Note: see the Leave of Absence Policy below for Students at South University, Richmond and South University, Virginia Beach.)

Note: Zero credits courses in the graduate Nursing programs and the Doctor of Business Administration are exempt from online attendance requirements. Online medical assisting externship/practicum courses are exempt from online classroom attendance requirements; however, students will be required to meet the course and university attendance policies as evidenced by activities logged using clinical tracking software.

Course Attendance Policy

South University maintains a course attendance policy to support the academic achievement of its students. Students are expected to attend all scheduled class, laboratory, and examination periods each week. Students, whether present or absent from class, are

responsible for knowing all that is announced, discussed, and/or lectured upon in class or laboratory, as well as for mastering all assigned reading. In addition, students are responsible for submitting on time all assignments and examinations as required in the class.

Students are expected to attend all scheduled activities that are part of the class, including those activities scheduled during class time and those scheduled outside of class time. An individual campus-based or online clinical programs may have specific policies (which in some cases may be more stringent than the general attendance requirements) as to the effect of attendance on class meetings, course assignments, off-campus activities, internships/ externships, clinical and practicum activities, and other program requirements.

If the student misses 14 consecutive calendar days in a course, the student will be withdrawn from the course, unless the student provides official communication (communication directly from the student (letter or email) and the student provides supporting documentation for review) regarding extenuating circumstances (as outlined below) prior to violating the 14 consecutive days. The student must also provide the date the student will return into the current course. If the student fails to return on the scheduled return date the student will be withdrawn from the institution.

***Note**: Attendance policies for courses involving experiential learning, such as clinical fieldwork, rotations, practicum/internship and externship, are published in the programmatic handbooks (AA, CMHC, PA, Pharm, and PTA programs) and course syllabi.*

Veterans Affairs Attendance Policy

Students who receive Veteran Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Adjustments in enrollment will likely affect payment of VA benefits. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported for each course to the VA.
- VA students who complete a course and receive a "NCF" grade, the school will determine and report the actual last date of attendance for each course to the VA.

Doctor of Business Administration (DBA) Attendance

Students in our DBA program are made aware of the requirement of attending those residencies upon admission into the doctoral program.

Attendance is required in order to progress in the program. Should an emergency arise that prevents the student from attending the virtual residency, the student must immediately contact the DBA Program Director to receive instructions on how to proceed.

Special accommodations can be made for students who cannot attend a portion of the residency due to medical reasons, religious reasons, and active military deployment. Students who arrive late or fall ill during a residency should immediately contact the Program Director. Students who cannot attend a portion of the residency due to religious reasons, medical reasons, or active military deployment should contact the Program Director at least ten days in advance of the residency.

Other exceptions - There may be additional exceptions that are presented from time to time. How these exceptions will be handled is at the discretion of the DBA Program Director based upon the guidelines set forth in this document.

Documenting exceptions - The Program Director will notify the Academic Counselor regarding any student being granted an exception. Documentation of the exception will need to be placed in the student's academic. The Program Director will then notify the Academic Counselor of the result of each exception granted.

OTA Attendance Policy

Students in the pre-professional phase of the program are held to the University Attendance Policy. Students accepted into and entering the professional phase will be required to meet the OTA Attendance Policy.

The OTA Program covers a lot of content in a relatively short time. To maximize learning, students are expected to attend all components of every course, including lectures, laboratories and fieldwork, for the entire session. Tardiness, early departure or other time away from class negatively impacts attendance. Academic success is predicated upon class attendance.

Students are expected to submit assignments, take exams and complete course requirements in a timely fashion. Regular attendance is crucial to meeting all deadlines.

If circumstances require that the student miss 25% or more of a course, the student will be administratively withdrawn from the course, since the opportunity for adequate teaching and learning is significantly compromised. The OTA Program Director, in collaboration with appropriate individuals, will determine whether additional sanctions will be made (e.g., academic warning or probation), depending on the reason the student is missing 25% or more of the course.

Students who officially withdraw or are administratively withdrawn from a course after the Drop/Add period and before 80% of the course duration will receive a W grade. Students who officially withdraw or are administratively withdrawn on or after 80% of the course duration will receive a WF grade. Students should consult with their Financial Aid Advisor to determine the implications of adding or dropping a course.

Students who withdraw or are administratively withdrawn from all courses in a quarter will be withdrawn from the University. Students who fail to register for a quarter will be withdrawn from the University.

Regardless of the reason for an absence, students are responsible for any and all information presented during each class period. Students are advised to contact a peer and get notes for that class period; students are also encouraged to talk with the instructor.

Students should refer to the OTA Level I and Level II Fieldwork Education Manual for attendance policies specific to fieldwork placements.

Attendance Appeals for Administrative Withdrawals

Students who are administratively withdrawn due to attendance may appeal the decision. Students must complete the Attendance Appeal Request form and submit the form to their Academic Counselor within 4 calendar days of being administratively withdrawn from a course.

In order to be considered for an appeal the student must have one of the mitigating circumstances listed in the South University Satisfactory Academic Progression policy. Students may be required to submit supporting documentation with their appeal.

The Senior Academic Progress and Remediation Specialist will consider the appeal. The decision of the Senior Academic Progress and Remediation Specialist is considered final.

NOTE: A student's life issues and the student's transition to college are not considered mitigating circumstances under this policy.

Attendance Week

For campus-based classes beginning on a Saturday, the attendance week is defined as beginning on Saturday at 12:00 A.M. in the campus' time zone to 11:59 P.M. in the campus' time zone the following Friday. For campus-based classes beginning on Tuesday, the attendance week is defined as beginning on Tuesday at 12:00 A.M. in the campus' time zone to 11:59 P.M. in the campus' time zone the following Monday.

For online classes beginning on a Tuesday, the attendance week is defined as beginning on Tuesday at 12:00 A.M. Mountain Time (MT) to 11:59 P.M. MT the following Monday.

Leave of Absence Policies

South University does not have a University level Leave of Absence Policy. The College of Nursing and Public Health and the College of Business have Leave policies associated with specific programs as noted

below. South University also has a Leave of Absence policy for any student who attends either the Richmond or Virginia Beach campus.

Please note that any international student seeking a break in their enrollment or a leave of absence should consult the international student disclosure for admissions found in the International Student Admissions policy. In part it states, “International students attending South University locations under F-1 visas (Form I-20) are required to maintain a "full course of study" during each academic term of their programs of study...”. The international student should also contact the international student advisor or the Dean of Student Affairs on their campus with additional questions.

Note: South University's administrative leave of absence is not an approved leave of absence per the U.S. Department of Education (ED) requirements under Title IV regulations as outlined in the federal regulations (34 CRF 668.22 (d)). As such, South University must consider the student as a "withdrawn" student for Federal Title IV Student Aid purposes but allow the student to remain administratively enrolled at the school. South University must perform a Return to Title IV calculation for each administrative leave of absence based on the student's last date of recorded attendance as required by Federal regulations. During the approved administrative leave of absence, students are reported to NSLDS as withdrawn and are not eligible to receive any Federal Student Aid during this period.

Nursing Emergency Leave

A nursing student may be granted an official emergency leave for personal or medical reasons for a period not to exceed one calendar year. The student must make this request in writing to the Nursing Program Director and include documentation of the reason emergency leave is being requested. If the emergency leave is approved, the Nursing Program Director will provide the student, the registrar and the Director of Financial Aid with written notification including applicable timeframes of the leave. If the emergency leave requires the student to withdraw from classes, the withdrawal will not count against the student as a course attempt as outlined in the Withdrawal Policy. An emergency leave can only be granted one time.

The student must notify the Nursing Program Director at least thirty calendar days prior to the anticipated date of re-entry. Students will not be required to repeat successfully completed nursing courses. In all cases of emergency leave, the student is required to complete the full nursing curriculum of the program in which the student was enrolled. Reentry is based on space availability as determined by the program director and must occur within the timeframe of 1 year. Reentry is not guaranteed. The student who fails to reenter the nursing program within the timeframe established may be required to apply for readmission to the nursing program.

Doctor of Business Administration Emergency Leave of Absence Policy

While it is an expectation that students enroll in courses continuously throughout the DBA program, once a student enters the Comprehensive Exam and Dissertation phase of their program (i.e. beginning with INS7200 and BUS8000) they are subject to the DBA Emergency Leave of Absence Policy. The only opportunity for a student to request a leave of absence during this part of the program is in the case of an emergency. A DBA student may be granted an official emergency leave for personal or medical reasons for a period of one session or quarter, but no longer than one calendar year. The student must make this request in writing to the DBA Program Director and include documentation of the reason emergency leave is being requested. If the emergency leave is approved, the DBA Program Director will provide the student, the Registrar and the Director of Financial Aid with written notification including applicable timeframes of the leave. If the emergency leave requires the student to withdraw from classes, the withdrawal will not count against the student as a course attempt as outlined in the Withdrawal Policy. An emergency leave can only be granted one time.

The student must notify the DBA Program Director at least 14 days calendar days prior to the anticipated date of re-entry. Students will not be required to repeat successfully completed courses in the DBA Program. In all cases of emergency leave, the student is required to complete the DBA curriculum of the program version in which the student was enrolled. Reentry to a dissertation course is based on availability of Committee Chairs and/or Members as determined by the Program Director and must occur within the

timeframe of 1 year. The student who fails to reenter the DBA program within the timeframe established may be required to apply for readmission to the DBA program.

Leave of Absence for Students attending South University, Richmond and South University, Virginia Beach

A student who expects to be absent due to extended mitigating circumstances should contact his/her Dean of Student Affairs. The university has defined the following as possible mitigating circumstances: serious illness of the student, serious illness of a member of the student's immediate family for whom the student is the primary caregiver, or death of a member of student's immediate family. To request an accommodation or waiver based on mitigating circumstances, the student must provide the Dean of Student Affairs with the appropriate written documentation supporting the student's claim of mitigating circumstances prior to the student violating or exceeding the attendance requirements.

The Dean of Student Affairs is responsible for reviewing and approving the request. Request for an additional Leave of Absence or an extension of a current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence. No monetary charges or accumulated absences may be assessed to the student during a leave of absence.

Leave of Absence may not exceed 180 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 181st calendar day will be administratively withdrawn from school.

Returning from an Approved Leave of Absence

Students returning from an approved Leave of Absence that was granted during the time they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional charges assessed. The University allows students who start a Leave of Absence during a course to withdraw (with a grade of WV).

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

Notes: Students enrolled are eligible to apply for an approved administrative leave of absence for a period not to exceed 180 days in a rolling 12-month period. During the approved administrative leave of absence, students are reported to NSLDS as withdrawn and are not eligible to receive any Federal Student Aid during this period.

Voluntary Intent to Continue

Eligible students may elect to take a break in their enrollment without being withdrawn from the institution. Students may only take Active Not Attending (ANA)Voluntary Intent to Continue (VITC) status in the first session of a term as long as it is not the first term within the student's enrollment. NOTE: The first term enrollment requirement applies to initial or new enrollment, re-entry, or any other breaks in enrollment) Students are required to complete and submit an acceptable Voluntary Intent to Continue (VITC) form prior to violating the attendance policy.

- Programs with one 10, 11, 12, or 15 week module/course: If the student is taking courses that span the entire length of the quarter, the student is not eligible for an ANA as the student cannot cease attendance and return within the same session.
- Programs with two 5 week courses within the term: student may only take ANA in the first session of the first term as long as it is not the first term within the student's enrollment. NOTE: The first term enrollment requirement applies to initial or new enrollment, re-entry, or any other breaks in enrollment)

The student must resume attendance by the date the student provided on the VITC form or the student will be withdrawn from the institution.

Transfer of Credit Policy

Prior coursework will be evaluated for transferability if completed at an acceptable accredited collegiate institution (regional or national accrediting agency recognized by the US Department of Education).

All transfer credit evaluation is conducted by programmatic leadership, including Program Directors, Chairs, Assistant/Associate Deans, and/or Deans.

Undergraduate Transfer of Credit

Evaluation and acceptance of undergraduate transfer of credit is determined by the Program Director or Department Chair, or designee, of the appropriate program/area. In cases of a dispute on credits transferred, the final decision will be made by the appropriate College/School Dean or designee.

Undergraduate transfer credit will be considered if the following conditions are met:

- The course was taken at an acceptable accredited collegiate institution.
- The course carries a grade of "C-" or better, unless otherwise specified by programmatic requirements (for colleges that award plusses and minuses, the plus or minus will be dropped when the course is transferred).
- The course is directly equivalent to a course required by the South University program in which the student is enrolled (all credit considered for acceptance is reviewed by course level, course title, and course description; students may be required to provide additional supporting documentation for a class to be considered for transfer of credit).
- In the case of courses evaluated for General Education transfer credit, the submitted courses must meet the criteria established by the Commission on Colleges of the Southern Association of Colleges and Schools for General Education credit (as stated in the current Principles of Accreditation) and must also be specifically classified as General Education (i.e., a survey or introductory course) at the transferring institution.
- In programs where a free elective pool is available to fulfill Foundational Requirements or Major Requirements, students may transfer any course into that area as long as it was taken at an acceptable accredited college institution and carries a grade of “C-” or better.

Undergraduate transfer credit may also be accepted in the following cases:

- When multiple courses taken at other institutions can be combined to satisfy one more equivalent South University courses. No course may be counted more than once, except in situations where a course has a corequisite attached to it and the number of combined credits is equivalent to the credits of the corequisites (i.e., Anatomy and Physiology I and Anatomy and Physiology I Lab, Anatomy and Physiology II and Anatomy and Physiology II Lab, Microbiology and Microbiology Lab).
- When a South University program does not specify a particular course for an area requirement, transfer credit may be considered as an elective if it is related in content to the area requirement.
- When a course from another institution is directly related to the required course but is at a higher course level.
- When coursework is taken as part of a diploma, certificate, or terminal associate degree from an acceptable accredited collegiate institution and carries a grade of “C- or better.

In some cases, a student may submit coursework to South University in a related discipline that may substitute for the required courses of the South University program. Course substitutions must be recommended by the appropriate Program Director or Department Chair, or designee, and approved by the Department Chair, Assistant/Associate Dean, or designee, and follow the Course Substitution Policy as outlined in the Academic Catalog. Course substitution requests for General Education courses are reviewed by the General Education Program Director or Department Chair, or designee.

Acceptance of credits earned at other institutions, and/or through examination, is limited to 75 percent of the total hours required for an undergraduate degree. Students residing in Virginia may only transfer in 70 percent of the total credit hours required for an undergraduate degree.

No more than half the major area course requirements can be earned through transfer credit, through examination, and/or other means described in this catalog. Note that programmatic accreditation and/or specific state requirements may alter these percentages. See the appropriate program section for specific guidelines regarding transfer of credit.

No transfer of credit will be accepted for internship courses.

No transfer credit is accepted in the professional phase of many of the health professions. These limits are outlined below by program transfer of credit policies.

No transfer credit will be granted for English as a Second Language (ESL) coursework.

Exemptions may be granted by South University for developmental courses such as basic mathematics or basic English.

GED Performance Levels

South University accepts the GED as a measure of high school equivalency and recognizes several GED scoring performance levels.

Students being admitted on the basis of GED scores will be exempt from taking related placement test(s) if they meet certain criteria. Exemption from MAT0099 Principles of Algebra, or ENG0099 Principles of Composition, is based on the following:

- MAT0099: minimum score of 165 in Mathematical Reasoning
- ENG0099: minimum score of 165 in Reasoning Through Language Arts
- Students scoring 175 or higher in the subject areas of the GED listed below may be awarded SU credit as indicated:
    - Science: General Education Natural Science without laboratory (4 credit hours)
    - Social Studies: HIS1101 U.S. History I: Colonial to 1865, HIS1102 U.S. History II: 1865 to Present, or POL2076 American Government (4 credit hours)

Procedure for Credit for Prior Learning for Law Enforcement, Corrections, or Criminal Justice Academy

South University may give up to 16 credit hours of transfer credit to graduates of a law enforcement, criminal justice or corrections training program. Up to a maximum of 12 credits may be awarded at the undergraduate level and/or up to a maximum of 4 credits at the master's level provided:

- The graduate has attained a high school diploma or equivalent.
- A certification of completion and curriculum is provided.

1. Credit will be dependent on type of training completed.
2. The Program Director and/or Chair will review transcripts/certificate of completion to determine appropriate course credit substitution.
3. Credit may be awarded for CRJ1001, CRJ2100, CRJ2200 or CRJ2300 at the undergraduate level.
4. Credit may be awarded for MCJ6001 at the Master's level.
5. Student must submit an academy graduate certificate and class curriculum for review.
6. Student must have completed a 320 hour or more basic training course.
7. Each training program completed, may give rise to a one course – four credit hour substitution.
8. A maximum of three course substitutions may be given for the undergraduate program.
9. One four credit hour course substitution may be given for the Master's program, regardless of number of academy courses completed.
10. Students may not be given dual credit for one academy course completion; so credit given at the undergraduate level will not be given again at the Master's level.

Information Technology Transfer Credit

For all Information Technology courses, transfer of credit is not accepted for courses that are older than seven years.

Students can meet the ITS1000 requirement if they meet any of the following criteria:

- A score of 50 or higher (out of 80) on the CLEP Information Systems and Computer Applications national exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- A score of 3 or higher (out of 5) on the College Board Advanced Placement Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).
- The student holds a current Microsoft Office Specialist certification; credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours). Students must provide a copy of the certification to the University

- A score of 70 or higher (out of 100) on the South University ITS1000 Placement Exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

Bachelor of Science (BS) in Information Technology - Credit for Industry Standard Certifications

South University's Bachelor of Science in Information Technology accepts three CompTIA certification examinations for college credit, which includes the CompTIA Network+, Linux+, and Security+ certifications. Credits earned through these examinations will be accepted as transfer credit and a student must submit a copy of their CompTIA Certificate(s) with a Date Certified no older than 7 years to validate their certification(s) and be eligible for possible transfer credit award. For the CompTIA Network+ certification, students will earn credit for ITS2103 Networking Fundamentals and ITS3103 Advanced Networking. For the CompTIA Linux+ certification, students will earn credit for ITS3101 Advanced Operating Systems and Architecture. For the CompTIA Security+ certificate, students will earn credit for ITS3104 IT Security.

Science Courses Transfer Credit

For students in the Occupational Therapy Assistant and Physical Therapist Assistant programs, the following courses will not be accepted for transfer of credit if the course is older than 7 years before the student's start date in the Professional Phase of the program:

- AHS1001 Medical Terminology
- BIO1011 Anatomy and Physiology I
- BIO1012 Anatomy and Physiology I Lab
- BIO1013 Anatomy and Physiology II
- BIO1014 Anatomy and Physiology II Lab

For students in the Bachelor of Science in Health Sciences, the Associate of Sciences in Allied Health Sciences, the Bachelor of Science in Public Health or the pre-licensure Bachelor of Science in Nursing programs, the following courses will not be accepted for transfer of credit if the course is older than 7 years before the student's original start date:

- AHS1001 Medical Terminology
- BIO1011 Anatomy and Physiology I
- BIO1012 Anatomy and Physiology I Lab
- BIO1013 Anatomy and Physiology II
- BIO1014 Anatomy and Physiology II Lab
- BIO2015 Human Pathophysiology
- BIO2070 Microbiology
- BIO2071 Microbiology Lab (online students only)

OR

- BIO2073 Microbiology Laboratory (campus students only)
- CHM1010 General Chemistry
- NTR2050 Nutrition

Credits Earned at a South University Campus

Credits earned at any South University campus will be accepted at all campuses, with the exception of programs mentioned in the campus transfer policy.

Acceptance of Nontranscripted Credit

South University offers students an opportunity to obtain course credit in areas of competency through several non-transcripted means, including AP Examinations, University-administered proficiency examinations, education training, and military experience and training. South University does not award credit for life experience. Acceptance of credits earned at other institutions, through examination, and/or other means described in this catalog is limited to 75 percent* of the total hours required for an undergraduate degree. No more than half the major area course requirements (i.e., those requirements beyond General Education) can be earned through transfer credit, through examination, and/or other means described in this catalog. All credit earned through education training and military experience and training is accepted via the submission of the ACE (American Council of Education) transcript. Additional information can be found at https://www2.acenet.edu/credit/?fuseaction=transcripts.main.

**Students residing in the state of Virginia may only transfer in 70% of the total hours required for an undergraduate degree.*

College Board Advanced Placement (AP) Examinations

South University supports the College Board's Advanced Placement Program, which allows high school students the opportunity to pursue college level courses in their own schools and to be taught the material by their own teachers. After completion of the AP courses, students take the appropriate AP test to determine their level of achievement. For college credit to be awarded, a student must have official score reports from the College Board sent directly to the Office of Registrar at South University.

Since there is major overlap in course content between the two English AP exams, the awarding of AP credit in English will be treated separately from that of other disciplines as follows:

1. If a student receives a score of "3" on either English AP exam, credit will be awarded for ENG1100 Composition I (four credit hours);
2. If a student receives a score of "4" or "5" on the English Language and Composition Exam, credit will be awarded for ENG1100 Composition I and ENG1200 Composition II (eight credit hours);
3. If a student receives a score of "4" or "5" on the English Literature and Composition Exam, credit will be awarded for ENG1100 Composition I and ENG 1300 Composition III (eight credit hours).

If a student receives a score of 3 or higher on the AP Computer Science A exam, credit will be awarded for ITS1000 Computer and Internet Literacy (four credit hours).

For additional information concerning the awarding of AP credit, contact the Registrar at the appropriate campus.

Credit by Examination

College-Level Examination Program (CLEP) and the Dantes Subject Standardized Tests (DSST) exams can be submitted for evaluation for course credit. The guidelines for awarding credit are available from the Registrar at the appropriate campus. In general, no score less than 50 on the CLEP test will be considered for course credit. The credit granting score for DSST exams is available from the Registrar.

If students earn a credit granting score for a CLEP or DSST exam that does not directly correlate to a course offered by South University, credit may be awarded as a) free elective, OR b) General Education credit in the appropriate area.

Credits earned by examination are considered in the same way as transfer credits and are not used in the computation of the student's grade point average. Students may not earn more than 75 percent* of their total credits and 50 percent of their major credits through credit by examination, transfer credit, or a combination thereof. The time limit for granting credit by examination for any course is the same as that for accepting transfer credit for the same course.

**Students residing in the state of Virginia may only transfer in 70% of the total credit hours required for an undergraduate degree.*

Credit by Education Training

College credit may also be awarded for education training completed through business and industry, the armed services, or government organizations. South University is guided by the principles and recommendations of the American Council on Education (ACE) guidebooks when assessing requests for credit earned in this manner. Students must have their ACE transcripts sent directly from the Center for Adult Learning and Educational Credentials to the appropriate campus Registrar at South University.

University Credit for Military Experience and Training

The University recognizes and uses the American Council on Education (ACE) Guide to the Evaluation of Educational Experience in the Armed Services to determine the value of learning acquired in military service. We award credit for appropriate learning acquired in military service at levels consistent with ACE Guide recommendations when applicable to a Service member's program. In addition, we utilize Joint Services Transcript (JST) or Community College of the Air Force (CCAF) Transcript in our processing of prior learning experiences for possible transfer credit.

Students who wish to have their military experience and training evaluated for university credit should send the JST or the CCAF transcript to the appropriate campus Registrar. Additionally, credit may also be awarded through review of a student's certified Department of Defense (DD) Form 214 (Armed forces

of the United States Report of Transfer or Discharge) in conjunction with the ACE Guide, to the Evaluation of Educational Experiences in the Armed Forces. Credit will be applied to a degree program upon the approval of the Department Chair from which the degree is to be awarded.

Timing of Transcripted and Nontranscripted Credit Consideration and Acceptance

South University will accept transcripts for transcripted (transfer) and documentation of non-transcripted credit evaluation at any point during a student's program of study, provided that limits placed on the total number of credits for the program and components of the program will not be exceeded. During a student's first quarter enrolled at South University, all official transcripts must be received and evaluated for those courses related to establishing basis of admission.

Undergraduate Program Transfer of Credit Guidelines (specifications by program)

Associate of Science (AS) in Medical Assisting

For students in the Associate of Science in Medical Assisting degree program transfer of credit will not be accepted for the following courses:

- AHS2005 Clinical Competencies I
- AHS2006 Clinical Competencies II
- AHS2007 Clinical Laboratory Competencies
- AHS2087 Medical Office Procedures
- AHS2090 Medical Insurance and Coding
- AHS2092 Computers in the Medical Office
- AHS2098 Medical Assisting Practicum

Transfer of credit will be accepted for AHS1001 Medical Terminology.

Associate of Science (AS) and Associate of Applied Science (AAS) in Occupational Therapy Assistant

- Students may transfer prerequisite courses into the program before entering the Professional Phase of the OTA program if approved by academic leadership with the exception of OTA1003 Introduction to Occupational Therapy Assistant, which may not be transferred.
- OTA1001 Introduction to Occupational Therapy is an acceptable substitution for OTA1003 if the student has taken it at South University in the past two years from the intended start of the Professional Phase of the OTA Program (Effective January 2024).
- Transfer credit will not be accepted for courses in the South University's Professional Phase of the OTA program.
  Note: This does not apply to South University OTA students (in good standing) transferring between campuses.

Associate of Science (AS) or Associate of Applied Science (AAS) in Physical Therapist Assistant Program

- Students may transfer prerequisite courses into the program before entering the professional phase if approved by academic leadership.
- Transfer credit will not be accepted for courses in South University's PTA Professional Phase Curriculum.
  - *Note: This does not apply to South University PTA students (in good standing) transferring between campuses.*

Bachelor of Science in Nursing (BSN)

- For BSN (pre-licensure) students, science courses are not accepted for transfer credit if they are older than 7 years from the student's start date into the professional phase of the program.
- No nursing courses may be accepted for transfer credit in the BSN.

RN to Bachelor of Science in Nursing (RN to BSN), and RN to Master of Science in Nursing (RN to MSN) Degree

Students entering the RN to BSN or RN to MSN in Nursing degree program will receive 45 hours of block RN nursing courses based on holding a valid unencumbered RN license.

General Education Course Transfer Credit RN to Bachelor of Science in Nursing (RN to BSN) and RN to Master of Science in Nursing (RN to MSN)

- Students applying to the RN to BSN degree program and the RN to MSN degree program, who have an unencumbered RN license and satisfy one of the following:
  - earned an associate's degree in nursing from an accredited institution,
  - have an equivalent accredited associate's degree in nursing from a foreign institution, or
  - hold a nursing diploma AND a bachelor's degree from an accredited institution.
- will receive a transfer of 78 credit hours toward general education requirements.

Graduate Transfer of Credit

Evaluation and acceptance of graduate transfer of credit is determined by the Program Director, Department Chair, or designee, of the appropriate program/area. In any cases of a dispute on credits transferred, the final decision will be made by the appropriate College/School Dean.

Credit for graduate/post baccalaureate transfer work will be considered if the following conditions are met:

- The course was taken at an acceptable accredited collegiate institution.
- The course carries a grade of "B" or better, unless otherwise specified by programmatic requirements.
- The course is directly equivalent to a course required by the South University program in which the student is enrolled.
- The course(s) meet the Graduate Program Transfer of Credit Guidelines (specifications by program).

Notes: Courses taken at other institutions may be combined to satisfy one or more equivalent South University courses, but no course may be counted more than once in calculating transfer credit.

The majority of credits, or 51%, toward any graduate or post baccalaureate degree program must be earned at South University. Please see the appropriate program section for additional information on transfer of credit.

Doctor of Business Administration (DBA)

- The maximum number of classes a student may transfer is four (4) courses or 16 credit hours.

NOTE: Dissertation courses may not be transferred from another institution.

Doctor of Ministry (DMin)

- Forty (40) credits of the Doctor of Ministry degree program must be earned at South University. Students who have completed the M.Div. or its educational equivalent (108 quarter credits/72 semester credits in biblical, theological, and ministry studies) at an accepted accredited school may be eligible for the Advanced Track and receive 56 credits of transfer credit.
- Students who have completed graduate courses in Bible, theology, and/or ministry studies may transfer credit on a course-by-course basis. To be eligible, the course(s) must be equivalent to a course offered at South University and have a grade of B or better.

Students should request a transfer evaluation to determine which courses qualify for transfer of credit or course substitutions. The following courses may not be replaced by transfer of credit or substitution:

- MIN7000 Learning Skills for Ministry
- MIN7500 Theology and Research in Ministry
- MIN8000 Dissertation I and MIN8010 Dissertation II

Doctor of Nursing Practice (DNP)

Due to the unique nature of the courses within the South University DNP program, transfer of credit is not accepted. However, students with documented clinical hours from previous graduate education programs will be evaluated for prior learning assessment (PLA) and receive transfer credit for the Practice Immersion Experience courses (NSG7221, NSG7222, and NSG7223) not to exceed 460 hours. A minimum of 540 hours must be completed within the DNP program of study for a total of at least 100 graduate practice hours.

Master's Programs in the College of Business

- The maximum number of classes to transfer is four (4) courses or 16 credit hours.

NOTE: Capstone courses may not be transferred from another institution.

Master of Arts (MA) in Clinical Mental Health Counseling

- No more than 49% of the program may be transferred.
- No course may be transferred if it was taken more than 7 years prior to the transfer request.

Master of Medical Science (MMSc) in Anesthesia Science

The South University Anesthesiologist Assistant Program does not accept transfer of credits from other anesthesiologist assistant programs or provide enrolled students with a waiver of credit (i.e., advanced placement) for any component of the required curricular coursework. Students may not transfer from one South Anesthesiologist Assistant campus to another. All students must complete each course in the South University Anesthesiologist Assistant curriculum.

Master of Science in Physician Assistant (MSPA)

The South University Physician Assistant Program does not accept transfer of credits from another physician assistant program or provide enrolled students with a waiver of credit for any component of the required curricular coursework. All students must complete each course in the South University Physician Assistant curriculum.

Master of Public Health (MPH)

- A maximum of 12 credits hours may be transferred for any course in the program.

Master of Science (MS) in Criminal Justice

- Students may transfer up to three (3) courses or 12 credit hours.

Master of Science in Nursing (MSN)

- Up to 3 courses (with a maximum of 12 quarter hours) may be accepted toward the nursing graduate curriculum.
- Only foundation courses may be transferred up to the limits of 12 quarter credits.
- All specialization coursework must be completed at South University.
- Transfer credits are limited to the following courses in the graduate curriculum
    - Foundation: NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice; NSG6002 Health Policy and Health Promotion in Advanced Nursing; NSG6101 Nursing Research Methods
- If the student is a practicing Nurse Practitioner, Certified Registered Nurse Anesthetist, or Certified Nurse Midwife, who is currently certified in their area of specialty they are eligible to use TOC for the following courses (in addition to the 12 credit hours listed above); NSG5003 Advanced Pathophysiology, NSG6005 Advanced Pharmacology, and NSG6020_A Advanced Health and Physical Assessment, if the following criteria is met:
- The student takes the Advanced Practice Education Associated (APEA) 3P's exam (competency based exam for Pathophysiology, Pharmacology and Physical Assessement) within six months prior to matriculation into the program.
- The student must earn a minimum score of 67 on the exam.
    - If the student earns 67 or greater on the exam, the student will be eligible for review of transfer of credit for all 3P courses listed above and will be exempt from NSG6021.
    - If the student earns less than 67 on the exam, all three courses must be taken and passed regardless of the individual score earned on each section. The student will also be required to complete NSG6021 Pre-Clinical Evaluation if they are required to take the 3P courses.
- Specialty courses, NSG6999, NSG6998 and practicum courses are not eligible for transfer credit.

Doctor of Pharmacy (Pharm.D.)

- The Doctor of Pharmacy program does not accept transfer of credits.

Notice Concerning Transferability of Credits Earned at South University

In the U.S. higher education system, transferability of credit is determined by the receiving institution taking into account such factors as course content, grades,

accreditation and licensing. For this reason, South University does not imply, promise, or guarantee that credits earned at South University will be accepted by another college or university. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. Students considering transferring to another college or university are responsible for determining whether that school will accept South University credits. South University encourages students to initiate discussions with the potential transfer school as early as possible.

The Associate of Applied Science programs are considered by some educational institutions and state agencies to be "terminal" and/or "occupational" programs. Credits earned in terminal and/or occupational programs are generally not applicable to other degrees; however, the acceptance of transfer credit remains at the discretion of the receiving institution.

Grading Policies

Grading System

Grading System				Included in SAP Calculation		
Grade	**Quality Points**	**Range**	**Interpretation**	**CGPA**	**ICR**	**MTF**
A	4	90-100	Excellent	Y	Y	Y
B	3	80-89	Above Average	Y	Y	Y
C	2	70-79	Average	Y	Y	Y
D	1	60-69	Minimum Passing	Y	Y	Y
F	0	0-59	Failure	Y	Y	Y
W	0	0	Withdraw	-	Y	Y
WF	0	0	Withdraw/Failure	Y	Y	Y
NCF	0	0	Non-Completion Failure	Y	Y	Y
LP*	-	-	Limited Progress	-	Y	Y
WV	-	-	Waiver	-	-	-
EX	-	-	Course Exempted	-	Y	Y
PR	-	-	Proficiency Credit Earned	-	Y	Y
TR	-	-	Transfer Credit	-	Y	Y
P	-	-	Pass	-	Y	Y
AU	-	-	Non-Credit Audit	-	-	-
I	-	-	Incomplete	-	-	-
^	-	-	Developmental Course Grade	-	Y	Y

Refer to the catalog section on "SAP Definitions" for additional information on calculation of Cumulative Grade Point Average (CGPA), Incremental Completion Rate (ICR) or Maximum Allowable Timeframe (MTF).

*Note: The grade of LP may be awarded in Pass/Fail courses. Students who complete the remaining assignments in the extension course receive a letter grade or grade of P and the grade for the original dissertation course is changed to a letter grade or to P. Students who complete at least half of the remaining assignments may be awarded the grade of LP and then register for a subsequent extension course. Students who do not make adequate progress receive a grade of F and the grade for the original dissertation course is changed to a grade of F.

Grade Rounding
The grade rounding policy will be followed unless otherwise stated in the course syllabus. Procedure for rounding:

- Only final course grades which are determined by percentages involving decimals should be rounded up to the next whole number when equal to .5 or greater. For example, an 89.51 would be rounded to an A, while an 89.48 would remain a B.

Calculation of Grade Point Average

The cumulative grade point average (CGPA) is determined by dividing the total number of quality points, calculated by multiplying the numeric equivalents of course grades (e.g., A=4.0) by the number of credit hours assigned to each course (e.g., 4 credit hours x 4.0), by the total number of credit hours attempted.

School of Pharmacy Grading and Credit Hours

Course grades may be based upon components such as quizzes, examinations, participation and assignments as outlined in each course syllabus. The format of course examinations may vary at the

discretion of the instructor(s). Common exam formats used include multiple choice, matching, short answer, essay and demonstrations of clinical competencies. Specific instructions regarding missed assignments or examinations are outlined in each course syllabus, but approval of the course coordinator(s) is a common requirement for making up a missed test or examination. Specific information regarding the calculation of course grades can be found in the syllabus of each course. Students are encouraged to read course syllabi carefully and to contact the course coordinator(s) if any questions arise.

Course instructors will make every effort to post graded examinations and assignments promptly. Students may be allowed to review and/or required remediate examinations and assignments after they have been graded. At that time, faculty members are expected to maintain reasonable availability to address student questions regarding the test.

The School of Pharmacy employs the following grading scale:

Percentage Grade	GPA
90 and above	4.00
89	3.90
88	3.80
87	3.70
86	3.60
85	3.50
84	3.40
83	3.30
82	3.20
81	3.10
80	3.00
79	2.90
78	2.80
77	2.70
76	2.60
75	2.50
74	2.40
73	2.30
72	2.20
71	2.10
70	2.00
69	1.80
68	1.60
67	1.40
66	1.20
65	1.00
64 & below	0.00
F (Failure)	0.00
WF (Withdraw/Failure)	0.00
NCF (Non-Completion Failure)	0.00
LP (Limited Progress)	0.00

Courses are rated at one credit hour for 10 hours of lecture, 15-20 hours of recitation/small group discussion, or 30 hours of laboratory/and or practice session. A total of 2.0 credit hours will be assigned for each week of Intermediate Pharmacy Practice Experience/Rotation (IPPE) and 1.6 credit hours will be assigned for each week of advanced practice experiences/rotations (APPE). A cumulative grade point average will be calculated and posted on the student's transcript at the end of each academic quarter. Class ranking information is available upon request from the Office of the Registrar.

The following symbols are used on grade reports, but are not used in the determination of a student's grade point average:
EX Course exempted
PR Course credit earned through credit by examination
TR Course credit through transfer
P Pass
AU Audit
W Withdrawal, no grade penalty
WV Waiver for a course, does not affect ICR/MTF/CGPA, does not count as an attempt for programmatic progressions I Incomplete
^ Caret Symbol, which denotes a developmental course grade

Grades or symbols of "D," "F," "W," "WP," "WF," "NCF" and "LP" can negatively affect one or more of the following and should be considered punitive in terms of a student's Satisfactory Academic Progress (SAP): Cumulative Grade Point Average (CGPA), Incremental Completion Rate (ICR) or Maximum Allowable Timeframe (MTF). A grade of "C" may also be punitive in certain graduate and professional program courses requiring a grade of "B" or

higher. Refer to the catalog section on "Explanations of Related Issues" for additional information on calculation of CGPA, ICR, and MTF.

Repeating Courses

Students may repeat coursework to meet academic requirements. A student enrolled in developmental coursework (ENG0099 and MAT0099) must be able to successfully complete the course within their first three attempts or the student will be academically dismissed. The last grade received replaces any previous course grades in the calculation of the cumulative grade point average for graduation unless the last grade is one of the following: W, WV, or AU. When one of these is the last grade, the previous grade continues to be used in the GPA calculation. However, the cumulative grade point average for the calculation of honors at graduation will include all grades earned at South University.

For students using veteran benefits, classes that are successfully completed may not be certified again for VA purposes if they are repeated. However, if a student fails a class, or if a program requires a higher grade than the one achieved in a particular class for successful completion, that class may be repeated and certified to VA again.

- Example 1: if a Nursing program requires a “B” or better in Biology, then that class may be repeated if a “B” or better was not earned. That requirement must be in the school catalog.
- Example 2: If a course is required for graduation, a student may repeat the course and be certified for it **until** it is successfully completed. No further information needs to be provided to VA regarding those courses.
- Example 3: If a student chooses to repeat a course that was successfully completed, just to improve their GPA, that course cannot be certified to VA.

Late Work Policies

Campus-based courses in the College of Arts and Sciences and the College of Business

Due dates are essential in our learning environment, just as they are in the work environment. Our assignments have due dates to ensure that students can successfully complete the class in an accelerated timeframe while also benefiting from instructor and peer input before completing each new assignment. To avoid point deductions for late submissions, assignments should be submitted on or before the due date. A student should contact their faculty member before the assignment due date to discuss options, when circumstances beyond the student's control prevent assignment completion by the deadline.

Where a class participation grade is offered:
Students can only earn participation points during the current class session. A student attending class is not guaranteed participation points. Participation points are gained from interaction in class.

Assignment Expectations
Assignment submissions are accepted through 11:59 p.m. Mountain Time on the date indicated as due, unless your instructor specifies otherwise. No assignments will be accepted after the due date (without point deductions) unless there is an extenuating, and documented circumstance and/or an Incomplete grade is granted by the faculty member. If a student does not make prior arrangements with the faculty member and fails to turn assignments in on time, the following deductions may be applied:

Calendar Days Late	Point Deduction
Up to 5 days*	5%
Up to 10 days*,**	10%
11+ days*,**	Assignment not accepted

All days are counted including weekends. All policies must be applied evenly for the class. Time period does not extend beyond the end of the term.

* Applicable to 5 week courses offered from a campus.

** Applicable to 10-11 week courses offered from a campus.

Makeup weeks:
In weeks, 7 – 9 instructors may participate in makeup weeks and allow students the opportunity to make up certain assignments for a maximum of 70% of the grade. Makeup weeks are not guaranteed to be offered. To take advantage of makeup work during weeks 7-9, a student is required to resubmit the assignment(s) as outlined by the instructor and attend any two sessions of instructional facilitator or peer tutor assistance prior to submitting late coursework.

Students are encouraged to attend a session related to the assignment, such as attending the English Lab if an essay is due.

Online courses in all Colleges

Due dates are essential in our learning environment, just as they are in the work environment. Our assignments have due dates to ensure that students can successfully complete the class in an accelerated timeframe while also benefiting from instructor and peer input before completing each new assignment. To avoid point deductions for late submissions, assignments should be submitted on or before the due date. A student should contact their faculty member before the assignment due date to discuss options when circumstances beyond the student's control prevent assignment completion by the deadline.

Participation Expectations
Students can only earn discussion participation points during the current week. For example, students must actively participate by posting peer responses during Week 2 in order to earn participation points for Week 2. Students will not receive participation points for Week 2 if they respond to classmates in the discussion threads after the week ends.

Assignment Expectations
Assignment submissions are accepted through 11:59 p.m. Mountain Time on the last day of the course. No assignments will be accepted after this deadline unless there is an extenuating circumstance and/or an Incomplete grade is granted by the faculty member. If a student does not make prior arrangements with the faculty member and fails to turn assignments in on time, the following deductions may be applied:

Calendar Days Late	Point Deduction
1 day	Up to 5%
2 days	Up to 10%
3 days	Up to 15%
4 days or more	Up to 20%

All days are counted including weekends and holidays. All policies must be applied evenly for the class. Time period does not extend beyond the end of the term.

Grade Reporting and Challenges

Grade Reporting

Grade reports are available to students at the end of each class.

Grade Challenges for All Programs Except Nursing Programs the School of Pharmacy, and the Physician Assistant Program

Any student wishing to challenge a final course grade must first discuss the grade with the faculty member of the course in question within 14 consecutive calendar days of the end of final's week for campus-based courses and within 14 consecutive calendar days of the end of the online session in writing. Challenges after that time will not be permitted, and the grade recorded on the official grade sheets will prevail.

If the grade challenge is denied in whole or in part by the faculty member and the student is not satisfied with the explanation for the denial, it may be appealed to the Department Chair or campus Program Director and thereafter, in succession, to the Campus Director & Dean of Academic Affairs and Operations for campus-based courses or to the Associate Vice Chancellor for Online Learning and Innovation for online courses, and then to the Dean of the College offering the course. The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

Grade Challenges for Nursing Programs

Any student wishing to challenge a final course grade must first discuss the grade with the faculty member of the course in question within 14 consecutive calendar days of the end of final's week for campus-based courses and within 14 consecutive calendar days of the end of the online session in writing. Challenges after that time will not be permitted, and the grade recorded on the official grade sheets will prevail. The faculty member will communicate receipt of an appeal to the Program Director.

If the grade challenge is denied in whole or in part by the faculty member and the student is not satisfied with the explanation for the denial, it may be appealed to the Program Director. The Program Director will communicate receipt of an appeal to the Assistant Dean of the College of Nursing and Public Health and,

as a courtesy, to the Campus Director & Dean of Academic Affairs and Operations for campus-based students or the Dean for Online Learning and Innovation for online students.

If not satisfied with the decision of the Program Director, the student may appeal to the Dean of the College of Nursing and Public Health. The decision of the Dean of the College of Nursing and Public Health is final.

Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level.

Grade Challenges for School of Pharmacy

School of Pharmacy Academic Appeals Policy (Final Grade in a Course)

A student has the right to file a formal appeal if there is a disagreement with the final grade, which has been awarded in a course that is based on an appropriate concern. The procedure for bringing an academic appeal is as follows:

1. A formal appeal must be initiated within seven calendar days following the date final grades are posted for the term. To initiate an appeal, the student must present the appeal in writing utilizing the appropriate School of Pharmacy Notification of Appeal Form to the faculty member in charge of the course. Appeals submitted for consideration should have clearly stated grounds for such an appeal with objective support for consideration.
2. Once the appeal is received by the course faculty member, it is their responsibility to forward the notification of the appeal to the appropriate School of Pharmacy Associate Dean of Academic Affairs and the School of Pharmacy Registrar to inform them that a grade appeal has been filed. After reviewing the student's appeal, the faculty member will render a decision in writing no later than five calendar days after receiving the appeal.
3. If the faculty member does not resolve the appeal, the student may forward the notification of appeal to the appropriate Associate Dean of Academic Affairs within two calendar days. After reviewing the student's appeal, the Associate Dean of Academic Affairs will render a decision in writing no later than five calendar days after receiving the appeal.
4. If the Associate Dean of Academic Affairs does not resolve the appeal, the student may present the notification of appeal to the Office of the Dean within two calendar days. After reviewing the student's appeal, the Dean or their designee will render a decision in writing no later than five calendar days after receiving the appeal. The decision of the Dean of the School will be final.

Grade Challenges for the Physician Assistant Program

Any student wishing to challenge a final course grade must first discuss the grade with the course director of the course in question. If a formal challenge is to be initiated, it must be submitted in writing to the course director within one business day of the publication of the final grade. Challenges after that time will not be permitted and the grade recorded on the official grade sheets will prevail. The student will be notified of a decision within 5 business days (by 5 PM EST) in writing.

If the grade challenge is denied by the course director, it may be appealed in writing to the campus Program Director. If the course director is the Program Director, the appeal proceeds directly to the Department Chair. Thereafter, appeals proceed to the Department Chair (or the Assistant Dean of the College of Health Professions in the absence of the Department Chair), and then to the Dean of the College of Health Professions. The decision of the Dean of the College is considered final. Appeals of a decision rendered at any level must be received in writing by the person to whom the appeal is made within 5 business days (by 5 PM) of the issuance of the decision at the previous level.

Incomplete Policy

Incompletes are given at the discretion of the faculty member to any student who does not complete the course requirements. To receive an incomplete, the student must complete at least one-half of the course requirements; then, it is the student's responsibility to complete the remainder of the required coursework.

Incomplete grades must be cleared within 14 consecutive calendar days of the end of session (unless special approval is received from the Vice

Chancellor for Academic Affairs, Campus Director & Dean of Academic Affairs and Operations, or College/ School Dean) or the incomplete will be changed to the grade earned. The final grade for the course will be designated on the transcript by the appropriate letter grade.

Note: Students in online courses cannot earn participation points on discussion assignments completed during the incomplete period.

University Examinations/Culture of Assessment

South University seeks to provide an optimal learning experience for each of its students. To provide evidence of learning achievement in the classroom, students are required to participate in university-level assessment activities
(e.g., Standardized Assessment of Information Literacy Skills, course embedded assessment and portfolios) on an ongoing basis throughout their academic studies. Current university level assessment activities are focused on general education learning outcomes (skills in the areas of mathematics, communications, critical thinking, etc.) in the undergraduate programs, in addition to the learning assessment, which takes place in each academic program. The final formal examinations of general education skills occur before graduation, usually after students enter their final two quarters of their program. Students' scores will not be factored into their GPA or entered on their transcript. Completion of these exams is an official University requirement for graduation.

Honors at South University

South University is proud to honor those students who demonstrate outstanding academic achievement in their programs of study. Honors are evaluated during a student's academic program (for undergraduate students only) and after successful completion of the students' academic program. Only courses taken at South University will be considered in evaluating and computing honors.

1. Honors during a Student's Academic Program

   South University honors undergraduate students for their periodic outstanding academic achievement through the Chancellor's List and the Dean's List. To be eligible for the Chancellor's List, a student must achieve a grade point average of 4.00 for the courses completed during the evaluation period. To be eligible for the Dean's List, a student must achieve a grade point average greater than or equal to 3.50 and less than 4.00 for the courses completed during the evaluation period.

   For undergraduate students, the Chancellor's and Dean's Lists are published quarterly. To be eligible for the Chancellor's List, a student must complete a minimum of 12 credit hours during the quarter and earn the appropriate grade point average specified above. To be eligible for the Dean's List, a student must complete a minimum of 12 credit hours during the quarter and earn the appropriate grade point average specified above.

2. Honors at Graduation

   South University honors students for their outstanding academic achievement upon successful completion of all graduation requirements. All non-developmental courses taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

   For students in undergraduate programs, honors at graduation include:
   - **Summa Cum Laude**: Undergraduate degree students graduating with a grade point average greater than or equal to 3.90 through 4.00 will be graduated Summa cum Laude.
   - **Magna Cum Laude**: Undergraduate degree students graduating with a grade point average greater than or equal to 3.70 but less than 3.90 will be graduated Magna cum Laude.
   - **Cum Laude**: Undergraduate degree students graduating with a cumulative grade point average greater than or equal to 3.50 but less than 3.70 will be graduated Cum Laude.

3. For students in graduate programs, honors at graduation include:

- **Honors**: Graduate degree students graduating with a cumulative grade point average of 3.75 through 3.89 will be graduated with Honors.
- **High Honors**: Graduate degree students graduating with a cumulative grade point average of 3.90 through 4.00 will graduate with High Honors.

Note: Only work taken at South University will be considered in computing honors.

Honors at Graduation

All work taken at South University will count in the calculation of the cumulative grade point average for honors at graduation. The calculation will include original and repeated course grades.

Undergraduate Honors

Cum Laude: Undergraduate degree program students graduating with a cumulative grade point average of 3.50 through 3.69 will be graduated cum laude.

Magna cum Laude: Undergraduate degree program students graduating with a grade point average of 3.70 through 3.89 will be graduated magna cum laude.

Summa cum Laude: Undergraduate degree program students graduating with a grade point average of 3.90 through 4.00 will be graduated summa cum laude.

Graduate Recognition

For students in graduate programs, the evaluation period for honors includes all courses attempted and completed at the graduate level while at South University. For students in graduate programs, honors at graduation include:

Honors: Graduate degree program students graduating with a grade point average of 3.75 through 3.89 will be graduated with Honors.

High Honors: Graduate degree students graduating with a grade point average of 3.90 through 4.00 will graduate with High Honors

Graduation

Commencement Attendance

Students preparing for graduation are welcomed and encouraged to participate in their local campus ceremonies. Students in online programs are encouraged to participate in the Savannah, Georgia ceremony held each year in June. Students who choose to participate in the graduation ceremony must do so within twelve (12) months from the date of their degree completion.

Graduation Date Policy

Graduation dates and degree conferred will reflect the last day of the term in which the student completes the degree requirements.

Students who satisfy incompletes or other degree requirements after 14 calendar days from the end of the term or session will have their graduation and degree conferred dates reflect the day the academic requirements are completed.

Application for Graduation

It is the responsibility of each potential graduate to complete an application for graduation. The application should be submitted during the registration period two quarters before the anticipated graduation date.

Graduation Requirements

Associate's and Bachelor's Degrees Program Graduation Requirements

To receive an associate's or bachelor's degree or certificate, (except for Nursing, Medical Assisting, Occupational Therapy Assistant, and Physical Therapist Assistant) a student must satisfy these four requirements:

1. Successfully complete the program requirements described in the Catalog.
2. The student must receive a cumulative grade point average of 2.00 or higher in all courses in the student's major (i.e., those described in Area III of the program curriculum outlined in the University's Academic Catalog).
3. The student must have a cumulative grade point average of 2.0 or higher for all coursework taken

at the University. Students in the baccalaureate degree nursing program must be able to meet the physical and mental demands per the statutory requirements of the State of Florida.
4. The student must abide by all University rules and regulations before graduation.

Associate of Science in Medical Assisting Graduation Requirements

In order to graduate from the Associate of Science in Medical Assisting program, a student must:

1. The student must complete all curriculum requirements for the Associate of Science in Medical Assisting program.
2. The student must receive a C or better in all AHS courses.

Associate of Science or Associate of Applied Science in Occupational Therapy Assistant Graduation Requirements

South University and the OTA Program reserve the right to make changes to any and all systems, policies and procedures related to the OTA Program at any time. This includes changes to admissions, financial aid, and the curriculum and graduation requirements. Please consult the most current South University Academic Catalog or most current addendum for updated information.

In order to graduate from the Associate of Science in Occupational Therapy Assistant program or the Associate of Applied Science in Occupational Therapy Assistant, a student must:

1. Complete the course requirements described in the catalog in effect when the student enrolled. However, academic programs are subject to change at the discretion of the institution. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return. Students may request department chair/ coordinator approval for a course substitution or waiver. The OTA Program Director in consultation with the Campus Director & Dean of Academic Affairs and Operations and College Dean must approve deviation from any program requirements. Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.
2. Achieve a cumulative grade point average of 2.50 or higher in all courses in the student's major in the Professional OTA Curriculum.
3. Achieve a cumulative grade point average of 2.50 or higher for all coursework taken at the University.
4. Abide by all University rules and regulations before graduation.

Students are expected to complete all graduation and fieldwork requirements in a timely manner. Students are required to complete the didactic portion of the professional curriculum within 150% of the published length. Level II Fieldwork A, Fieldwork Seminar A, Level II Fieldwork B, and Fieldwork Seminar B must be completed within 24 months of the first day of the cohort's originally scheduled Level II Fieldwork A placement.

Associate of Science and Associate of Applied Science in Physical Therapist Assistant Graduation Requirements

In order to graduate from the Associate of Science or the Associate of Applied Science in Physical Therapist Assistant program, a student must:

1. Successfully complete the course requirements described in the Catalog. Students who leave the University longer than one calendar year will be required to meet catalog requirements in effect at the time of their return.
2. Complete all coursework in the professional phase of the program with a cumulative grade point average (CGPA) of at least 2.50 and a minimum grade of C (or passing grade) in all courses.
3. Abide by all University rules and regulations before graduation.

Bachelor of Science in Nursing (BSN) programs Graduation Requirements

To graduate from the Undergraduate nursing programs (BSN) a student must satisfy the following requirements:

1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the university one year or longer will be required to meet the program requirements in effect at the time of their return.

2. Have passing grades in all nursing lab and practice courses.
3. Have grades of "C" or higher in all nursing courses.
4. Have a cumulative grade point average (CGPA) of 2.5 or higher and a CGPA of 2.5 or higher in nursing courses.
5. Complete comprehensive achievement examinations and NCLEX review courses.

Bachelor of Science in Nursing (RN to BSN) programs Graduation Requirements

To graduate from the Nursing (RN to BSN) Program a student must satisfy the following requirements:

1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the university one year or longer will be required to meet the program requirements in effect at the time of their return.
2. The student must successfully complete the required number of clinical practice hours and receive a satisfactory clinical performance evaluation.
3. Have grades of "C" or higher in all courses.
4. Have a cumulative grade point average (CGPA) of 2.5 or higher.

Master of Science in Criminal Justice Graduation Requirements

In order to graduate from the Master of Science in Criminal Justice program, a student must:

1. Successfully complete the program requirements described in the Catalog in effect when the student enrolled in South University.
2. Complete all course work in the degree program with a cumulative grade point average (CGPA) of at least 3.0 and no course grade below a C.

Doctor of Business Administration Graduation Requirements

To receive the Doctor of Business Administration degree, a student must satisfy the following requirements:

1. Successfully complete the course requirements described in the catalog in effect when the student enrolled in the program. A student who leaves South University longer than three quarters will be required to meet catalog requirements in effect at the time of his/her return.
2. Possess a cumulative grade point average of 3.0 or higher, with no grade below a B.
3. Successfully complete the requirements (with a Pass or High Pass) of the DBA Comprehensive Examination.
4. Successfully complete the requirements of the DBA Doctoral Dissertation.
5. Students enrolled in the online program must successfully complete the requirements of the DBA Virtual Residencies.

College of Business Graduation Requirements for Masters Programs Policy

In order to graduate from the Master of Science in Accounting, the Master of Business Administration, the Master of Business Administration in Healthcare Administration, the Master of Healthcare Administration, the Master of Science in Human Resources Management, the Master of Science in Information Systems, the Master of Science in Leadership, or the Master of Public Administration, a student must satisfy these requirements:

1. Successfully complete the program requirements described in the Catalog.
2. Complete all course work in the program with a cumulative grade point average (CPGA) of at least 3.0
3. Complete all course work in the program with no grade below a C.

Graduation Requirements for the Bachelor of Science to the Master of Science in Accounting (BS to MS in Accounting) Program

In order to graduate from the BS to MS in Accounting Program, a student must satisfy these requirements:

1. Successfully complete the program requirements described in the Catalog.
2. Complete all graduate course work in the program with a cumulative grade point average (CPGA) of at least 3.0
3. Complete all graduate course work in the program with no grade below a C.

Master of Arts in Clinical Mental Health Counseling Graduation Requirements

In order to graduate from the Master of Arts in Clinical Mental Health Counseling program, a student must:

1. Evidence a cumulative GPA of 3.0 or greater for all academic work required for the degree.
2. Successfully pass the Comprehensive Examination process.
3. Successfully remediate or repeat all courses in which a grade lower than a "C" was earned.
4. Successfully meet all conditions of a remediation plan(s) as provided by the Progress Promotions Policy during periods of probation or suspension.

*Please refer to the Graduate Student Handbook for the Clinical Mental Health Counseling program for additional information regarding the Progress Promotions Policy.

Master in Medical Science in Anesthesia Science Graduation Requirements

1. The student must complete the course requirements described in the catalog in effect when the student was enrolled.
2. The student must successfully meet the standards for Academic, Clinical and Professional Performance.
3. Students must maintain an overall CGPA of 2.5 at the time of graduation.
4. Student must be in good standing at the time of graduation; - i.e. not be on any type of warning or probationary status at the conclusion of their final quarter of enrollment.

Master of Science in Physician Assistant Degree Program Graduation Requirements

To receive a Master of Science in Physician Assistant degree a student must satisfy the following requirements:

1. The student normally must complete the course requirements described in the catalog in effect when the student enrolled. Students who leave South University longer than 3 quarters will be required to meet catalog requirements in effect at the time of their return.
2. The student must receive a minimum grade of "C" or better in all courses.
3. The student must have a cumulative GPA of 3.0 or higher for all coursework taken while in the South University Physician Assistant program.
4. The student must successfully complete the summative evaluation before graduation.

The typical pace of the Physician Assistant program curriculum is 27 months. Students must complete all graduation requirements for the Master of Science of Physician Assistant Degree within 45 months of their initial matriculation into the South University PA program.

Doctor of Nursing Practice, Master of Science in Nursing and the RN to Master of Science in Nursing Graduation Requirements

To graduate from the South University College of Nursing graduate program a student must satisfy the following requirements:

1. The student must successfully complete the program requirements described in the Catalog in effect when the student enrolled. Students withdrawn from the University one year or longer will be required to meet the program requirements in effect at the time of their return.
2. The student must successfully complete the required number of clinical practice hours and receive a satisfactory clinical performance evaluation.
3. A letter grade of "B" or better in all courses through the program of study (for RN to MSN students, a letter grade of “C” is allowed only in undergraduate courses. CGPA requirements apply for the entire program of study).
4. A CGPA of 3.0 on a 4.0 scale.

Master of Public Health Graduation Requirements

To receive the Master of Public Health degree, a student must satisfy the following requirements:

1. Successfully complete the program requirements described in the Catalog.
2. Possess a cumulative grade point average (CGPA) of 3.0 or higher, with no grade below a B.
3. Successfully complete the required number of public health practicum hours and receive a satisfactory performance evaluation.

Doctor of Ministry Graduation Requirements

To receive the Doctor of Ministry degree, a student must satisfy the following requirements:

1. Successfully complete the course requirements described in the catalog. A student who leaves South University longer than three quarters will be required to meet catalog requirements in effect at the time of his/her return.
2. Possess a cumulative grade point average of 3.0 or higher and complete all coursework in the program with no grade below a C.
3. Abide by all University rules and regulations before graduation.
4. Complete the Final Project Phase, including all necessary extensions, within a maximum of 80 weeks, or the equivalent of repeating the two 4 credit-hour courses and all extensions only once.

School of Pharmacy Graduation Requirements

Students who have satisfactorily completed all academic requirements and who have been recommended by the School of Pharmacy faculty (as indicated by the successful completion of the School of Pharmacy curriculum) may be awarded the Doctor of Pharmacy degree, provided that they are of good moral character and have met the following standards. They must:

1. Have successfully remediated all course scores of 0.00 (F).
2. Have completed the Doctor of Pharmacy curriculum with no less than a 2.00 cumulative grade point average.
3. Have satisfactorily completed four academic years of residence in a school of pharmacy that is either fully ACPE accredited or has ACPE pre-candidate or candidate status, the final two academic years of which must be completed at South University School of Pharmacy.
4. Have completed all Interprofessional Education and Community Service requirements.
5. Have completed all legal and financial requirements of the School of Pharmacy.
6. Have exhibited the ethical, professional, behavioral, and personal characteristics necessary for the practice of pharmacy.
7. Have completed an exit interview with the Office of Financial Aid if the student is a recipient of any form of financial aid.

Posthumous Degrees

South University will award a posthumous degree if a student, at the time of their death, had not completed degree requirements but was actively enrolled at the University, was in good academic standing, and had completed approximately two-thirds of the requirements for the program. Next of kin of the deceased student may request, in writing, consideration for a posthumous degree to the College/School Dean. If the degree is awarded, and the next of kin desires, the deceased student's name can be read at the next commencement ceremony. In such cases a diploma will be provided free of charge.

Policies for Second Degrees

Requirements for a Second Undergraduate Degree

Students are not permitted to be concurrently enrolled in more than one degree program at a time. After completing a baccalaureate or associates degree at South University a student may enroll in a second degree program.

Students enrolling in a second baccalaureate degree must earn a minimum of 64 credit hours beyond those required for the first degree, with a minimum of 244 credit hours total earned for both baccalaureate degrees. The student must also fulfill all degree requirements including all general education and program requirements.

Students enrolling in a second associate's degree must earn a minimum of 24 credit hours beyond those required for the first degree, with a minimum of 116 credit hours total earned for both associate's degrees. The student must also fulfill all degree requirements including all general education and program requirements.

Students enrolled in a second baccalaureate or associate's degree program are subject to the satisfactory academic progress, graduation requirements, and all other academic policies of that program.

Once the requirements for the second degree are completed, the official transcript will show both degree's completion date and a diploma will be issued for the second degree

Requirements for a Second Graduate Degree

Students are not permitted to be concurrently enrolled in more than one degree program at a time. After completing a graduate degree at South University a student may enroll in a second graduate degree program. Exceptions to this policy are outlined in the Second Graduate Degree Policy Concurrent Enrollment policy section.

Students enrolling in a second graduate degree must complete all requirements of the second-degree program. No more than 12 credit hours of previously earned coursework at South University may be applied towards a second graduate degree (except Master of Science in Nursing Family Nurse Practitioner).
Students enrolling into a second Master of Science in Nursing Degree see Second Master of Science in Nursing Degree under the Graduate Transfer of Credit Policy.

Students enrolled in a second graduate degree program are subject to the satisfactory academic progress, graduation requirements, and all other academic policies of that program.

Once the requirements for the second degree are completed, the official transcript will show both degree's completion date and a diploma will be issued for the second degree.

Exceptions to the Concurrent Enrollment in Two Graduate Degrees

Doctor of Pharmacy students may request simultaneous and independent enrollment in the Master of Business Administration in Health Care Administration degree program. Student eligibility requirements and program descriptions are provided in the corresponding degree program sections of the University Catalog.

Second Master of Science in Nursing Degree (MSN) for Family Nurse Practitioner and Adult Gerontology Primary Care Nurse Practitioner

Effective for the quarter beginning March 18, 2025.
The following courses will be accepted as block transfer:

- NSG5000 Role of the Advanced Practice Nurse; Transformational Leadership in Advanced Practice; NSG6101 Nursing Research Methods; NSG6002 Health Policy & Health Promotion in Advanced Nursing Practice.
- Students are eligible to utilize prior course work taken at South University for the following courses (NSG5003 Advanced Pathophysiology; NSG6005 Pharmacology; NSG6020_A Advanced Health and Physical Assessment) only if they are completed within 5 years of matriculation into the program. Prior South University students meeting this requirement must pass NSG6021 within 6 months of matriculation.
- If the student is a practicing Nurse Practitioner, Certified Registered Nurse Anesthetist, or Certified Nurse Midwife, who is currently certified in their area of specialty they are eligible to use TOC for the following courses; NSG5003 Advanced Pathophysiology, NSG6005 Advanced Pharmacology, and NSG6020_A Advanced Health and Physical Assessment, if the following criteria is met:
    - The student can choose to take the Advanced Practice Education Associated (APEA) 3P's exam (competency based exam for Pathophysiology, Pharmacology and Physical Assessement) within 6 months prior to admission.
    - The student must earn a minimum score of 67 on the exam.
        - If the student earns 67 or greater on the exam, the student will be eligible for review of transfer of credit for all 3P courses listed above and will be exempt from NSG6021.
- If the student earns less than 67 on the exam, all three courses must be repeated and passed regardless of the individual score earned on each section. The student will also be required to pass NSG6021 Pre-Clinical Evaluation if they are required to retake the 3P courses

- For FNP students, their 3P courses must be across the lifespan to be eligible to transfer.
- The majority of the second master's degree coursework must be completed at South University. NSG6998 Transitions to the Nurse Practitioner Role and practicum courses are not eligible for transfer credit.

Second Master of Science in Nursing Degree (MSN) for non-nurse practitioner programs: Nurse Educator, Nursing Informatics, Nurse Administrator

- The following courses will be accepted as block transfer:
  - NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice; NSG6101 Nursing Research Methods; NSG6002 Health Policy & Health Promotion in Advanced Nursing Practice.
- The majority of the second master's degree coursework must be completed at South University; Practicum courses, NSG6999 Graduate Project in Nursing are not eligible for transfer credit.

Satisfactory Academic Progress Policy

Summary

A student must demonstrate Satisfactory Academic/ Financial Aid Progress by successfully completing courses attempted. All students are required to meet Satisfactory Academic Progress. In addition, some programs may have a programmatic progressions policy that may require specific course grades or higher GPAs that must be met. Poor performance may lead to an academic/financial aid warning and/or academic dismissal from the University. It is very important that students attend all registered courses and complete them successfully.

The following criteria are used to determine whether a student is making academic/financial aid progress. A student must be able to:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable timeframe (MTF).

Administrative actions will be taken when a student fails to meet the minimum standards of any of the above criteria. If the action results in academic dismissal from the University (programs that measure SAP annually or by violating the quarterly requirements or academic plan), a student may appeal the dismissal.

Periods of attendance when a student does not receive financial aid are included in determining academic/ financial aid progress. Periods of nonattendance are not included in determining Satisfactory Academic/ Financial Aid Progress. While the terms Academic Warning/Financial Aid Warning and Academic Probation/Financial Aid Probation are used, the status applies to all students whether receiving financial aid or not.

The Satisfactory Academic Progress Policy (SAP) contains the following sections:

1. SAP Definitions
2. Minimum Standards for Undergraduate Satisfactory Academic/Financial Aid Progress and
3. Consequences for Failing to Meet Minimum Standards
4. Minimum Standards for Graduate Satisfactory Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards
5. Procedures for Appealing Academic/Financial Aid Dismissal
6. Procedures for Readmission after Academic/ Financial Aid Dismissal

The University has the right to modify the Satisfactory Academic/Financial Aid Progress policy at any time.

I. SAP Definitions

a.) Academic Warning/Financial Aid Warning
Applies only to quarterly SAP evaluations. Several undergraduate programs have quarterly reviews after the completion of the second academic year. Please refer to section II below.

b.) Calculation of Cumulative Grade Point Average (CGPA)
A student's cumulative grade point average (CGPA) is calculated by:

- Multiplying credits for each course by grade points associated with the grade earned,
- Totaling the grade points earned for all the courses, and
- Dividing total grade points earned by the total number of quality credits.

c.) Calculation of Incremental Completion Rate (ICR)
A student's incremental completion rate (ICR) is calculated by:

- Totaling the number of credit hours attempted,
- Totaling the number of credit hours successfully completed, and
- Dividing the total number of credit hours successfully completed by the total number of credit hours attempted.

Note: If a student is on academic warning/financial aid warning for failing to meet the ICR requirement, it will be very difficult for the student to meet the ICR standard of 66.67 percent. In some cases, the student may have to successfully complete all the courses attempted. A student should consult with their academic counselor on the exact requirements.

d.) Course Attempts
A course attempt includes any time a student receives a grade for a course, if the student attends after drop/add and even if the student does not complete the course. This includes the letter grades of "A" through "F", "NCF", "LP", a passing grade of "P", a withdrawal while failing the course of "WF", and a withdrawal with no grade penalty of "W". Courses for which a student enrolls but then drops during the drop/add period at the beginning of a quarter or course session are not counted as a course attempt.

e.) Developmental Courses
South University requires academic placement tests. Depending on test scores, students may be required to take developmental courses (i.e., ENG0099 and MAT0099). If so required, a student must successfully complete such courses in order to progress within the program. Developmental course credits do not count towards the total number of credits for graduation, nor do they count in the CGPA; however, they do count in determining the maximum time frame and the ICR. An Undergraduate student enrolled in developmental coursework (ENG0099 and/or MAT0099) must be able to pass the courses within three attempts or the student will be academically dismissed.

f.) Maximum Allowable Timeframe (MTF)
A student may not attempt more than 150% of the credits in their program; when the University determines it is mathematically impossible for a student to complete their program within 150% of its length the student will be academically dismissed from the University. The appeal process and related procedures are the same as those described in sections below.

g.) Repeated Courses and Grades
Grades achieved in repeated classes will replace withdrawn or failing grades. Withdrawn and failing grades are included in the maximum allowable time frame and ICR. A student may also retake a class in which they received a passing grade in order to improve their CGPA.

h.) Remediation of Academic Deficiencies
It is strongly recommended that any student with withdrawn or failing grades register for the same course(s) in the subsequent quarter or course session to improve their academic performance.

i.) Transfer Credits
Credits from transfer courses are calculated in the maximum allowable credits and ICR requirements. Grades for credits transferred from any postsecondary institution will be recorded as "TR" and will not affect the student's CGPA.

j.) Students Transferring Between Programs and/or Campuses and Online
A student who transfers programs and/or campuses is subject to the SAP policies and procedures of the new program. Grades from courses taken in one of South's programs, if applicable to a transfer program, will be recorded as earned credit and will affect the student's CGPA.
A student who is in good standing per SAP in their program transferring to either a campus program or an online program, will be evaluated according to the SAP policies and procedures for the programs.
The evaluation criteria and period of time until the next applicable evaluation point may differ from the SAP policies of the student's original program. Only credits

and grades from courses, including transfer, that count towards the new major degree requirements will be included in the SAP calculation. The student should work closely with his/her academic counselor to understand the SAP implications (including financial aid implications) of their transfer before taking any action. A student's academic file may be shared with any South University location as needed to complete the transfer.

II. Minimum Standards for Undergraduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards

Note: W, WF, and NCF grades count as an attempt.

Students who have not met the minimum standards of SAP will be notified in writing by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

An undergraduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified in writing if they are dismissed from the University.

a) All Undergraduate Programs (Except BS to MS in Accounting (see section III. below), Bachelor Science in Nursing-Professional Phase, Bachelor of Science in Nursing (RN-BSN), Occupational Therapy Assistant and Physical Therapist Assistant)
For all undergraduate programs (except those listed above which are described in b), c), and d)), the following are the minimum standards used to assess each undergraduate student's academic performance:

- After attempting the first academic year (an academic year is three quarters in which courses are attempted in each quarter), a student must achieve a minimum CGPA of 1.50 and an ICR of 33.33%. A student not achieving these minimum standards of (SAP) will be academically dismissed from the University.
- After attempting the second academic year, a student must achieve a minimum CGPA of 2.0 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be academically dismissed from the University.
- Starting the quarter after the second academic year, and every subsequent quarter, a student must achieve a minimum CGPA of 2.00 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning. If a student who is already on academic warning/ financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, the student will be academically dismissed from the University.

b) Bachelor of Science in Nursing - Professional Phase
Students in the Bachelor Science of Nursing-Professional Phase are evaluated for SAP at the completion of every quarter. The following are the minimum standards are used to assess each student's academic performance:

- After attempting the first quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 50.00%. A student not achieving these minimum standards of (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting the second and each subsequent quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, the student will be academically dismissed from the University.

c) Bachelor of Science in Nursing (RN to BSN) - *Effective for the quarter beginning April 22, 2025.*
Students in the RN to BSN program are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting the first quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 50.00%. A student not achieving these minimum

standards of (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting the second and each subsequent quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, the student will be academically dismissed from the University.

d) Associate of Science and Associate of Applied Science in Occupational Therapy Assistant (OTA) and Associate of Science and Associate of Applied Science in Physical Therapist Assistant (PTA)

General Education Phase:
For undergraduate students in the General Education Phase of the OTA or PTA program, the following are the minimum standards use to assess each student's academic performance:

- After attempting the first quarter a student must achieve a minimum CGPA of 2.0 and an ICR of 33.33%. A student not achieving these minimum standards of (SAP) will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid.
- After attempting the second quarter a student must achieve a minimum CGPA of 2.25 and an ICR of 50.00%. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/ financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, the student will be academically dismissed from the University.
- After attempting each subsequent quarter, a student must achieve a minimum CGPA of 2.50 and an ICR of 66.67%. percent. A student not achieving these minimum standards of SAP will be placed on academic warning/financial aid warning and will continue to be eligible for financial aid. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, the student will be academically dismissed from the University. *NOTE: The minimum CGPA required to be eligible to apply to the professional phase of the OTA program is 2.85 or PTA program is 2.75.*

Professional Phase for the Occupational Therapy Assistant programs:
Students in the professional phase Associate of Science or Associate of Applied Science in Occupational Therapy Assistant program are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- Students must maintain a minimum CGPA of 2.50 for OTA courses with a designation of 1011 or higher during each quarter of the professional phase and an ICR of 66.67%.

Professional Phase for Physical Therapist Assistant programs:
Students in the professional phase of the Associate of Science or Associate of Applied Science in Physical Therapist Assistant program are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- Students must maintain a minimum CGPA of 2.50 for all technical PTA designated courses during each quarter of the professional phase and an ICR of 66.67%.

Note: PTA1001 will be included in GPA calculations for the first quarter of the professional phase even if the student takes the course prior to entry into the professional phase. See the Associate of Science and Associate of Applied Science in Physical Therapist Assistant Program Progression Standards.

III. Minimum Standards for Graduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards

Academic Progress is reviewed at the completion of every quarter. A student not achieving these minimum

standards of SAP will be placed on academic warning/ financial aid warning. If a student who is already on academic warning/financial aid warning fails to achieve these minimum standards of SAP following a quarter of academic warning/financial aid warning, they will be academically dismissed from the University.

Students who have not met the minimum standards of SAP will be notified by the University. Students on academic warning/financial aid warning are considered to be making progress towards meeting SAP and, if otherwise eligible, can be eligible for financial aid.

A graduate student may be academically dismissed for academic/financial aid reasons without a previous academic warning/financial aid warning. Students will be notified if they are dismissed from the University.

a) All Graduate Programs (Except for the BS to MS in Accounting, Master of Medical Science in Anesthesia Science, Master of Science in Physician Assistant, RN to Master of Science in Nursing, Doctor of Business Administration, Doctor of Ministry and Doctor of Pharmacy Programs)
For all graduate students (except for those programs listed above and described in b)., c)., d)., e)., f)., and g)) are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting the first quarter, a student must achieve a minimum CGPA of 3.00 and an ICR of 50.00%.
- After attempting the second quarter, a student must achieve a minimum CGPA of 3.00 and an ICR of 50.00%.
- After attempting each subsequent quarter, a student must achieve a minimum CGPA of 3.00 and an ICR of 66.67%.

b) Bachelor of Science to Master of Science in Accounting (BS to MS in Accounting)
Students in the BS to MS in Accounting degree program are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting his/her first quarter, a student must achieve a CGPA of 1.25 and an ICR of 33.33%.
- After attempting the second quarter, a student must achieve a CGPA of 1.50 and an ICR of 50.00%.
- After attempting the third quarter, a student must achieve a CGPA of 1.75 and an ICR of 50.00%.
- After attempting the fourth quarter, a student must achieve a CGPA of 2.00 and an ICR of 66.67%.
- After attempting the fifth quarter, a student must achieve a CGPA of 2.50 and an ICR of 66.67%.
- After attempting each subsequent quarter, a student must achieve a CGPA of 3.0 and an ICR of 66.67%.

Regardless of academic year of enrollment, once a student is enrolled in the graduate portion of this program, the student must meet the C or better requirement for all courses and the graduate Satisfactory Academic Progress policy.

c) Master of Medical Science in Anesthesia Science
Students in the Master of Medical Science in Anesthesia Sciences program are evaluated for SAP at the completion of every quarter. The following are the minimum standards that must be met:

- Achieve a minimum quarterly GPA of 2.50 and a minimum CGPA of 2.50 and an ICR of 66.67%.

A graduate student in the Master of Medical Science in Anesthesia Sciences program can only be placed on any type of warning (academic/financial aid, clinical, or professionalism) two times during his/her academic program.

d) Master of Science in Physician Assistant
Students in the Master of Science in Physician Assistant program are evaluated for SAP at the completion of every quarter. Students in the Master of Science in Physician Assistant Program must complete all curricular requirements within 45 months of their initial matriculation into the South University PA program. The following are the minimum standards used to assess each student's academic performance:

- At the completion of every quarter, a student must achieve a minimum CGPA of 3.0 and an ICR of 66.67%.
    - Students who fail to achieve a minimum CGPA of 3.0 will be placed on Academic Warning and will have one quarter to achieve a CGPA of 3.0.

        - Should a student have a CGPA of below 3.0 for two consecutive quarters, they will be dismissed from the program.
- All course grades must be a “C” or higher in a course awarded letter grades or a “Pass” for a course that is graded as Pass/Fail.
    - Student who fail to achieve a “C” or higher or a “Pass” will be dismissed from the program.

e) RN to Master of Science in Nursing (RN to MSN)
Students in the RN to Master of Science in Nursing are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting the first quarter of the RN to MSN program, a student must achieve a minimum CGPA of 2.5 and an ICR of 50.00%.
- After attempting the second quarter, a student must achieve a minimum CGPA of 2.5 and an ICR of 66.67%.
- After attempting the third quarter, a student must achieve a minimum CGPA of 2.5 and an ICR of 66.67%.
- After attempting the fourth quarter, a student must achieve a minimum CGPA of 2.75 and an ICR of 66.67%.
- After attempting each subsequent quarter, a student must achieve a minimum CGPA of 3.0 and an ICR of 66.67%.

f) Doctor of Business Administration and Doctor of Ministry
Students in the Doctor of Business Administration and Doctor of Ministry programs are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting the first quarter, a student must achieve a CGPA of 3.00 and an ICR of 50.00%.
- After attempting the second quarter, a student must achieve a CGPA of 3.00 and an ICR of 50.00%.
- After attempting each subsequent quarter, a student must achieve a CGPA of 3.00 and an ICR of 66.67%. Note: The grade of LP for final project and dissertation courses are exempted from the CGPA for SAP purposes.

g) Doctor of Pharmacy
Students in the Doctor of Pharmacy program are evaluated for SAP at the completion of every quarter. The following are the minimum standards used to assess each student's academic performance:

- After attempting the first quarter, a student must achieve a minimum CGPA of 2.00 and an ICR of 50.00%.
- After attempting the second quarter, a student must achieve a minimum CGPA of 2.00 and an ICR of 50.00%.
- After attempting each subsequent quarter, a student must achieve a minimum CGPA of 2.00 and an ICR of 66.67%. A graduate student in the Doctor of Pharmacy program may be placed on academic warning/financial aid warning not more than three separate times (but not for two consecutive quarters) during his/her academic program.

IV. Procedures for Appealing Academic/ Financial Aid Dismissal

Undergraduate and graduate students wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Admissions Representative or Academic Counselor. Graduate students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to the Registrar within the School of Pharmacy. College of Health Professions students must submit appeals as outlined in the program specific Progressions Policy published under the College of Health Professions Progression Standards in the Academic Catalog.

The student's written appeal (including emails from a student's email account bearing their electronic signature) must state the mitigating circumstances that contributed to the dismissal. The appeal must be supported with appropriate written documentation of the mitigating circumstances with explanation on how the circumstances have been remedied or changed that will allow the student to meet academic/financial aid progress. Mitigating circumstances are events that are outside the student's control and are unavoidable. Following is an example list of events that indicate there may be a mitigating circumstance that has negatively impacted academic/financial aid progress:

- Death of an immediate family member.

- Hospitalization of immediate family member.
- Natural disaster.
- Extenuating Circumstances affecting the student or immediate family member.

NOTE: A student's life issues and the student's transition to college are not considered mitigating circumstances under this policy since a student has at least two quarters/two payment periods to adjust to college life.

The Senior Academic Progress and Remediation Specialist will review the student's appeal and related written documentation to determine whether the circumstances and academic status warrant consideration for granting the appeal. Any consideration of mitigating circumstances not specified above should be discussed with the students Admissions Representative, Academic Counselor or Senior Academic Progress and Remediation Specialist. The Associate Vice Chancellor for Academic Affairs is the final authority to which an academic dismissal can be appealed.

Failure to provide an adequate written appeal and supporting documentation will result in the student's appeal not being considered. The student will be notified in writing that the appeal is not being considered and what additional information is needed for the appeal to be considered. This is not considered a denial of an appeal which would force the student to wait a year before appealing again.

A student who submits a written appeal and is denied the appeal cannot re-appeal for one year after the quarter or course session in which the appeal was denied however the passage of time by itself does not impact the appeal decision.

An individual graduate program may have additional specific procedures for appealing an academic dismissal/financial aid dismissal which are more stringent than the above Procedures for Appealing Academic/Financial Aid Dismissal.

Students dismissed for violating the maximum allowable timeframe (MTF), may appeal to the Associate Vice Chancellor for Academic Affairs or their designee.

The result of the appeal (whether granted or denied) will be provided in writing to the student and recorded in the student's academic file by the University.

V. Procedures for Readmission after Academic/Financial Aid Dismissal

After one year of remaining out of the University, undergraduate and graduate students can submit an additional written appeal for reinstatement. Undergraduate or graduate students wishing to appeal an academic dismissal/financial aid dismissal must do so in writing to their Admissions Representative or Academic Counselor. Graduate students in the Master of Medical Science in Anesthesia Sciences program and the Master of Science in Physician Assistant Studies programs cannot submit such an appeal for reinstatement. Graduate students in the Doctor of Ministry program must do so in writing to the Progress and Promotions Committee of the College of Arts and Sciences. Graduate students in the Doctor of Pharmacy program wishing to appeal an academic dismissal/ financial aid dismissal must do so in writing to the Professional Performance Committee within the School of Pharmacy.

The second written appeal must be accompanied by a written discussion (and demonstration) of accomplishments or changes made in the prior year that will allow the student to meet academic/financial aid progress. In addition, they must demonstrate how former mitigating circumstances will no longer impact their academic performance.

Should the student have their second appeal denied, the student will be permanently dismissed from the University. The result of the second appeal (whether granted or denied) will be provided in writing to the student and recorded in the student's academic file by the University.

A student who submits a written appeal and is granted the appeal will be placed on academic probation/ financial at the start of the quarter and will remain on probation for the duration of the student's academic plan. During the probationary period the student will be reviewed for academic progression quarterly. The determination for a student to return using Title IV funding is reviewed on a case-by-case basis. Students appeals may be granted with or without the use of Title IV funding.

Prior to and during the probationary period, the student must agree with and sign a written academic plan developed by the University on how the student will achieve specific minimum CGPA, ICR, and other applicable SAP standards associated with the appropriate evaluation points by end of either the Academic/Financial Aid Probation period or by the end of the quarter included in the Academic Plan. The Academic Plan must detail specific time frames and student success measures for the student to meet the minimum requirements of Satisfactory Academic Progress. The Academic Plan must be reviewed with the student so that designated Academic Plan is being met and the student will remain on track to achieve the success measures within the approved timeframe. Failure to meet the established goals included in the Academic Plan will result in Academic/Financial Aid Dismissal.

Please see the Re-entry/Readmission of Former Students policy in the Admissions section of the catalog once the students appeal is approved and the academic plan is reviewed and signed by the student.

Student Progression Policies by Program

College of Arts and Sciences

Doctor of Ministry Program Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practical requirements are published in the course syllabi and expanded upon in the Student Practicum and Final Project Handbooks. D.Min. program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy (SAP). Failure to meet the SAP standards may result in dismissal from the D.Min. program.
2. All students must take MIN7000 Learning Skills for Ministry and MIN7001 Academic Writing in their first quarter/term. Students who take only one course should take MIN7000 first. Students must successfully pass MIN7000 with a final grade of C or higher and MIN7001 with a final grade of P. Students who do not successfully pass these courses may retake them, but only once. Students who fail to successfully complete these courses after the second attempt will be dismissed from the program.
3. Students may elect to test out of MIN7001 Academic Writing by taking the WritePlacer Writing Test before registering for courses. The test is administered once at admission. Students who achieve a passing score of 6 or higher on the WritePlacer test are exempt from completing MIN7001 Academic Writing and may replace the course with an elective.
4. Students must complete all coursework in the program with a grade of C or better, while maintaining a minimum 3.0 CGPA. Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the course is offered. No course may be retaken more than once, without the permission from the Dean of the College of Arts and Sciences. Students who fail to successfully complete courses will be dismissed from the program.
5. Standard Track students should plan to enroll in practicum courses after the fifth quarter/term. Students should plan to begin ministry internships or ministry mentor opportunities after the start of the first course in the practicum sequence (MIN7590 Ministry Practicum I) and to finish them before the end of the second course in the practicum sequence (MIN7690 Ministry Practicum II).
6. Students must successfully complete MIN7500 Theology and Research in Ministry before enrolling in any final project course.
7. Students must have completed and received approval for the Final Project (Ministry Project or Dissertation) to obtain the Doctor of Ministry degree. The final 8 credits of the program are dedicated to this process. Students must complete all requirements within the Final Project sequence within the two designated courses (and extensions, as necessary). Students may only repeat each course and extension once, but must complete all three extensions before enrolling again in the 4-credit course).

8. Students must meet ethical and professional standards as identified by the College of Theology, the American Association of Pastoral Counselors (AAPC), the Association of Professional Chaplains (APC), and South University.

Programmatic Probation

A student will be placed on probation in the following situations:

1. Inadequate practicum performance.
2. Violation of the Graduate Honor Code.
3. Breach of ethical, moral, or professional conduct.

Students who do not meet remediation expectations after two quarters of programmatic probation will be dismissed from the program.

Note: A student cannot be placed on programmatic probation more than once.

Reinstatement Policy

Students who are placed on programmatic probation will be given a remediation plan developed by the Department Chair or designee and approved by College Assistant Dean. The Department Chair or designee will then notify the Registrar to reinstate the student or to continue with the probation. The remediation plan may include academic and non-academic requirements appropriate to the reason for probation.

Students who are alleged to have violated the South University Honor Code or the standards of ethical professional conduct adopted by the College of Art and Sciences will be referred to the Integrity Committee.

Appeal of Programmatic Probation or Dismissal

Students may appeal the decision to be placed on programmatic probation to the College Dean or his/her designee. The student should provide any necessary documentation along with a letter of appeal. The College Dean will review the case and interview participants. The student may appeal the decision of the College Dean to the Vice Chancellor for Academic Affairs or his/her designee. The decision of the Vice Chancellor (or designee) is final. The appeal process for programmatic probation or dismissal for violations of the Honor Code or violations of ethical and professional standards can be found in the South University Student Handbook.

College of Business Progression Standards

Doctor of Business Administration (DBA) Progression Policy

All course and program requirements must be completed satisfactorily in order for the student to be eligible for graduation.

1. Students must complete all coursework in the program with a grade of B or better. Students will be permitted to repeat coursework in a single occurrence in which they scored lower than the required letter grade the next quarter or session that the course is offered. No course may be retaken more than once. Students who fail to successfully complete courses will be dismissed from the program.
2. All students must take BUS7000 Introduction to the Professional Doctorate in their first quarter/term. If the course is not passed with a grade of B or better, the course must be retaken and no other courses may be taken until the course is successfully completed after no more than one attempt. Students who fail to successfully complete BUS7000 will be dismissed from the program.
3. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy (SAP). Failure to meet the SAP standards may result in dismissal from the DBA program.
4. The comprehensive examination must be successfully completed prior to beginning the dissertation phase. The successful completion of the comprehensive examination indicates the student's broad expertise of the degree's content focus and readiness to undertake and complete the dissertation concluding the program of study. The exam includes four individual tests, each of which must be passed successfully within two attempts. Students who fail to pass the comprehensive exam after two attempts will be dismissed from the program.

Progress through the dissertation phase of the DBA program includes a sequence of five required, 0-credit courses and up to five, 0-credit extension courses.

Progression Policy Requirements:

- A student can earn a grade of Pass (P), Limited Progress (LP), or Fail (F) in the dissertation courses. The Dissertation Committee determines one of these outcomes for each course, including extension courses, in the dissertation sequence that corresponds to the grading scale in this way:
  - Approved = P
  - Approved with minor revisions = P
  - Not approved with major revisions = LP
  - Not approved because more than 50% of the course outcomes have not been met = F
- Students who receive a grade of "F" in a non-extension course will be required to repeat the non-extension course and will be allowed only one repeated attempt of that course.
- An extension course in the dissertation sequence can be repeated one time
- While enrolled in the dissertation phase of the DBA program, students who earn three grades of "F" will be dismissed from the program.

Course #1--BUS8100, Doctoral Dissertation Research Development

Students enrolled in BUS8100, Doctoral Dissertation Research Development, must have completed these outcomes before progressing to the next course in the series:

1. Propose an acceptable dissertation topic.
2. Justify a research problem statement.
3. Compose a research purpose statement.
4. Formulate preliminary research questions that align with the problem and purpose statement.
5. Develop an abridged literature review.

The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

In order to progress to the next course in the sequence, the Dissertation Committee must approve and accept the student's work submitted or approve the work submitted with minor revisions.

If the Dissertation Committee has determined that the student's work requires major revisions, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8100E, Doctoral Dissertation Research Development Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #2-BUS8105, Doctoral Dissertation Proposal

Students enrolled in BUS8105, Doctoral Dissertation Proposal, must have completed these outcomes before progressing to the next course in the series:

1. Complete a literature review and establish a theoretical perspective to support the research design process.
2. Create a working bibliography of academic and professional titles.
3. Select an appropriate research method to support the dissertation topic and design process.

This portion of the Dissertation Proposal is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

If the Dissertation Committee has determined that the student's work requires major revisions, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8105E, Doctoral Dissertation Proposal Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #3-BUS8110, Doctoral Dissertation Proposal Defense

Students enrolled in BUS8110, Doctoral Dissertation Proposal Defense, must have completed these outcomes before progressing to the next course in the series:

1. Identify appropriate data collection method(s).
2. Finalize the dissertation topic proposal.
3. Prior to collecting data, seek approval from the Institutional Review Board (IRB), including required certifications (e.g., CITI, NIH HIPAA), if the research to be conducted for the dissertation includes human subjects.
4. Successfully defend Dissertation Proposal to the Dissertation Committee.

The Dissertation Proposal is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

If the Dissertation Committee has determined that the student's work requires major revisions, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8110E, Doctoral Dissertation Proposal Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #4-BUS8115, Doctoral Dissertation Preparation

Students enrolled in BUS8115, Doctoral Dissertation Preparation, must have completed these outcomes before progressing to the next course in the series:

1. Collect data through the previously identified method(s).
2. Analyze the data collected through the previously identified method(s).
3. Draw conclusions based on the analysis of data.
4. Draft a reporting and discussion of the research results.
5. Draft a discussion of the conclusions and recommendations based on the data analysis.

This portion of the Dissertation draft document is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

In order to progress to the next course in the series, the Dissertation Committee must approve the student's work submitted or approve the work submitted with minor revisions.

If the student's final Dissertation has not been approved by the Dissertation Committee, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8115E, Doctoral Dissertation Preparation Extension.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the non-extension course will receive a grade of "F" in the course and will be required to repeat the non-extension course.

Students who are not able to complete more than 50% of the required course outcomes while enrolled in the extension course will receive a grade of "F" in the extension course.

Course #5--BUS8120, Doctoral Dissertation Defense
Student enrolled in BUS8120, Doctoral Dissertation Defense, must have completed these outcomes:

1. Analyze the data collected through the previously identified method(s).
2. Draw conclusions based on the analysis of data.
3. Finalize a reporting and discussion of the research results.
4. Finalize a discussion of the conclusions and recommendations based on the data analysis.
5. Successfully defend final Dissertation to the Dissertation Committee.

The final Dissertation is reviewed and acted upon by the Dissertation Committee. The Dissertation Committee will take one of the following actions:

- Approved
- Approved with minor revisions
- Not approved with major revisions
- Not approved because more than 50% of the course outcomes have not been met

If the student's final Dissertation has not been approved by the Dissertation Committee, the student will receive a grade of Limited Progress (LP) and will be required to enroll in BUS8120E, Doctoral Dissertation Defense Extension.

Students who are not able to complete the final Dissertation while enrolled in the extension course will be dismissed from the program.

Appeals

Students enrolled in the DBA program seeking to challenge a grade will follow the university procedure. Refer to this section in the South University catalog: Grade Challenges for All Programs Except Nursing Programs, School of Pharmacy and Physician Assistant program. If a DBA student grade challenge is overturned, notification will be provided to the Department Chair in order to ensure accurate placement in future courses.

Students enrolled in the DBA program seeking to appeal a SAP dismissal decision will follow the university procedure. Refer to this section in the South University catalog: Procedures for Appealing Academic/Financial Aid Dismissal. If a DBA student SAP appeal is approved, notification will be provided to the Department Chair in order to ensure accurate placement in future courses.

Students enrolled in the DBA program seeking to appeal a Program Progression dismissal decision will direct their request to the Program Director of the DBA program. In order to be considered for an appeal the student must have one of the mitigating circumstances listed in the South University Satisfactory Academic Progression policy. In consultation with the Dean/ Director of Academic Affairs where the student is enrolled, the Program Director will make a decision regarding the student's appeal. The Program Director will communicate receipt of the appeal and the decision to the Department Chair. If not satisfied with the decision of the Program Director, the student may appeal to the Department Chair. In consultation with the Dean/Director of Academic Affairs where the student is enrolled, the Chair will make a decision regarding the student's appeal. The Chair will communicate receipt of the appeal and the decision to the Assistant Dean. If not satisfied with the Chair's decision, the student can appeal to the College Dean. Upon receipt of the appeal, the College Dean will notify and consult with the Dean/Director of Academic Affairs where the student is enrolled. The decision of the College Dean is final.

Master of Business Administration (MBA) and Master of Business Administration in Healthcare Administration (MBA-HCA) Formative Progression Standards

For all new students starting on or after March 18, 2025.

To ensure academic success and preparedness in the MBA and MBA-HCA program, applicants must meet this specific progression criteria. These criteria are applicable to all MBA and MBA-HCA students, regardless of their prior undergraduate experience.

Initial Coursework Requirements

1. All MBA and MBA-HCA program students must enroll in MBA5009 (Managerial Environment) and MBA5001 (Organizational Behavior and

Communication) during their first quarter, unless transfer credit evaluation is approved for equivalent courses to MBA5001 and MBA5009.
    - Grade Requirement: Students must earn the grade of "B" or higher in both MBA5001 and MBA5009 to progress in advanced coursework in the MBA and MBA-HCA program.

Failure to Meet Course Grade Requirement:

1. Students who do not achieve the grade of “B” or higher must retake MBA5001 and/or MBA5009 before advancing in the MBA or MBA-HCA program.
    - Students are allowed two retakes of MBA5001 and/or MBA5009 to attempt to achieve the grade of “B” or higher.

Retaking MBA Courses:

1. Students are allowed to retake MBA5009 and/or MBA5001 a maximum of two times to achieve a grade of "B" or higher.
    - If a student earns a “B” or higher on their first or second retake, they will be eligible to advance in the MBA and MBA-HCA program.
    - Students who do not achieve a grade of “B” or higher in either course after three total attempts will be dismissed from the program.

Appeals:

1. MBA and MBA-HCA students wishing to appeal a dismissal implemented due to the MBA and MBA-HCA Progressions Policy must do so in writing to the Director of the Program. In order to be considered for an appeal, the student must have one of the mitigating circumstances listed in the South University Satisfactory Academic Progression policy.
2. Students who are not satisfied with the decision of the Program Director may appeal to the Department Chair within five business days of receiving the Program Director’s decision. If the student is not satisfied with the decision of the Department Chair, the student may appeal to the Dean of the College of Business and Information Technology within five business days of receiving the Department Chair’s decision. The decision of the Dean of the College of Business and Information Technology is final.

Students who are dismissed a second time while in MBA and MBA-HCA program will be permanently dismissed from the program and will not be eligible for readmission into any South University MBA and MBA-HCA program.

Bachelor of Science in Accounting to Master of Science in Accounting (BSA to MSA) Progression Policy

Students must meet these requirements in order to enroll in graduate level accounting courses:

- The student must have earned a grade of "C" or better in ACC1001, ACC1002, and ACC1003.
- The student must have earned a cumulative GPA of at least 2.7 on undergraduate coursework.

Students may appeal the minimum CGPA requirement to the Dean of the College of Business.

College of Health Professions Progression Standards

Associate of Science in Medical Assisting Formative Progression Standards

Effective for the quarter beginning March 18, 2025.
To be eligible for graduation, Medical Assisting (MA) students must successfully complete all course and clinical education requirements. Students must comply with published programmatic policies, syllabi, course goals and objectives, as well as University requirements to ensure satisfactory student progress through the MA program.

1. The MA Progression Standards include the following criteria: Students enrolled in MA major curriculum level 2000 coursework (i.e., AHS2005, AHS2006, AHS2007, AHS2087, AHS2090, AHS2092, AHS2095, and AHS2098) must achieve a minimum grade of C in each course. If students do not earn the minimum grade of C, they may repeat the course a maximum of two times. Students should be aware of policies regarding minimum GPA requirements, incremental completion rate (ICR), and maximum timeframe (MTF) outlined in the Undergraduate SAP policy located in the Academic Catalog. If

students are not able to achieve a minimum of grade of C in the above mentioned courses after three attempts, they will be dismissed from the MA program.
2. Students must meet minimum competency standards, which are listed in the MA program student handbook and MA course syllabi. Students who fail to receive a passing grade for a required competency must repeat the course associated with the competency.
3. Students who are dismissed from a practicum site will be suspended from the MA program.
    - The student will receive "F" for the course.
    - The student will be referred to the MA Progressions Committee, which will investigate the reason for the dismissal.
    - If the Committee decides the dismissal is a substantial indicator the student will not succeed in the profession, the student will be dismissed from the program.
    - If the Committee determines the student has a high potential of entering the profession as a safe, proficient practitioner, the student will be provided one additional opportunity to repeat the practicum course.
    - If the student is dismissed a second time from a practicum site, the student will be permanently dismissed from the MA program.
4. Violations of the MA program policies, South University's Code of Conduct, or the College of Health Profession's policies, including positive criminal history or drug screen findings, may result in dismissal from the MA program. The MA Progressions Committee will determine if students dismissed from the program are eligible to reapply for reentry into the MA program.

Students seeking reentry into the MA program should follow the following process:

1. MA students wishing to appeal an unsatisfactory course or practicum grade must do so in writing in accordance with the University's Grade Challenges policy as published in the South University Catalog.
2. MA students wishing to appeal a dismissal that occurred under the University's Code of Conduct must do so in writing in accordance with the University's Code of Conduct as published in the South University Student Handbook.
3. MA students wishing to appeal a dismissal implemented due to SAP (Satisfactory Academic Progress) and/or by the MA Progressions Committee must do so in writing to the MA Department Chair within five business days of the dismissal. The written communication to the MA Department Chair must include the student's reasons for the appeal. If the student is not satisfied with the decision of the MA Department Chair, the student may appeal to the Assistant Dean of the College within five business days of receiving the MA Department Chair's decision. If the student is not satisfied with the decision of the Assistant Dean of the College, the student may appeal to the Dean of the College of Health Professions within five business days of receiving the Assistant Dean of the College's decision. The decision of the Dean of the College of Health Professions is final. If a student is dismissed a second time while in the technical phase of the MA program, the student will be permanently dismissed from the program and will not be eligible for readmission into any South University MA program.

Associate of Science and Associate of Applied Science in Occupational Therapy Assistant Program Progression Standards

OTA program faculty must comply with published syllabi, course goals and objectives as well as with published requirements for satisfactory progress throughout the program.

1. Students in the Professional Curriculum of the OTA Program must achieve a minimum grade of C in each course and maintain a required minimum GPA of 2.50 in all courses with an OTA prefix.
2. When awarding grades, OTA faculty will observe the following:
    - If extra credit is used, it must be offered within the context of a course and be related to specific course content and offered to every student in that course. Any time faculty consider using extra credit, it must be reviewed and approved by the Program Director prior to implementation. If a student is absent when the extra credit items are offered, that student must have an opportunity to complete the extra credit item(s) on his/her return to class.

- Faculty will not implement rounding up or down when grading. Students achieve the points they earn, which will be totaled at the end of the quarter and a letter grade awarded. A student has the right to appeal any grade earned.

3. Students in good standing in the OTA Program who achieve a score below 75% on a major assignment, written exam or lab practical exam must receive remediation as determined by the course instructor (e.g., counseling, meeting to review work, remediation session, learning contract). Failure of the student to comply with a remediation plan may result in a failing grade.
4. If a student achieves a grade below a C, that student will not be allowed to progress in the OTA Program. The student is permitted to repeat the course(s) in which s/he achieved a grade below a C the next time the course is offered and based on space availability in the cohort. This repeat course option is only offered once during the Professional Curriculum (twice if the courses involve co-requisites OTA 2380/2385 or OTA 2390/2395).
   In collaboration with the course instructor, the Program Director will generate a re-entry plan for students that may include the review of any OTA courses already taken to minimize knowledge erosion and/or assignments to strengthen weak areas. Before re-entry, faculty reserve the right to assess the student's retention of previously learned OT content to further identify areas needing improvement. This information may form the basis of a learning contract.
5. Any student achieving a grade below a B (80%) when retaking an OTA course is dismissed from the OTA Program and is not eligible for reinstatement. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the OTA Student Handbook.6
6. Students will be dismissed from the OTA Program if they receive more than one D or F in any quarter in any course with an OTA prefix. The Program Director will notify students in writing. Students dismissed from the OTA Program may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the OTA Student Handbook.
7. Any student who violates the College of Health Professions Background Check or Drug and Alcohol Screening Policy while enrolled in the OTA Program will be referred to the OTA Committee on Progressions and may be dismissed from the program.
8. A student may withdraw from any course with an OTA prefix only once. If a student withdraws from an OTA course more than once, that student will be dismissed from the OTA Program. Students dismissed from the OTA Program must apply for readmission.
   - Level II Fieldwork experiences A and B must be completed within 24 months of the first day of the cohort's originally scheduled Level II Fieldwork A placement.
   - Level II Fieldwork A and B are completed meeting competency standards mandated by the most current American Occupational Therapy Association's Fieldwork Performance Evaluation Form. All Level II Fieldwork is Pass/Fail. *NOTE: It is strongly recommended that students not work during the quarters in which they are placed on corequisites OTA2380 Level II Fieldwork A and OTA2385 Fieldwork Seminar A and corequisite OTA2390 Level II Fieldwork B and OTA2395 Fieldwork Seminar B.*
   - During these last two quarters, of fieldwork, students must achieve entry level competency by demonstrating professionalism, knowledge, skills and abilities sufficient to achieve a passing score on the AOTA Fieldwork Performance Evaluation Form. To do this, students must be physically, emotionally and cognitively able to fully engage at each fieldwork site.
9. Students who fail either Level II Fieldwork A or B due to outside work demands will be dismissed from the Professional OTA Curriculum.
10. Students may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the OTA Student Handbook.
11. The following situations may occur in the last didactic quarter of the Professional OTA Curriculum, the quarter before Level II Fieldwork A begins:
    - If a student achieves a CGPA below 2.50 in the last didactic quarter before Level II Fieldwork A and if it is mathematically possible for the student to achieve a minimum CGPA of 2.50 in the Professional OTA Curriculum, that student may

decelerate, receiving remediation to achieve necessary competencies and the minimum required CGPA of 2.50 before progressing in the Professional OTA Curriculum.
Remediation may include, but be not limited to, sitting out a quarter, retaking a course or courses, completing remedial assignments, demonstrating skills or taking exams.
Remediation will be documented using a performance improvement plan to include the issue(s), expected outcomes, activities, timeline and supervising faculty member(s).
The decision as to whether the student may progress or not rests with the OTA Program Director, based on the advisory capacity of the OTA Committee on Progression and Appeals.

- If, however, it is not mathematically possible for the student to achieve the minimum required CGPA of 2.50 within one quarter of being placed on programmatic academic warning, the student will be dismissed from the Professional OTA Curriculum. Students dismissed may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the OTA Student Handbook.
- If the issue is unprofessional behavior and/or attitude, a performance improvement plan will be put in place to modify those behaviors and/or attitudes; this plan will include, but be not limited to, the issue(s), expected outcomes, activities, timeline and supervising faculty member(s).
  Student competency during remediation will be documented in accordance with the performance improvement plan by supervising faculty and/or the Program Director.
  A student's failure to adhere to the performance improvement plan may result in a delayed fieldwork placement and up to dismissal from the OTA Program.
  The decision as to whether the student may progress with the next logical cohort rests with the OTA Program Director, based on the advisory capacity of the OTA Committee on Progression and Appeals.
  Students dismissed may appeal their dismissal to the Dean of Student Affairs, as described in the OTA Student Handbook.

12. A student is permitted only one opportunity to repeat a Level I or Level II Fieldwork A or B placement upon approval of the OTA Program Director, based on the advisory capacity of the OTA Committee on Progression and Appeals. A student who fails a second Level I or Level II Fieldwork A or B placement will be dismissed from the Professional OTA Curriculum. Students dismissed may appeal their dismissal to the OTA Committee on Progression and Appeals, as described in the OTA Student Handbook.
13. Students dismissed from a Level I, Level II A or Level II B Fieldwork placement by the Fieldwork Educator or by the Academic Fieldwork Coordinator prior to completing the placement will be required to sit out from the fieldwork experience while the Program Director and OTA Committee on Progression and Appeals investigates the reasons for the dismissal.
    - If the Program Director and/or committee determine that the dismissal is an indicator that the student will not succeed in the profession, the student will be dismissed from the OTA Program.
    - If the Program Director and/or committee determine the student has a high probability of entering the profession as a safe, proficient practitioner despite the dismissal from a fieldwork placement, the student may be permitted to repeat the Level I, Level II A or Level II B Fieldwork placement when placements are available.
14. If a student withdraws from a Level I or Level II Fieldwork A or B placement, the student can be provided with a remediation plan and a directive to sit out until the course is next offered. The student can be dismissed from the Professional OTA Curriculum, depending on the reason for the withdrawal.
15. Students may be dismissed from the Professional OTA Curriculum for nonacademic issues including, but not limited to, unprofessional conduct, insubordination, violation of the College of Health Professions Background Check or Substance Abuse Screening policy, university's Code of Conduct Policy and noncompliance with other university or program policies and procedures.
    - Infractions may result in progressive disciplinary action that includes, but is not limited to, feedback on continuing student

review forms, counseling, verbal warning, written warning or dismissal from the OTA Program.
    - If a student receives two or more written warnings, the case will be considered by the OTA Progressions Committee in an advisory capacity to the OTA Program Director, who will make the final decision.
    - If an infraction from unprofessional behavior places the well-being of any individual at risk or violates the ethical code of the occupational therapy profession, the student will be dismissed immediately from the OTA Program. Students dismissed from the OTA Program because of a nonacademic issue may appeal their dismissal to the Campus Dean of Student Affairs, as described in the South University Campus Handbook.
16. If a student is eligible for re-entry into the OTA Program, that student has up to one year from the date of last attendance to re-enter the OTA Program without having to reapply as a new student.
17. If a student is eligible for re-entry into the OTA Program and it is more than one year from date of last attendance, the student must reapply for admission to the university and into the Professional Curriculum of the OTA Program as a new student, regardless of grades obtained during prior enrollment.
18. OTA students wishing to appeal a Satisfactory Academic Progress dismissal can submit an appeal request to the OTA Department Chair within five business days of receipt. If the student is not satisfied with the decision of the Department Chair, the student may appeal further to the Assistant Dean of the College, within five business days. If the student is not satisfied with the Assistant Dean of the College's decision, the student may appeal to the Dean of the College of Health Professions within five business days of receiving the decision. The decision of the Dean of the College of Health Professions is final. If a student is dismissed a second time while in the professional phase of the OTA program, the student will be permanently dismissed from the program and will not be eligible for readmission into any South University OTA program.

Reinstatement

Students who have withdrawn from the Professional Curriculum of the OTA Program and wish to be considered for reinstatement must reapply using the process described below.

The reinstatement process will be offered only once to a student. There is no guarantee of reinstatement into the OTA Program. Students who have been dismissed from the OTA Program for any reason and whose appeals for re-entry have been denied are not eligible for re-instatement.

1. No later than the third week of the academic quarter before the quarter in which the student wishes to reenroll, the student must submit a written letter to the Program Director requesting reinstatement in the OTA Program.

The reinstatement letter must include the following:

- Reasons why student was unsuccessful in the past, supported by documentation (e.g., letter from physician, notice of death in family, eviction notice from landlord)
- What has changed to lead the student to believe success is possible examples of how student plans to ensure future success
- Examples of how student plans to ensure future success

2. The OTA Committee on Progression and Appeals will review reinstatement letters and advise the Program Director.
3. No later than midterm in the quarter before the student seeks to reenroll, the OTA Program Director will determine whether reinstatement into the OTA Program is warranted.
4. The decision will be based on availability of space in the cohort and on the student's potential to achieve success in the OTA curriculum, as determined by the Program Director.
5. Students may appeal decisions made by the OTA Program Director to the OTA Department Chair within five business days of receipt. If the student is not satisfied with the decision of the Department Chair, the student may appeal further to the Assistant Dean of the College, within five business days. If the student is not satisfied with the Assistant Dean of the College's decision, the student may appeal to the Dean of the College of Health Professions within five

business days of receiving the decision. The decision of the Dean of the College of Health Professions is final.

6. At any time in the re-entry process, the student may be asked to meet with his or her academic advisor.
7. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during his or her absence from the program.
8. Students who are eligible for reinstatement and have been out of the program for any reason for less than one year since the last date of attendance may apply for re-entry by the process described above.
9. Students who are eligible for reinstatement and have been out of the program for any reason longer than one year from date of last attendance must reapply for admission to South University and to the OTA Program as a new student.

Associate of Science and Associate of Applied Science in Physical Therapist Assistant Program Progression Standards

Physical Therapist Assistant (PTA) students are required to satisfactorily complete all professional phase course and clinical education requirements in order to remain in good standing and to be eligible for graduation. Students and program faculty must comply with published programmatic policies, syllabi, course goals and objectives, as well as published University requirements to ensure satisfactory student progress through the professional phase.

The PTA Progressions Committee (PC) is responsible for monitoring the professional phase progressions and reinstatement policies, which include academic, clinical, and conduct domains related to the PTA program. The PC reviews the progress of each student no less than once per quarter and more frequently as indicated. The PC will recommend an appropriate action for each student based on his/her academic, clinical, and professional performance. These actions may include progression to the next quarter, graduation, warning, continued warning, removal from warning, suspension, or dismissal. The PC may recommend other actions including, but not limited to, remediation or repetition of coursework and participation in academic tutoring.

The policies described below either clarify, operationalize, or augment the South University Satisfactory Academic Progress Policies.

Good Standing Status - Students must meet all of the following criteria while in the professional phase of the program:

1. Maintain the minimum cumulative grade point average (CGPA) of 2.50 for all technical PTA designated courses during each quarter of the professional phase. (Note: PTA1001 will be included in GPA calculations for the first quarter of the professional phase even if the student takes the course prior to entry into the professional phase.)
2. Successfully complete academic coursework by achieving a minimum grade of "C" (70%) in all PTA designated courses. If a course has a lab element, the evaluation requirements are divided into lecture and laboratory components. In order for a final grade to be calculated, student must achieve a minimum average of 70% in EACH individual component. Averages below 70% in either the lecture or laboratory component will result in a "D" or "F" grade. If BOTH components meet the minimum 70%, they will be averaged together and then professional behavior points will be added to assign the final course grade.
    1. Students who do not achieve a minimum grade of "C" in any PTA course are unable to continue in the curriculum and will be immediately dismissed. Please refer to the PTA Dismissal and Withdrawal Process below.
    2. Remediation While in Good Standing:
        1. Remediation is mandatory if a student scores less than 75% on a written exam or if the student fails to demonstrate all designated critical elements in a practical examination. Failure to remediate via the format prescribed by the instructor (or PC) will result in an incomplete grade. Refer to the University catalog for the requirements for resolution of an incomplete grade.
        2. A written remediation plan (e.g., Student Counseling Report, Student Learning Contract, etc.) is initiated when a student's average is nearing or

below a failing grade for the course. Failure to comply with a remediation plan is likely to result in a failing grade.

3. Successfully complete clinical coursework with a grade of pass (P). To receive a passing grade (P), students must meet minimal competency standards and successfully complete all course requirements as published in clinical course syllabi.
    1. If the student fails to receive a passing grade in any clinical course or if they are removed or withdraw from a clinical affiliation, they will proceed to Level Two: Suspension.
4. Student Code of Conduct/Professional Behavior
    1. Students will abide by the University Code of Conduct (see Campus Student Handbook), College of Health Professions policies, and PTA Professional Conduct Code below.

PTA Professional Conduct Code

The PTA faculty consider professional behavior as one of the most important components in the education of PTA students. Students enrolled in the PTA program are expected to abide by all of the following:

1. the South University Code of Conduct,
2. the American Physical Therapy Association's (APTA) Guide for Conduct of the PTA,
3. the APTA's Standards of Ethical Conduct for the PTA, and
4. additional programmatic and instructor policies (e.g., attendance policies, lab rules, etc.) as published in the PTA Program Student Handbook and course syllabi.

Code of Conduct violations will be referred to the Dean of Student Affairs and addressed according to the disciplinary procedures published in the Campus Student Handbook. All other violations will be referred to the Program Director and may result in a written remediation plan, referral to the Progressions Committee (PC), and/or referral to the Campus Director & Dean of Academic Affairs and Operations.

PTA Dismissal and Withdrawal Process

1. Level One: "Warning" Failure to maintain the minimum CGPA of 2.50 will result in the student being placed on programmatic warning. The student will be permitted to remain on warning for a maximum of one quarter (but no later than the first full-time externship). If this requirement is not met, the student will be dismissed from the program (see Level Three: Immediate Dismissal).
2. Level Two: "Suspension" Withdrawal or removal from a clinical course or receipt of a failing grade in a clinical course will result in suspension while the PC investigates the situation. The PC will choose one of the following actions within 14 calendar days of the occurrence:

- If the committee determines that the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the clinical course. The PC will outline requirements for completion of the course in conjunction with the Program Director and Academic Coordinator for Clinical Education (ACCE). The option to repeat a clinical course will be offered only once for any student while in the professional phase of the program.
- If the committee deems the withdrawal/removal or failing grade a substantial indicator that the student will not succeed in the profession, the student will proceed to Level Three: Immediate Dismissal. Failure to achieve a CGPA of 2.5 within one quarter of being placed on warning status. Failure to achieve a CGPA of 2.5 prior to the first full-time externship. Receipt of "D" or "F" grades in one or more academic courses. The PC recommends dismissal in the case of an incomplete clinical course or failed clinical course. The PC recommends dismissal in the case of a significant policy, Code of Conduct, or PTA Professional Conduct Code violation. Level Three: "Immediate Dismissal"

3. Level Three: "Immediate Dismissal" Students are immediately dismissed when any of the following occur:
    - Failure to achieve a CGPA of 2.5 within one quarter of being placed on warning status.
    - Failure to achieve a CGPA of 2.5 prior to the first full-time externship.
    - Receipt of "D" or "F" grades in one or more academic courses.
    - The PC recommends dismissal in the case of an incomplete clinical course or failed clinical course.
    - The PC recommends dismissal in the case of a significate policy, Code of Conduct, or PTA Professional Conduct Code violation.

The Program Director will notify students in writing if they are dismissed from the program. PTA students wishing to appeal an unsatisfactory didactic or clinical course grade must do so in writing in accordance with the Grade Challenges Policy as published in the Academic Catalog.

Students wishing to appeal an academic/financial aid dismissal can submit an appeal request to the PTA Department Chair within five business days of receipt. If the student is not satisfied with the decision of the Department Chair, the student may appeal to the Assistant Dean of the College within five business days. If the student is not satisfied with the Assistant Dean of the College's decision, then the appeal may be sent to the Dean of the College of Health Professions, within five business days. The decision of the Dean of the College of Health Professions is final.

PTA students dismissed under the Student Code of Conduct and/or PTA Professional Conduct Code must also appeal in writing. This appeal will be handled in accordance with the University Code of Conduct policy published in the Campus Student Handbook.

Students who have withdrawn from the program or who have been dismissed from the program may be eligible for reinstatement in the future. Please see the PTA Reinstatement Policy for more information. Note: If the student is dismissed a second time while in the professional phase, the student will be permanently dismissed from the program and will not be eligible for readmission into any South University PTA program. Students should be aware that withdrawing from any course within the PTA curriculum schedule automatically withdraws the student from the PTA program.

PTA Reinstatement Policy

Students who wish to be considered for reinstatement should reapply using the following procedure. The reinstatement process will only be offered once. There is no guarantee of reinstatement for any student. Note that any appeals must be concluded prior to initiating the reinstatement process.

To begin the reinstatement process, the student must apply in writing to the Progressions Committee (via the Program Director) requesting reinstatement in the program. The letter must include the date the student wishes to return and a rationale describing how the student plans to complete the program successfully. The letter must be received by the Program Director no later than 60 calendar days prior to the first day of the academic quarter into which the student wishes to reenroll. The Progressions Committee (PC) will meet within 21 calendar days of receipt of the letter to consider the reinstatement request and complete a plan of action to address the reasons for withdraw/dismissal. The student may be required to attend this meeting.

The PC will formally notify the student of their decision and plan of action within 7 calendar days of the meeting. If remediation or other action is warranted, it must be successfully completed no less than 7 calendar days prior to the start of the quarter in which the student wishes to reenroll. If this does not occur, the student must reinitiate the reinstatement process. The final decision for acceptance into the next cohort will be based upon available slots in the cohort, successful completion of any actions required by the PC, and a reasonable expectation that the student in question has potential to succeed in the program.

Reinstatement Procedure

1. If the student withdrew or was dismissed during the first quarter of the professional phase, the PC may elect to have the student enter the ranking process to gain admission to the next cohort. The student will be required to follow the same application process as all other applicants. If the student gains admission to the professional phase, the student will repeat all previously attempted PTA coursework.
2. If the student withdrew or was dismissed after completing one or more quarters of the professional phase, the PC will determine what coursework, if any, must be repeated upon reinstatement. The student must repeat any course in which the student did not achieve a minimum grade of "C" (70%), however the PC may also require a student to repeat coursework that was completed successfully if it is deemed to be critical to the success of the student (see financial aid for costs associated with retaking coursework). The PC may also require actions including, but not limited to, remediation, competency checks, and/or written or didactic

exams to determine if the student is suitable to return to the program and to help ensure student success.

1. When a student repeats a course the student must achieve a minimum grade of B (80%) to continue in the curriculum. If the course has a lab element, students must achieve a minimum average of 80% in EACH individual component (i.e., lecture and lab). If the student fails to achieve a minimum grade of B in repeated coursework, the student will be dismissed from the program and is not eligible for reinstatement.

3. Students who are eligible for reinstatement and who have been out of the program for longer than one year must reapply for admission to the university and meet the current admissions requirements of the professional phase of the PTA program.
4. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during his/her absence from the program.
5. If a student is dismissed a second time while in the professional phase, the dismissal is permanent and the student is not eligible for reinstatement into any South University PTA program.

The decision for reinstatement of any student is made at the discretion of the PC. Students wishing to appeal this decision must do so in writing to the Campus Director & Dean of Academic Affairs and Operations within 7 calendar days of receipt of the decision letter. If the student is not satisfied with the results of the appeal, the student may file an appeal with the Dean of the College of Health Professions within 7 calendar days of the decision letter. The decision of the Dean of the College of Health Professions is final.

Master of Medical Science in Anesthesia Science Progressions Policy

Anesthesiologist Assistant (AA) students are required to satisfactorily complete all didactic and clinical education requirements in order to remain in good standing and to be eligible for graduation.

AA students must meet the standards outlined below in each of the following areas:

- Professionalism
- Academic
- Clinical

Standards for Professionalism Performance

A student's professionalism may be reviewed at any time, based on information received by the Program Director. The Program Director shall take appropriate action based on the type and severity of the student's misconduct. If the infraction involves a student violation of the University Code of Conduct, the matter will be referred to the Dean of Student Affairs. Violations of the South University Academic Honor Code will be handled according to the published university Academic Integrity Policy. Students who breach the Standards of Professionalism for the Anesthesiologist Assistant program will be referred to the Progress and Promotions Committee.

The Program Director will inform the student of the program's receipt of unsatisfactory evaluation or referral of professionalism violation.

Students may be placed on warning for any violation of the professionalism standards of the Anesthesiologist Assistant program. Acts that would garner a warning status for the student's enrollment include (but are not limited to):

1. Breach of the Anesthesiologist Assistant program standards in the following areas:
    - Professional behavior
    - Attire
    - Attendance
    - Accumulation of two or more unexcused absences
2. Failure to complete required clinical records and case/time log tracking as outlined in the AA program student Handbook
3. Breach of patient confidentiality rules (HIPAA)
4. Other serious violations of professionalism standards for an Anesthesiologist Assistant student

The Progress and Promotions Committee, after review of the professionalism issue recommends the action to be taken by the Program Director. The Program Director's decision for student progress can be any one of the following based on student performance and their previous enrollment status (previous warning or probation)

- Continuation in good standing
- Continuation on professionalism warning
- Continuation on professionalism probation (following successful appeal of a professionalism dismissal)
- Dismissal

A student placed on professionalism warning will remain on warning for the entire quarter. Students who are on warning must participate in a professionalism reinstatement plan if they wish to continue their enrollment in the Anesthesiologist Assistant Program. At the end of the warning period, the student's professional performance will be evaluated by the Progress and Promotions Committee. The committee will recommend to the Program Director the action to be taken based upon student fulfillment of the professionalism reinstatement plan and other standards of the program.

Standards for Academic Performance

Students in the Master of Medical Science in Anesthesia Sciences program are evaluated for Satisfactory Academic Progress (SAP) at the completion of every quarter. Rules regarding violation of the Satisfactory Academic Progress (SAP) Standards follow the published South University policies regarding warning, probation, and dismissal. SAP rules are published in the university academic catalog.

Comprehensive Exams

An eight-module comprehensive examination covering the material from the first five quarters will be administered to determine the preparedness of students to advance to senior clinical year. Students who do not pass this comprehensive knowledge-based examination will be required to complete remediation in the subject(s) in which they are deficient. Further details on comprehensive exam remediation are in the program student handbook.

Any student who fails three or more comprehensive exam modules will be enrolled in ANS5999 Comprehensive Anesthesia Studies, a course that involves part-time clinical work along with required didactic remediation in the failed module subjects. Enrollment in ANS5999 will result in at least one additional quarter of enrollment in the Anesthesiologist Assistant program.

Remediation

Students who receive a grade of D in any course must engage in remediation for that course prior to the conclusion of the subsequent quarter. The content of the remediation may include a written assignment from the course instructor/coordinator and an exam highlighting the course objectives. Students must receive a minimum grade of "C" to successfully fulfill the remediation requirement. Failure to successfully remediate a course will result in recommendation for dismissal.

Clinical Performance

Performance during clinical education is based on preceptor evaluations and feedback. Daily clinical evaluations track student performance and skill progression over the course of the program. The student is responsible for the timely, accurate completion of daily case and time logs and sending evaluations to preceptors.

Assessment of students is based on the minimal levels of competency at each distinct level of training. Any violation of these standards will result in referral of the student to the program Progress & Promotions Committee.

Standards of Clinical performance

Clinical competency and quarterly analysis of preceptor evaluations:

- Students' averaged scores in greater than 50% of these areas of assessment should be within 2 standard deviations of the class mean.
    - Areas of assessment include but are not limited to:
        - Patient assessment
        - Anesthesia planning
        - Preparation/set-up
        - Communication with Anesthesia Care Team and transfer of care
        - Interoperative management
        - Airway skills
        - Anesthesia knowledge
        - Professionalism
        - Technical procedures
        - Overall Performance
- Preceptor Feedback

- Feedback from preceptors from any source: phone, email, written correspondence should indicate that the student is meeting the minimum competencies.
- Clinical Experiences
    - Students must complete a minimum of 500 total Anesthesia clinical hours at the conclusion of Quarter 5 as documented in their clinical tracking program.
    - In order to successfully fulfill the clinical education portion of the AA Program, students must complete the time and case log requirements. These requirements are published in the AA Program student handbook and include total anesthesia cases and hours, specialties anatomical categories, anesthesia methods, and technical procedures. Students are responsible for fulfilling the requirements prior to graduation and tracking their progress using data in the student case log tracking system. Students need to reference this table for Anesthesiologist Assistant requirements.

Clinical Warning

Students who meet any of the following criteria, indicating that they are performing below a minimum level of clinical competency will be presented to the Progress and Promotions Committee for consideration.

- Inadequate clinical performance as measured by analysis of preceptor evaluations. Composite quarterly scores of clinical performance that are ≥ 2 standard deviations below the class mean in a majority of the areas of competency assessed.
- Negative feedback received by program, based on multiple incidences from verbal or written sources from preceptors at the student's clinical site
- Students who do not complete a clinical rotation or are asked to leave a clinical rotation due to poor performance
- Inadequate completion of recommended clinical education experiences listed in the published program student handbook

The Progress and Promotions Committee, after review of the Clinical performance issue recommends the action to be taken by the Program Director. The Program Director's decision for student progress can be any one of the following based on student performance and their previous enrollment status (previous warning or probation)

- Continuation in good standing
- Continuation on Clinical warning
- Continuation on Clinical probation (following successful appeal of a Clinical dismissal)
- Dismissal

A student placed on clinical warning will remain on warning for the following quarter to demonstrate improvement. Students who are on warning must participate in a clinical reinstatement plan if they wish to continue their enrollment in the Anesthesiologist Assistant program. At the end of the warning period, the student's clinical performance will be evaluated by the Progress and Promotions Committee. The committee will recommend to the Program Director the action to be taken based upon student fulfillment of the clinical reinstatement plan and other standards of the program.

Dismissal

Dismissal may occur after review of the student's academic, clinical, or professional deficiency.

Students will be dismissed from the Anesthesiologist Assistant program for any of the following reasons:

- More than two quarters on warning for any cause (academic/financial aid, clinical, professionalism) during the student's enrollment
- Failure to successfully complete an academic/ clinical/professionalism reinstatement plan
- One letter grade of "F" or two or more letter grades of "D" in one quarter
- Severe transgressions of ethical and moral conduct
- Violation of the College of Health Professions Background Check Policy or Substance Abuse Screening Policy
- A recommendation from the Dean of Student Affairs for violation of the University Code of Conduct
- A recommendation for according to the South University Academic Integrity Policy for honor code violation(s).

A student may not attempt more than 150% of the credits in his/her program; anything in excess of 150% of the credits will result in academic dismissal for violating the maximum allowable timeframe.

A student dismissed from the SU AA program is prohibited from any further attendance in class or participation in clinical training. The student may choose to appeal the decision using the procedure outlined below and will not be allowed to continue program activities until resolution of the appeal. A dismissed student from any SU AA program will not be considered for re-admission.

Appeal Process

To appeal a University academic/financial aid dismissal:

Students wishing to appeal an academic/financial aid (Satisfactory Academic Progress), clinical, or professionalism dismissal can submit an appeal request to the Department Chair within five business days (by 5 p.m.) of receipt of the dismissal letter. The appeal letter should outline the reasons that they are seeking the appeal for Anesthesiologist Assistant program academic, professionalism or clinical standards violation, how they plan to correct their behavior/performance, and why the appeal should be granted from the Department Chair. The student may include a petition to meet with the Department Chair.

If the decision is upheld by the Department Chair, the student may appeal to the Assistant Dean of the College within five business days (by 5.p.m.) of receiving the decision. The letter must include the reason for the appeal and be received within 5 business days (by 5 p.m.) of the previous decision.

If the decision is upheld by the Assistant Dean of the College, the student may appeal to the Dean of the College of Health Professions within five business days (by 5 p.m.) of the previous decision. The decision of the Dean of the College of Health Professions is final.

A student reinstated after successful appeal of dismissal will be on probation. Students in the Anesthesiologist Assistant Program may not be on warning or probation for any reason for more than two quarters of their enrollment.

Reinstatement after Programmatic Academic, Professional, or Clinical dismissal

If a student is reinstated following a successful appeal of an Anesthesiologist Assistant program academic, professional or clinical dismissal, they will be placed on academic, clinical or professional probation at the start of the quarter in which they resume coursework.

The student will be required to meet with the Program Director to discuss an Anesthesiologist Assistant program academic, clinical or professionalism reinstatement plan to outline expectations and performance requirements for continued enrollment in the Anesthesiologist Assistant Program. The Program Director and the Progress and Promotions Committee will continue to assess the student's progress under the plan during the quarter of probation. If a student successfully completes the probationary period plan as judged by the Program Director in consultation with the Progress and Promotions Committee, that student will be recommended to continue in the program in good standing. Students who do not successfully complete the requirements of the reinstatement plan during the probationary period will be dismissed.

Withdrawal Policy

All students will be required to abide by the South University withdrawal policies and procedures in the academic catalog. A student who is in good standing (not on academic/financial aid, clinical, or professionalism warning or probation) may be eligible to re-enter the program up to one year from the time of withdrawal. The decision to allow a student to re-enter the program is made by the Program Director and must be approved by the Campus Director & Dean of Academic Affairs and Operations. If a student is allowed to re-enter the AA program, the Progress and Promotions Committee will create a re-entry plan for the student. As part of the re-entry plan, the student may be required to participate in course work or other educational activities to ensure retention of essential knowledge and skills required of an AA student. The student will be required to review and sign the re-entry plan.

Master of Science in Physician Assistant Program Progression Policy

Physician Assistant (PA) students are required to satisfactorily complete all didactic phase course and

clinical education requirements in order to remain in good standing and to be eligible for graduation. Students, program faculty, and staff must comply with published programmatic policies, syllabi, course goals and objectives, as well as published University requirements to ensure satisfactory student progress through both the didactic and clinical phases.
The policies described below either clarify, operationalize, or augment the South University Satisfactory Academic Progress Policies.

Good Standing Status - Students must meet all of the following criteria while enrolled in the PA program:

- Students must maintain an overall GPA of 3.0 or higher. (Refer to Satisfactory Academic Progress Policy in the Academic Catalog for further details.)
- Students must demonstrate progression in program learning outcomes and competencies. An overall minimum grade of "C" in courses utilizing the letter grading system and a "Pass" in courses utilizing the Pass/Fail grading system is required for satisfactory completion of each course.
- Students must successfully pass comprehensive exams including the formative didactic evaluation necessary for clinical phase progression, and the summative evaluation (an exam that evaluates program learning outcomes and competencies necessary for graduation).
- Satisfactory professional behavior in accordance with all South University Physician Assistant program policies and procedures, the South University Physician Assistant Program Standards of Professional Behavior, and the South University Graduate Program Honor Code.
- Performance assessment during clinical education is based on student achievement of program learning outcomes and competencies and is evaluated by instructional faculty. Assessment of students is based on the minimal levels of competency for each discipline-specific rotation. Any violation of these standards will result in referral of the student to Student Progress and Promotions Committee (SPPC).

Unsatisfactory Physician Assistant Program Academic, Clinical, and Professional Behavior Performance
A student's professionalism behavior performance may be reviewed at any time, based on information received by the PA program. The program shall take appropriate action based on the type and severity of the student's misconduct. Violations of the program's Standards of Conduct or Professionalism or University policy will be referred to the appropriate University official (i.e. Faculty Advisor, Dean of Student Affairs, Campus Director, Student Progress and Promotions Committee). Students who do not meet the requirements of Good Standing Status will be referred to the Student Progress and Promotions Committee (SPPC). The faculty advisor will inform the student of the program's receipt of an unsatisfactory evaluation or professional behavior performance violation. The SPPC, after applying programmatic policy and reviewing the violation of the standards for PA program academic, clinical, and/or professional behavior performance, will render a decision on a course of action. The Program Director will notify the student of the decision.

If a student is being considered for placement in a status other than advance in good standing, the student will be afforded the opportunity to speak formally to the SPPC before a final decision is rendered by the committee and the Program Director. Please refer to the PA Program Student Handbook for further details regarding the SPPC.

Failure to meet the minimum academic standard may result in a loss of financial aid. Please refer to the *Minimum Standards for Graduate Academic/Financial Aid Progress and Consequences for Failing to Meet Minimum Standards Policy* in the Academic Catalog for further information regarding financial aid warning.

Student who are required to take additional coursework to meet the program learning outcomes, competencies, or graduation requirements will incur additional tuition and fees.

Deceleration Policy

In the event the Student Progress and Promotions Committee identifies that a student is deficient in any of the program learning outcomes or competencies at the conclusion of quarter 5 or beyond, the student will be enrolled in additional coursework (PAS5499 Independent Study I and/or PAS5599 Independent Study II) to ensure the opportunity for remediation of identified deficiencies. Deceleration results in a student having a delay of graduation and assuming

responsibility for additional tuition and fees. Students who are successful in their remediation and complete all program requirements for graduation will graduate at the end of the term in which all requirements are completed.

A student of the Physician Assistant Program must complete all curricular requirements within 45 months of their initial matriculation into the South University PA Program.

Emergency Leave

A physician assistant student may be granted an official leave for extenuating personal or medical reasons no more than once during their enrollment. Students must be in good standing to be eligible to take an emergency leave.

Students in the didactic phase of the program can be withdrawn from courses for a period of no more than 4 (four) consecutive quarters. (Didactic courses are only offered once per calendar year.) Students in the clinical phase of the program can take a leave of absence for a period of one quarter or more, but not to exceed 4 (four) consecutive quarters.

Students requesting an emergency leave must do so in writing to the Program Director and include supporting documentation of the extenuating circumstance necessitating the leave. If the leave is approved, the Program Director will provide the student, the registrar, and the Director of Financial Aid with written notification including applicable timeframes of the leave. If the leave requires the student to withdraw from classes, the withdrawal will not count against the student as a course attempt as outlined in the Withdrawal Policy of the Academic Catalog.

Students reentering the program after an emergency leave will be subject to a reentry plan prescribed by the Student Progress and Promotions Committee and approved by the Program Director. This ensures that the student is prepared for continuation in the program. Regardless of program phase, the reentry plan may require the student to participate in coursework or other educational activities to ensure retention of essential knowledge and skills (program competencies). Reentry must be aligned with the 11-week term start dates.

Any student who fails to meet the PA program re-entry plan requirements within the approved timeframe, including all published policies and procedures present at the time of the re-entry, is withdrawn from the program and required to apply for reentry through CASPA. All students who matriculate in the PA program are required to complete the program within 45 months of initial matriculation and cannot be withdrawn for more than 4 (four) consecutive quarters.

Withdrawal Policy

A student who elects to withdraw from the program must do so in writing to the Program Director. All students will be required to abide by the South University withdrawal policies and procedures in the Academic Catalog. If a withdrawn student desires to re-enter the program, they will be required to re-apply through CASPA and are not guaranteed readmission. If a withdrawn student is accepted to the program as a reapplicant they will be required to repeat any curriculum already attempted.

Dismissal Policy and Procedure

Dismissal can occur after review of the student's academic, clinical, or professional deficiency. Students will be dismissed from the Physician Assistant program for the following reasons:

- Failure to achieve a grade of C or better (or a "Pass" in a "Pass/Fail course) in any course, in any quarter.
- Failure to achieve and maintain a cumulative GPA of 3.0 in two consecutive quarters. (Please refer to the Satisfactory Academic Progress (SAP) policy in the Academic Catalog.)
- More than two cumulative (or consecutive) quarters on warning or probation for any performance cause (academic, clinical, or professional behavior) during the student's enrollment.
- Failing to successfully complete Performance Improvement Plans (PIP), Remediation Plans or Program Learning Outcomes
- Severe transgressions of ethical and moral conduct (including but not limited to: violation of the Physician Assistant Program Standards of Conduct or Professionalism, stealing, or providing false documentation intended to deceive faculty or administration)

- Violation of the College of Health Professions Background Check and Drug and Alcohol Screening Policy

Any student who is dismissed from the SU PA program must complete the checkout procedure. The checkout procedure is as follows:

- Complete an exit interview with financial aid
- Return their student ID badge, clinical facility badges, books, university supplies, and parking tag to security

A student dismissed from the SU PA program is prohibited from any further attendance in class or participation in medical training. The student may choose to appeal the decision and will not be allowed to continue program related activities until resolution of the appeal. Any dismissed student from any SU PA program who elects to re-apply through CASPA will have their prior enrollment status considered and will not be guaranteed re-admission.

Student Appeal Procedures for Dismissal

Students are not eligible to apply for an appeal if they have been dismissed for more than two cumulative quarters on warning or probation for any performance cause (academic, clinical, and/or professional behavior) during the student's enrollment.

Students seeking to appeal any dismissal (including academic/financial aid dismissal, Student Progress and Promotions Committee decisions, and/or Code of Conduct Violations) must do so in writing to the Department Chair within three business days of receipt of notification of their dismissal. If the student is not satisfied with the decision of the Department Chair, the appeal can proceed to the Assistant Dean of the College of Health Professions within three business days of receipt of notification of their dismissal. If the student is not satisfied with that decision, they can appeal to the Dean of the College of Health Professions within three business days of receiving the prior decision. The decision of the Dean of the College of Health Professions is final.

If a final course grade challenge is denied by the instructor and subsequently results in the dismissal of a student, the student may submit a combined appeal of the course grade and academic dismissal following the procedures outlined above.

PA Program Reinstatement after Academic, Clinical, and Professional Behavior Performance Dismissal

If a student is reinstated following a successful appeal of a Physician Assistant program academic, clinical, and professional behavior performance dismissal, they will be placed on academic, clinical, or professional behavior performance probation at the start of the quarter in which coursework resumes.

The student will be placed on a Performance Improvement Plan (PIP) which will outline the expectations and performance requirements for continued enrollment in the Physician Assistant program. Requirements may include comprehensive evaluation, skills testing, or any other form of assessment deemed necessary by the Student Progress and Promotions Committee (SPPC). The Program Director and the SPPC will continue to assess the student's progress under the plan during the quarter of probation. If a student successfully completes the probationary period plan as determined by the Program Director in consultation with the SPPC, the student will be recommended to continue in good standing. Students who do not successfully complete the requirements of the reinstatement/PIP plan during the probationary period will be dismissed without the opportunity for further appeal.

Program Completion Deadline

The typical pace of the Physician Assistant program curriculum is 27 months. Students must complete all graduation requirements for the Master of Science of Physician Assistant Degree within 45 months of their initial matriculation into the South University PA program.

Note: All Physician Assistant program policies apply to all students, principal faculty, and the program director regardless of location. (i.e., didactic or clinical)

College of Nursing and Public Health Progression Standards

RN to MSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs Progression Standards

Effective August 13, 2024 quarter.

Students in good standing are required to meet the academic progression standards as stated in the

Satisfactory Academic Progress (SAP) Policy. Failure to meet the SAP standards will result in dismissal from the nursing program.

Students in the graduate program, including the RN to MSN program, must earn a B or better in all graduate nursing courses. Students will be required to repeat course(s) which they scored less than a “B” the next quarter or session that the course is offered. Students who receive a third grade less than a "B" and/or "W" (Withdraw) in graduate nursing courses will be dismissed from the nursing program.
NOTE: MSN Nurse Practitioner students who have three incidences of less than a "B" and/or "W" (Withdraw) in graduate nursing courses will be allowed to appeal for a non-nurse practitioner specialization programs of study. The student must receive a grade of "B" or better in the new program of study or be dismissed from the nursing program.

1. Removal/Dismissal from a Clinical Site
    - Students who are removed/dismissed from a clinical site prior to completing the rotation cannot engage in a practicum assignment while the faculty and program director investigates the reasons for the removal/dismissal. If the faculty and program director deems the removal/dismissal was not warranted, the clinical team will work with the student to locate a new clinical site. The student will continue in the program while a new site is obtained.
    - If the faculty and program director or designee deems the removal/dismissal is warranted (falsification of documents, misconduct, theft, non-attendance, non-compliance with the practicum handbook etc.), the student will receive a grade of "F" for the practicum.
    - The student may appeal the decision for clinical removal to the Nursing Department Chair, and then the Dean of the College. The decision of the College Dean is final. The initial appeal must be submitted within 7 days of notification of the faculty and Program Director decision. The student must appeal each level within 7 days of receiving the appeal decision.

Progression Appeals
Students should direct progression policy appeals to the Program Director. The Program Director will communicate the appeal decision to the Graduate Nursing Department Chair and the Assistant Dean of the College. If the student is not satisfied with the decision of the Program Director, the student may appeal to the Graduate Nursing Department Chair. If not satisfied with the Chair's decision, the student can appeal to the College Dean. the decision of the College Dean is final. The initial appeal must be submitted within 7 days of dismissal, subsequently, the student must appeal each level within 7 days of receiving the appeal decision.

Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students

Prior to the start of the NP specialization practicums (NSG6320 or NSG6420) in the MSN Nurse Practitioner program of study, students must complete NSG6021, Pre-Clinical Evaluation. Administration of a 3P’s exam that evaluates students’ knowledge of advanced physical assessment, advanced pharmacology, and advanced pathophysiology. Students must pass this exam to continue progression within the program. Students who do not pass NSG6021, Pre-Clinical Evaluation, will be automatically enrolled in the remediation course, NSG6023, Nurse Practitioner Enhancement. NSG6021 does not count toward the progression policy.

Students who do not pass NSG6023, Nurse Practitioner Enhancement will be dismissed from the Nurse Practitioner Programs, but may enroll to a non-nurse practitioner specialization, such as Nurse Educator, Nurse Administrator or Nursing Informatics, if eligible. If the NSG6023 failure is the student’s third unsuccessful attempt, they may appeal to be transferred to a non-nurse practitioner specialization.

Nurse Practitioner Time to Completion Policy
- Effective for the quarter beginning March 18, 2025.

All nurse practitioner students, regardless of length of absence, are required to complete the program within 42 months from initial time of matriculation into the graduate portion of the program. Failure to complete the program within 42 months will result in students having to retake and pass all specialty courses in their track of study.

For students who fail to meet the guidelines for the Nurse Practitioner Time to Completion Policy, they may

appeal to the Dean of College of Nursing and Public Health to be considered for an extension. The decision of the Dean is final.

Nurse Practitioner Comprehensive Program Examination

During the final didactic course in the program, students take the comprehensive exams. These exams provide data on the students' readiness for the national certification examination. Each of these exams account for a percentage of the final course grade. The following guidelines apply for the final didactic course in the NP program:

1. Students who do not meet a grade of 'B' or better may repeat the course if they meet SAP and the progression policy for the program. In the event a student does not meet SAP or progression policy, they may appeal following the appeal process outlined in the catalog.
2. Students who do not meet a grade of 'B' or better in their second attempt will be granted an "Incomplete" grade and receive individualized coaching to assist the learner to meet Program Student Learning Outcomes (PSLOs).

Students who do not successfully complete the final didactic course with a grade of 'B' or better after the second attempt, and who do not complete the individualized coaching will receive the failing grade recorded in the course gradebook.

All other stipulations of the progression policy apply.

*Students enrolled in an on-ground program must enroll in an online section for any repeat attempt of NSG6998.

RN to MSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs Reinstatement Policy

This procedure applies to readmission for students who withdraw from any course in the Nursing program, who withdraw from the Nursing program, or who receive less than the required letter grade in any course in any given quarter in the Nursing program.

Note: There is no guarantee of reinstatement for a student who withdraws from the Nursing program.

The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. Students who are eligible for reinstatement and who have been out of the program for any reason longer than one year must reapply for admission to the university and the RN to MSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs.

Reapplication Timeline for the RN to MSN, MSN and DNP Programs

REAPPLICATION TIMELINE	10 and 11 WEEK DEADLINE	5 WEEK DEADLINE
Student must apply in writing to Program Director or Nursing Chair	By 3rd week of preceding term	By 1st week of preceding term
Student must communicate with Program Director or Nursing Chair	By 5th week of preceding term	By 2nd week of preceding term
Program Director or Nursing Chair will notify the student of the decision.	By 8th week of preceding term	By 4th week of preceding term

Bachelor of Science in Nursing (BSN) Professional Phase Progression Standards

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the Nursing Student Handbook. Course syllabi are provided to each student before or during the first class contact for each course.

Student Handbooks are available electronically to students after acceptance into the nursing program. Nursing program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

NOTES: Admission into the Professional Phase of the BSN program requires a cumulative GPA (CGPA) of 2.75 or better on a 4.0 scale in the nursing prerequisite courses. Admission into the Columbia campus BSN program requires a cumulative GPA (CGPA) of 3.0 or better on a 4.0 scale in the nursing prerequisite courses.

1. Students are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy for the Professional phase of undergraduate nursing. Failure to meet the SAP standards may result in dismissal from the nursing program.
2. Students who earn less than a C in undergraduate nursing course(s) will not be allowed to progress in the program. Students may be allowed to apply for a one time reinstatement. If approved the students will be permitted to repeat the course(s) in which they scored lower than the required letter grade of C the next quarter the course is offered.
3. Students enrolled in the professional phase of the BSN program must maintain a minimum cumulative GPA (CGPA) of 2.5 in nursing courses every quarter. A student whom does not achieve the required minimum CGPA of 2.5 in nursing courses will be placed on academic probation. A student will only be allowed to remain on academic probation for two consecutive quarters to increase the minimum CGPA. Students unable to meet the minimum CGPA will be permanently dismissed from the program.
4. Students are required to apply knowledge learned in the classroom to the care and treatment of patients. Laboratory or clinical experience courses will have grades reported as pass (P) or fail (F). Grades for practicum/ laboratory courses are calculated using written and other appropriate methods of assessing clinical competence. Students are required to obtain a minimum grade of "P" (pass) in the laboratory/clinical course as well as the classroom courses. For purposes of progression, failure of practicum/laboratory courses carries the same consequences as those courses with letter grades.
5. Remediation is mandatory if a student scores less than the stated percentage on any ATI assessment as outlined in the course syllabi. Please refer to the nursing student handbook for details or course syllabi for detailed explanation. Students are required to apply knowledge learned in the classroom to the care and treatment of patients. Laboratory or clinical experience courses will have grades reported as pass (P) or fail (F). Grades for practicum/ laboratory courses are calculated using written and other appropriate methods of assessing clinical competence. Students are required to obtain a minimum grade of "P" (pass) in the laboratory/clinical course as well as the classroom courses. For purposes of progression, failure of practicum/laboratory courses carries the same consequences as those courses with letter grades.

Removal/Dismissal from a Clinical Site

1. Students who are removed/dismissed from a clinical site prior to completing the rotation cannot engage in a practicum assignment while the clinical team investigates the reasons for the removal/dismissal. If the clinical team deems the removal/dismissal was not warranted, the team will work with the student to locate a new clinical site. The student will continue in the program while a new site is obtained.
2. If the clinical team deems the removal/dismissal is warranted (falsification of documents, misconduct, theft, non-attendance, etc.), the student will receive a grade of "F" for the practicum.
3. The student may appeal the decision in succession to the Program Director, then the nursing Chair, and then the Dean of the College. The decision of the College Dean is final. The student must appeal each level within 7 days of the decision.

BSN Professional Phase Progression Policy Appeals

Students should direct progression policy appeals to the Program Director. The Program Director will communicate receipt of an appeal to the Assistant Dean of the College and to the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled. If not satisfied with the decision of the Program Director, the student may appeal to the Nursing Chair. Upon receipt of the appeal, the Chair will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled. If not satisfied with the Chair's decision, the student can appeal to the College Dean. Upon receipt of the appeal, the College Dean will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled. The decision of the College Dean is final.

The decision rendered at each stage must be documented in accordance with the appeals decision template. The written appeal decision must be received by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level. The Assistant Dean of the College and the Campus Director & Dean of Academic Affairs and Operations must be copied on the written appeal decision. At the end of the appeals process, the College Dean will provide a copy of the final decision to the Program Director and the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled and to the Nursing Chair, and Assistant Dean of the College.

Bachelor of Science in Nursing (BSN) Program Professional Phase Reinstatement Policy

This procedure applies to reinstatement for students who withdrew from any course in the Nursing program, withdrew from the Nursing program, or failed to meet GPA and grade progression standards. There is no guarantee of reinstatement. The final decision for reinstatement into the Nursing program is provided by the Program Director. The reapplication process will only be offered once, unless the withdrawal was due to an emergency leave authorized by the Program Director (see the Emergency Leave Policy).

1. The student must apply in writing to the Program Director requesting reinstatement in the program. The student must include a plan of action, to address the reason(s) for failure to progress in the program that is approved by the Program Director.
2. The Program Director will determine the appropriateness of reinstatement into the program. If not satisfied with the decision of the Program Director, the student may appeal to the Nursing Chair. Upon receipt of the appeal, the Chair will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled. If not satisfied with the Chair's decision, the student can appeal to the College Dean. Upon receipt of the appeal, the College Dean will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled. The decision of the College Dean is final. The decision rendered at each stage must be documented in accordance with the appeals decision template. The written appeal decision must be received by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level. The Assistant Dean of the College and the Campus Director & Dean of Academic Affairs and Operations must be copied on the written appeal decision. At the end of the appeals process, the College Dean will provide a copy of the final decision to the Program Director and the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled and to the Nursing Chair, and Assistant Dean of the College.
3. The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program. The student must also comply with all reinstatement conditions outlined by the Program Director.
4. Students who are eligible for reinstatement, who have been out of the program for any reason longer than one year must reapply for admission to the university and the Nursing program.

RN to BSN Program Progression Standards

Effective for the quarter beginning April 22, 2025.

All course and practicum education requirements must be completed satisfactorily in order for the student to be eligible for graduation. All course and practice requirements are published in the course syllabi and expanded upon in the RN to BSN Student Handbook.

1. Have a cumulative grade point average (CGPA) of 2.5 or higher.
2. Students must complete all courses with a grade of C or better. Any course where students earned less than a C must be repeated.
3. A student who does not achieve the required minimum CGPA of 2.5 in a quarter will be placed on academic warning.
4. Failure to maintain a minimum CGPA of 2.5 for two consecutive quarters will result in dismissal from the program.

Students Removed from Clinical Affiliation

1. Students who are removed/dismissed from a clinical site prior to completing the rotation cannot engage in a practicum assignment while the clinical team investigates the reasons for the removal/dismissal. If the clinical team deems the

removal/dismissal was not warranted, the team will work with the student to locate a new clinical site. The student will continue in the program while a new site is obtained.
2. If the clinical team deems the removal/dismissal is warranted (falsification of documents, misconduct, theft, non-attendance, etc.), the student will receive a grade of "F" for the practicum.
3. The student may appeal the decision in succession to the Program Director, then the nursing Chair, and then the Dean of the College. The decision of the College Dean is final. The student must appeal each level within 7 days of the decision.

Progression Policy Appeals

Students should direct progression policy appeals to the Program Director; including documentation supporting the mitigating circumstances. Please refer to the Procedure for Appealing Academic/Financial Aid Dismissal policy in the Academic Catalog for further information on supporting documentation and qualifying mitigating circumstances. The student must appeal each level within 5 calendar days of each decision. If not satisfied with the decision of the Program Director, the student may appeal to the Undergraduate Nursing Chair. If not satisfied with the Chair's decision, the student can appeal to the College Dean. The decision of the College Dean is final.

Master of Public Health Program Progressions Policy

Effective for the quarter beginning March 18, 2025.

All course and practicum education requirements must be completed satisfactorily in order to meet graduation requirements. All course and practicum requirements are published in the course syllabi and detailed in the Student Handbook. A course syllabus is provided to each student prior to/during the first scheduled class meeting for each course(s) through the Learning Management System (LMS). Student Handbooks are given to students after acceptance into the Masters in Public Health (MPH) program. MPH program faculty must comply with published syllabi and course goals and objectives as well as published requirements for satisfactory student progress through the program.

1. Students in good standing are required to meet the academic progression standards as stated in the Satisfactory Academic Progression Policy. Failure to meet the SAP standards may result in dismissal from the MPH program.
2. The MPH program maintains rigorous academic standards to ensure the excellence and preparedness of graduates for the challenges of public health practice. Students are expected to demonstrate consistent academic achievement in MPH courses. If a student receives a grade of C or lower in any graduate-level (5000-level or above) MPH course, they will be required to repeat the course to achieve a grade of A or B. In addition, students who receive a total of three (3) grades of C or lower in graduate-level (5000-level or above) Public Health courses will be subject to removal from the MPH program.
3. Students who are removed from a practicum prior to completion will be suspended from the program while the Program Director/Chair investigates the reasons for the removal. If the Program Director/Chair deems the removal is warranted, the student will be removed from the MPH program.
4. If the Program Director/Chair determines that despite removal from the practicum the student has a high probability of entering the profession as a safe, proficient practitioner, the student may be permitted to repeat the practicum course when space permits. If the student is removed a second time, the student will be removed from the program.

Progressions Policy Appeals

- Students should direct progression policy appeals to the Program Director.
- The Program Director will communicate receipt of an appeal to the Chair of the Public Health Program and to the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled.
- If not satisfied with the decision of the Program Director, the student may appeal to the Public Health Program Chair.
- Upon receipt of the appeal, the Public Health Program Chair will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled.
- If not satisfied with the Chair's decision, the student can appeal to the College Dean. Upon

receipt of the appeal, the College Dean will notify the Campus Director & Dean of Academic Affairs and Operations where the student is enrolled.
- The decision of the College Dean is final.

The decision rendered at each stage must be documented in accordance with the appeals decision template. The written appeal decision must be received by the person to whom the appeal is made within seven calendar days of the issuance of the decision at the previous level. The Assistant Dean of the College and the Campus Director & Dean of Academic Affairs and Operations must be copied on the written appeal decision. At the end of the appeals process, the College Dean will provide a copy of the final decision to the Program Director and Campus Director & Dean of Academic Affairs and Operations where the student is enrolled and to the Public Health Chair, and Assistant Dean of the College.

Reinstatement Policy
This procedure applies to readmission for any students who:

- Have been out of the MPH program for longer than 12 months. These students must reapply for admission to the university and follow the MPH reinstatement process.

The final decision for reinstatement is provided by the Program Director. There is no guarantee of reinstatement.

Process for Reinstatement

- Students must meet with their Academic Counselor to initiate the reinstatement process.
- The student must apply in writing to the Program Director requesting reinstatement in the program. An action plan must be developed to address the reasons the student identified for course(s) failure. The plan must be approved by the Program Director.
- The Program Director will determine the appropriateness of reinstatement into the program.
- The reinstated student will be required to comply with the curriculum and requirements in force at the time of reinstatement, including any changes made to the curriculum or prerequisites during their absence from the program.
- Students who are denied reinstatement may appeal this decision by following the appeal process outlined in the Master of Public Health (MPH) Progression Policy.

School of Pharmacy

School of Pharmacy Academic Progression Policy

This policy becomes effective June 2025. For students who entered the program prior to June 2025, please refer to prior catalog.
Students are required to meet the academic progression standards as stated in the Satisfactory Academic Progress Policy (SAP). Failure to meet the SAP standards may result in dismissal from the School of Pharmacy.

Academic Standing Categories
The academic standing of a student enrolled in the South University School of Pharmacy program can be categorized as follows: Good Standing, Academic Warning, Academic Probation, or Academic Dismissal.

It is each student's responsibility to be familiar with, and understand, both policies as it relates to their successful academic progression.

Good Standing
A student is in "Good Standing" unless on Academic Warning, Probation or Dismissal, and they have satisfied the following criteria:

1. A student has completed all courses in the curriculum up to that point with a maximum of one unresolved grade of a 'D' (1.0 – 1.8), and no unresolved grades of either F or WF (0.0).

Resolving either 'D' or 'F' grades requires remediation or retaking the course and earning a grade of 'C' (2.0) or higher.

Once a 'D' or 'F' course grade has been resolved, as defined above, it is no longer used when determining if the student meets the criteria for Academic Probation or Academic Dismissal. Course grades of 'F', or 'D' that meet the requirements for needing resolution, must be resolved before a student may advance to IPPEs/ APPEs.

Academic Probation
A student will be placed on Academic Probation by the APC for meeting any of the following conditions:

1. Earning one course grade of WF' or 'F' (0.00) in any single quarter
2. Earning two course grades of 'D' (1.0 – 1.8) since enrollment in the program

A student placed on Academic Probation will remain on Probation for three quarters unless otherwise extended at the APC's discretion. Students will be expected to sign, return and adhere to, the Academic Plan and Performance Agreement included in their Academic Probation notification. In addition, any students on probation will be required to

meet with the Academic Success Coordinator (ASC) during the probationary period, at a frequency determined by the ASC.

Any student on Academic Probation will not be allowed to represent a class or student organization as an officer and will be removed from any dual degree programs.

Academic Dismissal
A student qualifies for Academic Dismissal from the School of Pharmacy if any of the following occur:

1. A student earns two course grades of "F" (0.00) while enrolled in the School of Pharmacy.
2. A student qualifies for Academic Probation while already on Academic Probation.
3. A student qualifies for Academic Probation for a second time while enrolled in the School of Pharmacy.
4. A student earns three unresolved course grades less than 2.0 while enrolled in the School of Pharmacy.
5. A student earns a grade less than 2.0 in the same course twice.
6. A student has not completed all of the requirements for the Doctor of Pharmacy degree within 5 years of the date the student entered as a first-year student, with the exclusion of approved leaves of absence.

Any student who qualifies for academic dismissal may request to meet with the APC, at the end of the quarter. At the discretion of the APC, a student subject to dismissal may be:

1. Permitted to remain in attendance with or without contingencies, provisions, or additional requirements; including, but not limited to, dismissal from dual degree programs; or
2. Dismissed with stated provisions, contingencies, or additional requirements for returning; including, but not limited to, dismissal from dual degree programs; or
3. Permanently Dismissed.

Procedures for Appealing Dismissal by the Progressions Committee
A student has the right to file an appeal directly to the Office of the Dean of the School of Pharmacy if the student believes that the decision was reached as the result of an omission or error. The student should continue to attend classes until the appeal is resolved. The procedure for such appeal is as follows:

1. The formal appeal must be received by the Office of the Dean of the School of Pharmacy within 5 calendar days following the student's receipt of notification from the Academic Progressions Committee.
2. The student must initiate the process by presenting the appeal in writing using the South University School of Pharmacy Notice of Appeal Form. Appeals submitted for consideration should have clearly stated grounds for such an appeal with objective support for consideration. Proper grounds for appeal include examples such as deviation from proper due process or the existence of previously undisclosed evidence in information pertinent to the action or findings.
3. Once an appeal is received by the Office of the Dean, the Dean or his designee will notify the Chair of the Academic Progressions Committee and the Pharmacy Registrar that an appeal has been filed. After reviewing the student's appeal, a decision will be rendered in writing no later than 10 calendar days after receiving the appeal. The Dean may grant the appeal, reject the appeal or modify the original finding. The decision of the Dean is final.

Satisfying a Deficient Course Grade (Remediation)

Remediation is the process when students retake a didactic course or experiential rotation for full credit in courses or rotations in which the student earned a deficient grade (i.e., a 'D' or 'F') as defined by the School of Pharmacy Grade Scale.

Students should regard remediation as a privilege. Students required to remediate a course or rotation should recognize that the remediation process may delay their graduation date. Students may remediate up to two (2) deficiencies during the relevant period as detailed below. Remediation may not be available when the student earns a failing grade resulting from an Academic Integrity violation.

Didactic remediation is required for the courses where a student receives a final grade of 0.00 (i.e., an 'F'), and/or all but one of the courses where the student received a final grade of 1.0 – 1.8 (i.e., a D) in quarters one through four, or in quarters six through nine.

1. Students remediate didactic courses with a final grade of 0.0 – 1.8 earned in quarters one through four in quarter five prior to starting any Intermediate Pharmacy Practice Experience (IPPE) rotation and remain on-time to graduate with their class.
2. Students remediate didactic courses with a final grade of 0.0 – 1.8 earned in quarters six through nine in quarter ten prior to starting any Advanced Pharmacy Practice Experience (APPE) rotation, which delays on-time graduation with their class.

Students are also required to remediate any Intermediate or Advanced Pharmacy Practice Experience (IPPE or APPE) in which they earn a grade < 2.00. Remediation occurs at the earliest module possible secondary to preceptor availability, but delays on-time graduation.

The Academic Progression Committee (APC) may offer a student an opportunity to 'repeat' a course(s) in which the student earned a deficient grade. Students 'repeat' required courses when they are offered in the normal curriculum cycle. Students who repeat a course delay their original graduation date by no less than one year.

The educational objectives for remediated didactic courses are the same as the educational objectives for the course when taught in the regular curriculum. The specific format of the remediated course remains at the discretion of the course coordinators and instructors.

A student must earn a grade ≥ 2.00 for any remediated course or rotation. Students who fail to do so will meet with the APC to discuss their academic progression.

The Registrar records remediated didactic course and/or experiential rotation grades on the student's transcript. The original grade remains on the transcript and the remediated course is recorded in the quarter in which it is taken. While both courses are listed on the transcript, only the remediated course grade is calculated in the Cumulative GPA. Whereas the Registrar adds and annotates the remediated grade with an asterisk. The University uses both the original and remediated grades in the calculation of the student's grade point average.

The Family Educational Rights and Privacy Act of 1974, as amended

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information South University may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review their records should submit a written request to the registrar. The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The school may require the presence of a school official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after

January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

South University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To South University officials who have been determined by the school to have legitimate educational interests in the records. A school official is:
    a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
    b. a person employed by or under contract to the school to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Managers, or a student serving on an official committee or assisting another school official.
    c. Any school official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for South University has a legitimate educational interest.
2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the school.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or non-forcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the school has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies.(The school, in such instances, may only disclose the name of the perpetrator not the name of any other student, including a victim or witness without the prior written consent of the other student(s)).
    a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused.

12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and South University will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to South University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), South University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

South University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received.
13. The height and weight of athletic team members.

Notice of these categories and of the right of an individual in attendance at to request that their directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the Office of the Registrar, as listed in the Appendix of this catalog. Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of their privacy rights.
2. South University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, South University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of South University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in

the original request to amend the student's education records. The student may be assisted by other people, including an attorney.

4. South University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, South University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, South University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why the student disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, South University will:
    a. maintain the statement with the contested part of the record for as long as the record is maintained; and
    b. disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by South University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Please see the Appendix located at the end of this catalog which includes a list of specific contact information by location.

Retention of Student Records

Academic and financial records are electronically retained by your campus in our student information system. In the event that a campus has changed locations or ceased operations in a geographical area, students should contact the South University Registrar Office, 912-201-8000 at the Savannah campus for access to their records.

Military and Veteran Students

Minimum Academic Achievement Standards for Student Receiving Department of Defense Tuition Assistance

In addition to the University's Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of ''C'' or higher for undergraduate courses, a ''B'' or higher for graduate courses and a ''Pass'' for ''Pass/Fail'' grades. Reimbursement will also be required from the Service member if they fail to make up a grade of ''I'' for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as

financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

Advising Point of Contact

Military students are encouraged to ask about academic support, financial aid advising, disability services or career counseling that is made available on campus. Students in campus-based programs should contact the Financial Aid department for financial aid advising, their Academic Counselor for academic support and the Dean of Student Affairs or the Campus Director & Dean of Academic Affairs and Operations for disability services and career counseling. Students in online programs should request information from their Academic Counselor, Financial Aid Advisor or Admissions Representative.

Education Plans for Military Service Members and Veterans

Educational plans will be developed and sent to all of our new and reentry military service members and veteran students. The educational plan will detail how the student will fulfill all of the requirements to graduate from the educational program as well as the expected timeline of program completion.

A second, updated student educational plan, will be provided to the student within 60 days after full acceptance to the University or after all required academic transcripts are received by the school or the student completes 9 quarter credit hours, whichever is achieved first.

A subsequent educational plan will be provided should the student change programs or if anything changes to the student's education goals. The plan will be provided to the student within 60 days of the change occurring.

The student should be cognizant of the length of time it is expected for you to complete the program, as well as the remaining number of months the student may be eligible to receive military education benefits. The student may need to adjust the number of hours you schedule each term or period to assure maximization of your education benefits.

Department of Defense Return of Tuition Assistance Funds

The institution will return any unearned tuition assistance (TA) funds on a proportional basis through the 60 percent portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based on when a student stops attending a covered course. In instances when a service member stops attending due to a military obligation, the school must receive official activation or mobilization orders documentation in order to accommodate solutions that will not result in student debt for the for the returned tuition assistance portion.

Military Deployment and Re-Enrollment

Allow enrolled members of the Armed Forces, including Reserve Components and National Guard to be readmitted if such members are temporarily unavailable or must suspend enrollment by reason of serving in the Armed Forces.

Notification of Military Service
The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) must give oral or written notice of such service to South University as far in advance as is reasonable under the circumstances. This notice must demonstrate that the interruption to enrollment/attendance is related to fulfilling a military service obligation, but does not have to indicate whether the student intends to return to South University. Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated the student's absence from school.

Notification of Intent to Return to School
Active duty military students whose attendance is interrupted by military service must give oral or written notice of their intent to return to South University within three years after the completion of the period of military service. Students have up to five years after the completion of the period of military service to return to South University without having to requalify

for admission. A student who fails to re-enroll within these periods is subject to South University general readmission policies.

Re-enrollment in South University
Active duty military students whose attendance is interrupted by military service will be re-enrolled in their original program of study and placed in the same academic status as at the time of withdrawal. This academic status means being admitted to the same program to which the student was last admitted, unless the student chooses a different program. The student will be enrolled with the same number of credit hours previously completed, unless the student is readmitted to a different program to which any portion of the completed credit hours are not applicable. The student will be readmitted with the same academic standing (GPA). If the University no longer offers the students original academic program, the University will work with the student to enroll in an alternative program that aligns with the student's interests.

University Holidays

A South University course may begin, end, or include an official campus holiday. If such a holiday occurs, the class meeting would not occur on that date and course assignments due on that date would shift as follows:

- The holiday occurs on the first day of the course or during the course: Assignments shift to the following day.
- The holiday occurs on the last day of the course: Assignments shift to the previous day.

Individual campus-based programs will follow the campus holiday schedule.

Withdrawal and Drop/ Add Policies

Official Withdrawals from the Institution

Official Withdrawals from Campus-based Programs

To withdraw officially from the institution, students must contact their Academic Counselor to provide notification of their intention to withdraw. New students who withdraw from the institution before the end of the first week of class will have no attempted courses shown on their record.

Students who officially withdraw or are administratively withdrawn from a course after the Drop/Add period and before 80% of the course duration will receive a W grade. Students who officially withdraw or are administratively withdrawn on or after 80% of the course duration will receive a WF grade. Students should consult with their Financial Aid Advisor to determine the implications of adding or dropping a course.

Students who withdraw or are administratively withdrawn from all courses in a quarter will be withdrawn from the University. Students who fail to register for a quarter will be withdrawn from the University.

Physician Assistant Program Course Withdrawal Policy

Any student considering withdrawal from the Physician Assistant program must meet with the Program Director. Dropping or withdrawing from any Physician Assistant course automatically withdraws the student from the Physician Assistant program. If the student chooses to withdraw from the Physician Assistant program, the student will be directed to the Academic Counselor and Financial Aid offices. If a student elects to return to the Physician Assistant program, the student must follow the PA Program Withdrawal and Reinstatement Policy in the South University Catalog. Due to the sequencing of the courses, the student must re-enter the program at the

appropriate term cycle. There is no guarantee of reinstatement for a student who withdraws from the Physician Assistant program.

Pre-Licensure BSN Withdrawal Policy

Any student considering withdrawal must meet with the Nursing Program Director. Dropping or withdrawing from any nursing course automatically withdraws the student from the nursing program. If the student chooses to withdraw from the nursing program, they will be directed to the Academic Counselor and Financial Aid offices. If a student wishes to return to the Nursing Program, they must follow the program Reinstatement Policy in the South University Catalog. Due to the sequencing of the courses, the student must reenter the program at the appropriate term cycle. Due to the limited availability of openings for enrollment, there is no guarantee of reinstatement for a student who withdraws from the Nursing program. A withdrawal constitutes a program attempt and only two program attempts are allowed by the university.

Official Withdrawal from Online Programs

Students enrolled in online programs who wish to officially withdraw from the institution must contact their Academic Counselor. Undergraduate students who are enrolling at South University for the first time who officially withdraw from the institution or stop attending in the first 21 days of class will have no attempted courses shown on their record, their enrollment will be cancelled, and all tuition and related fees removed.

Students who officially withdraw or are administratively withdrawn from a course before 80% of the course duration will receive a W grade. Students who officially withdraw or are administratively withdrawn from a course on or after 80% of the course duration will a WF grade.

Veterans

Veterans in either campus-based or online programs should be aware that the Veterans Administration will not pay for a course that a student drops after the first week of class unless extreme circumstances justify course withdrawal. Veterans should consult their Financial Counselor before withdrawing from any class after the first week of the session. Students who are veterans should also contact the Veterans Administration before withdrawing from school.

Dropping and Adding a Course

Drop/Add Period

Students may drop or add a course at the start of each session within their quarter. Each session within a quarter will have a drop/add period of one week.

Students must contact their Academic Counselor to add a course. Students may not be added to a current course after the defined Drop/Add period. However, students may add a course that begins in a future session.

Drop/Add

Students may adjust their schedules without penalty by dropping and/or adding courses during the Drop/Add
period. Specific dates are reflected on the academic calendar or can be obtained through the Registrar's office. Students officially withdrawing or administratively withdrawn from a course by the end of the Drop/Add period shall receive a 100% refund of all monies paid for the course and will have that course removed from their academic
transcripts. Students are encouraged to consult the professor and/or department chair before dropping any course.

Students should consult with financial aid to ascertain implications of schedule changes.

Dropping Courses

Courses that are dropped after the Drop/Add period but before 80% of the duration of the course will receive a W grade. Courses that are dropped on after 80% of the duration of the course will receive a WF grade.

Institutional Review Board (IRB)

The mission of South University's IRB is to protect the rights and welfare of human participants in research by reviewing all proposed research to be conducted by or with faculty, staff, and/or students of South University. The IRB will ensure that participants are treated in an ethical manner that is also in compliance with federal regulations and the principles outlined in the Belmont Report. Oversight of the IRB will be maintained by the Vice Chancellor for Academic Affairs (VCAA). This role will include coordination and consultation with the

College and School
Deans. Direct oversight of the IRB is maintained by the IRB Director of Training and Compliance, Assistant Director of Training and Compliance, and the IRB committee. According to HHS guidelines, an IRB should contain at least five members who are sensitive to community attitudes and knowledgeable about institutional commitments and regulations and as well as applicable laws and standards of professional conduct. There should be at least one member with a nonscientific concern, at least one member with a scientific concern, and at least one member from the community who is not otherwise affiliated with the institution. IRB information is available at the inside South University website. Research applications are submitted to the IRB (irb@southuniversity.edu) and reviewed at regularly scheduled committee meetings.

Intellectual Property Policy

As a creative community of teachers, artists and scholars, South University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of South University itself, which supports this creative and scholarly work.

I. Purpose and Scope

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of South University's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from South University.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws
Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

South University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using South University's information technology system. South University's policies prohibit use of South University's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-

peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

As a creative community of teachers, artists and scholars, South University is committed to encouraging the creation of new works, new ideas, and new forms of creative and scholarly expression. This Policy on Intellectual Property is provided to protect the interests of those who create as well as the interests of South University itself, which supports this creative and scholarly work.

This document expresses South University's policy regarding ownership and usage rights with respect to Intellectual Property (as hereinafter defined). It covers all those who are a part of South University - faculty, staff, students, visiting artists, visiting scholars, or other participants enrolled, employed or affiliated with South University, and this Policy governs in all circumstances, unless South University has modified it through a written agreement connected to a sponsored or commissioned work or as part of work under a grant or contract. Should there be any conflict between the provisions of this Policy and the terms of a separate written agreement between South University and any party, the terms of that separate written agreement will govern. This Policy is not intended to limit "fair use" as defined by U.S. laws.

II. Definitions (if applicable)

The following terms are used throughout the Policy and are defined as follows:

A. *Copyright* - Copyright is the intangible property right granted for a limited period of time by federal statute (Title 17 of the U.S. Code) for an original work of authorship fixed in any tangible form of expression. Copyright provides the owner with five exclusive rights, including the exclusive right to reproduce the work, to prepare derivative works based on the work, to distribute copies of the work to the public by sale or other transfer of ownership (or by rental, lease, license or lending), to display the work publicly and to perform the work publicly (if relevant).
B. *Commissioned Work* - A Commissioned Work is defined as a Work (as defined in paragraph K) that is produced or created pursuant to a written agreement with the Institution and for Institution purposes by (a) individuals not under the employ of the Institution or (b) Institutional Employees (as defined in paragraph D) acting outside the scope of their regular Institution employment, as determined by their existing Institution employment arrangement or contract.
C. *Independent Academic Effort or Creative Activity* - Independent Academic Effort or Creative Activity is defined as the inquiry, investigation, research, or creative activity that is carried out by faculty, staff and Students of the Institution working on their own, that advances knowledge or the development of the arts, sciences, humanities, or technology where the specific direction, methodology, and content of the pursuit is determined by the faculty, staff member(s), or Student(s) without the direct assignment, supervision, or involvement of the Institution.
D. *Institutional Employee* - An Institutional Employee is a full-time or part-time faculty member, visiting faculty, adjunct faculty, artist, scholar, or fellow (as defined in the Faculty Handbook), or a full-time or part-time staff member (as defined in the Staff Handbook), or Student, who is employed by the Institution or who is working under an Institution contract, either expressed or implied.
E. *Intellectual Property* - Means: (i) trademarks, service marks, brand names, trade dress, assumed names, trade names, slogans, URLs, domain names, logos and other indications of source, sponsorship or affiliation, together with all associated goodwill (whether the foregoing are registered, unregistered or the subject of a pending application for registration); (ii) inventions, developments, improvements, discoveries, know how, concepts and ideas, whether patentable or not, in any jurisdiction; (iii) patents, patent applications and patent disclosures; (iv) trade secrets and proprietary or confidential information; (v) writings and other works of authorship, whether subject to copyright protection or not, in any jurisdiction, including but not limited to literary works (such as books, scholarly articles, journal articles and other articles, theses, research, course syllabi, curricula, exams, instructional and evaluation materials for classes, courses, labs or seminars, study guides, student rosters and attendance forms, grade reports, assessment of student work and projects, course or program proposals, software, data and databases, lecture and presentation materials);

musical works (including any accompanying words); dramatic works (including any accompanying music); pantomimes and choreographic works; pictorial, graphic, and sculpture works (including graphic designs; illustrations, photographs, paintings, sculptures and other works of art); motion pictures and other audiovisual works (including films, audio and video recordings and multimedia projects); sound recordings; architectural works; and compilations; and (vi) copyrights, copyright registrations and applications for registration of copyrights in any jurisdiction.

F. *Patent* - A United States patent is a grant which gives the owner of the patent the right to exclude all others from making, using, or selling the claimed invention in the United States for a set period of time. Similar rights are granted in other countries, but the discussion of Patents in this Policy will focus specifically on United States patent rights.
G. *Sponsored Work* - Sponsored Work is a Work (as defined in paragraph K) that is produced or created under an agreement between the Institution and a sponsor which provides the Institution with ownership and/or usage rights to the Work and Intellectual Property produced under the agreement. Sponsored works do not include works created through independent academic effort or creative activity, even when based on the findings of the sponsored project, so long as an agreement does not state otherwise.
H. *Student* - A Student is a regularly registered, full- or part-time, undergraduate or graduate at the Institution, including students attending the Institution as "special status students": e.g., as participants in Professional Institute for Educators (PIE), Continuing Education (CE), the Pre-College or Saturday programs, or in exchange programs or through special grants or fellowships.
I. *Substantial Institutional Resources* - Any substantial use of Institution equipment, facilities, time, personnel, or funds, and use of Institution resources that are not "commonly provided", is considered a use of "Substantial Institutional Resources." This use does not include resources commonly provided to Institution faculty and staff, such as offices, library facilities, basic artistic facilities, and everyday telephone, computer, and computer network support. However, substantial time spent in the use of these latter resources may constitute the use of "Substantial Institutional Resources." Resources not considered "commonly provided" include specially procured equipment or space, additional staffing or personnel, utilization beyond normal work hours of Institution personnel, and monetary expenditures that require a budget. Faculty may use the basic artistic facilities unless use infringes on student use of those facilities for coursework
J. *Trademark and Service Mark* - A trademark or service mark is any word, phrase, name, symbol, logo, slogan, device, or any combination thereof that is used in trade to identify and distinguish one party's goods or services from those of others.
K. *Work* - The term "Work" as used in this Policy shall be defined to include all of the items identified in Sections (i), (ii), (iv) and (v) of the definition of Intellectual Property in paragraph E.
L. *Work Made for Hire* - A "Work Made for Hire" is defined as a Work (as defined in paragraph K) prepared by an employee within the scope of his or her employment.

Consistent with the Copyright Act of 1976, as amended, a Work Made for Hire under this Policy also includes a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument signed by them that the work shall be considered a work made for hire.

Examples of works made for hire include software programs created within the scope of an employee's duties by a staff programmer, a newspaper article written by a staff journalist for the newspaper that employs them, and a musical arrangement or ditty written for a music company by a salaried arranger on its staff.

III. Policy Provisions

The Rights of the Creator of Intellectual Property

A. **Faculty, Staff and Student Works**
    1. General Rule
    Subject to the exceptions noted in this Policy, as a general rule, South University does not claim ownership of Intellectual

Property developed through Independent Academic Effort or Creative Activity and that is intended to disseminate the results of academic research and scholarship, and/or to exhibit forms of artistic expression on the part of faculty, staff, and Students.

2. Exceptions to the General Rule.
   Exceptions to the general rule set forth in III.A.1 above include Intellectual Property developed by faculty, staff, Students and Institutional Employees under any of the following circumstances:
   a. The Intellectual Property is developed as a Sponsored Work.
   b. The Intellectual Property is developed as a Commissioned Work.
   c. The Intellectual Property is developed using Substantial Institutional Resources.
   d. The Intellectual Property is developed by the creator within the scope of his or her employment with South University and constitutes a Work Made for Hire.
   e. The Intellectual Property is developed by a creator who is assigned, directed or funded by South University to create the Intellectual Property.
   f. The Intellectual Property is developed under a grant, program or agreement which provides South University with ownership rights, in whole or in part, to the Intellectual Property.
      Under the circumstances described in Section III.A.2 (a) through (f) above, the Intellectual Property shall be owned by South University (or by South University and any other party as specified in any written grant, program or agreement).
      The creator of any Intellectual Property that is or might be owned by South University under this Policy is required to make reasonable prompt written disclosure of the Work to an officer designated by South University's Chancellor, and to execute any document deemed necessary by South University to perfect legal rights in South University and enable South University to file applications for registration when desired.

3. Ownership Rights in Specific Types of Works.
   For purposes of clarification and without limiting the general rule and exceptions set forth in Sections III.A.1 and 2 above, ownership rights in the following types of Works are allocated as set forth below:
   a. Curricular materials including course outlines, curricula, lesson plans, course handouts, PowerPoint and other presentation materials (in all forms and media), course content and syllabi are deemed to be Works Made for Hire and therefore all Intellectual Property associated therewith is owned by South University. Likewise, student rosters, attendance forms, interim grade reports, and assessments of student projects, including all Intellectual Property associated therewith, belong solely to South University.
   b. Unless developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, scholarly articles and papers written for publication in journals, presentations and scholarly papers prepared for seminars and conferences, and personal lecture or teaching notes are typically not considered to be owned by South University as Works Made for Hire or otherwise.
   c. If any Intellectual Property to be owned by South University under Section III.A.2 (a) through (f) above is developed jointly with a non-Institution party, the parties' respective ownership and usage rights in the resulting Intellectual Property shall be set forth in a written agreement.
   d. Where Intellectual Property is to be developed using Substantial Institutional Resources, authorized representatives of South University will develop a written agreement with the user of those resources, which must be executed by the parties before use of the resources, to identify the nature

and terms of the use, including possible reimbursements or other systems of compensation back to South University.

e. Unless a Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, all Intellectual Property created by faculty during sabbatical are owned by the faculty.
f. Unless the Work is developed under the circumstances set forth in Section III.A.2 (a) through (f), or a written agreement provides otherwise, Intellectual Property created by a Student working on his or her own, or developed in the context of a course, is owned by the Student and South University will not use the Student's Work without the Student's permission to do so.
g. Students working on a project governed by an existing written agreement to which South University is a party are bound by all terms of that agreement.
h. Students hired to carry out specific tasks that contribute to Intellectual Property of South University retain no rights of ownership in whole or in part to that Intellectual Property or to the Student's contribution to that work.
i. Students who wish to work collaboratively with Institutional Employees on projects which involve the creation of Works and Intellectual Property are required to sign and deliver an acceptable written agreement to South University outlining their rights before commencing work on such projects. Either party has the right to initiate such agreement.
j. The rights of South University to a perpetual, worldwide license (exclusive or nonexclusive, as South University deems necessary), to use and reproduce copyrighted materials for educational, research, and promotional purposes must be included in any agreement with a non- Institution sponsor.

B. **Independent Contractor Works**
As a general rule, South University will own Intellectual Property created by an independent contractor if a written agreement signed by the parties so provides, or South University has specially ordered or commissioned the work and such work is designated as a Work Made for Hire in a signed written agreement between the parties. If South University does not own the Intellectual Property created by an independent contractor, it shall have a right or license to use any Work produced by the independent contractor in the course of performance of the contract, in accordance with the parties' agreement.

IV. Institution's Usage Rights

To the extent that faculty, staff or Institutional Employees retain ownership of Work and Intellectual Property according to this Policy, South University shall have a permanent, non-exclusive, worldwide, royalty free right and license to make educational use of such Work and Intellectual Property, including the right to use, reproduce, distribute, display, perform and modify (i.e. create derivative works) such Work and Intellectual Property in all forms and media now known or hereafter existing in connection with its curriculum, courses of instruction and educational programs, and any related accreditation or promotion of South University . Where practicable, South University will use best efforts to cite the creator of the Work if South University exercises such usage rights.

V. Institution's Marks

Intellectual Property comprised of or associated with South University 's Trademarks and Service Marks, including but not limited to its name, logos, slogans, insignia, and other symbols of identity (collectively the "Marks") belongs exclusively to South University and/ or its affiliates. This Policy is designed to protect the reputation of South University and its affiliates, and to prevent the illegal or unapproved use of South University's Marks.

No Institution Mark may be used without the prior, written authorization of the appropriate authorities of South University. However, faculty, staff, and Students

may identify their status or professional affiliation with South University as appropriate, but any use of South University's Marks in this regard must avoid any confusing, misleading or false impression of affiliation with, or sponsorship or endorsement by, South University. No products or services may be marked, offered, sold, promoted or distributed with or under South University's Marks without South University's prior written permission and compliance with the licensing policies of South University. All requests for use of Institution Marks must be submitted in writing to an officer designated by the Campus Director & Dean of Academic Affairs and Operations. The designated Institution officer retains information concerning what marks, names, logos, symbols, insignias, and related words, phrases, and images currently comprise South University's Marks.

VI. Substantial Use of Institution Resources

Although "Substantial Institutional Resources" is defined (see Section II. Terminology), it is acknowledged that such resources and their use may change over time, with changes in technology, physical infrastructure of South University, modes of employment, etc. Therefore, this Policy allows the Academic Policy Advisory Committee to review the definition of "substantial use" from time to time and implement any changes or clarification to the definitions which South University deems necessary in order to establish an appropriate standard.

VII. Review Scheme

Questions concerning this Intellectual Property Policy should be addressed to the Campus Director & Dean of Academic Affairs and Operations on South University campuses and the Assistant Vice Chancellor of Online Academic Operations for Online.

VIII. Reservation of Rights

South University reserves the right at any time in its sole discretion to modify and/or make changes to the Policy as advisable or appropriate. South University agrees, however, that it will endeavor to notify the entire Institution community through both print and electronic means of its intention to make modifications and/or changes to the Policy at least 30 working days before their enactment.

IX. Effective Date

This Policy supersedes any preexisting Intellectual Property policy of South University and will remain in effect until modified or revoked by South University. This Policy will be binding on all parties who create Intellectual Property after the effective date, and this Policy and other agreements that represent modifications to this Policy shall remain binding on such creators even after their relationship with South University changes or terminates.

X. Governing Law

This Policy shall be governed by and interpreted under applicable federal laws pertaining to intellectual property and applicable state law, without regard to choice of law provisions.

Student Affairs

The Office of Student Affairs is responsible for offering programs and services that augment academic programs by stimulating the personal and professional development of students at South University. The Office of Student Affairs also acts as a point of contact for military and veteran students as well as eligible family members.

Program Outcomes

As an extension of the philosophy and mission of South University, the student affairs program strives to inform, educate, and encourage students in their endeavors. In order to achieve its goals, the Office of Student Affairs provides the following in particular:

- An orientation that will inform students of university policies, programs, and activities.
- Support and assistance to students in making realistic decisions about academic and nonacademic concerns.
- International student advising.
- Academic accommodations to students with disabilities in the classroom.
- Resolution for student concerns.
- Programs and activities that will encourage student and alumni involvement and participation in campus life.

The student development program is designed to enhance student life by offering programs and services that add to the classroom experience and encourage personal and professional development.

Specifically, the Student Affairs staff is responsible for the following: orientation, counseling services, community referrals, disability support services, organizations and activities, graduation, alumni engagement, and student conduct.

These student services are described in more detail below. Also included in this section are services offered by the University that do not fall under the supervision of the office of student affairs but are considered to be in the category of student services.

Student Responsibility

Students are responsible for properly completing their academic programs, being familiar with all requirements of the University catalog under which they intend to graduate, maintaining the required grade point average, and meeting all program and course requirements. They are encouraged to seek counsel from faculty advisors or other staff members, but the final responsibility for fulfilling academic requirements remains that of the student.

Students have a right in an academic environment to reserve judgment about matters of opinion and to express their views in a responsible manner. Orderly procedures are provided to allow students the opportunity to question academic evaluations.

Student Support

Advising Services

Short-term counseling services are available to assist students in resolving academic, career, and personal problems. University personnel can help students plan their educational programs, as well as adjust to the demands of university level studies. Personal advising is provided for any student who seeks aid in solving and understanding individual problems. Advising services are available at all campuses during the day and in the evening by appointment through the dean of student affairs. Students identified as needing additional counseling resources will be referred to external agencies.

Fully online students should contact their Academic Counselor to obtain advising services information.

Digital Bookshelves and Digital Textbooks

A majority of South University courses now include digital textbooks (eBooks) that help to enhance the learning experience by providing instant and convenient access to course materials. Digital textbooks are accessible from within courses, which are then placed in each student's unique bookshelf accounts. More information on digital bookshelves—including account-creation help, troubleshooting, and features—is available in the Student Portal. In the event that a digital textbook is not available, students are responsible for independently purchasing hard-copy traditional textbooks that are not digitally accessible in courses.

For details on operating systems and device compatibility with digital bookshelves, please refer to the resources found in the student portal. If you need additional support, you can find more resources and contact information for help in the Student Portal.

Career Services

While the primary focus of the Career Services office is to assist students upon graduation, any enrolled student may seek employment information through this office. Although South University does not guarantee employment, it is vitally important to both the graduate and the University that each student obtains appropriate employment. Therefore, as students approach the final year of their programs, specific and personalized assistance is provided in the preparation of professional resumes and cover letters, as well as in job search strategies and interviewing skills. Career services are provided to South University graduates at no additional charge.

Please see the Director of Career Services or Dean of Student Affairs for assistance or information.

Campus Security

South University publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The

annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Affairs office during regular business hours. Copies of the Crime Report are available on the University's website in the Student Consumer Information section.

In addition to the annual security report, South University maintains a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at the Student Affairs office. South University will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to campus security or local police and that is considered to be a threat to students or employees.

South University reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Campus	Crime Report Link
Atlanta	https://www.southuniversity.edu/-/media/files/Atlanta/crime-report-atlanta.pdf
Austin	https://www.southuniversity.edu/-/media/files/Austin/crime-report-austin.pdf
Columbia	https://www.southuniversity.edu/-/media/files/Columbia/crime-report-columbia.pdf
High Point	https://www.southuniversity.edu/-/media/files/High Point/crime-report-high-point.pdf
Montgomery	https://www.southuniversity.edu/-/media/files/Montgomery/crime-report-montgomery.pdf
Online Programs	https://www.southuniversity.edu/-/media/files/Savannah/crime-report-savannah.pdf
Orlando	https://www.southuniversity.edu/-/media/files/Orlando/crime-report-orlando.pdf
Richmond	https://www.southuniversity.edu/-/media/files/Richmond/crime-report-richmond.pdf
Savannah	https://www.southuniversity.edu/-/media/files/Savannah/crime-report-savannah.pdf
Tampa	https://www.southuniversity.edu/-/media/files/Tampa/crime-report-tampa.pdf
Virginia Beach	https://www.southuniversity.edu/-/media/files/Virginia-Beach/crime-report-virginia-beach.pdf
West Palm Beach	https://www.southuniversity.edu/-/media/files/West-Palm-Beach/crime-report-west-palm-beach.pdf

Disability Services

South University Disability Services ensures students with disabilities equal access to the college's educational programs, opportunities and activities. Qualified students requesting reasonable and appropriate accommodations receive services to eliminate physical, programmatic and attitudinal barriers that may arise with disabilities.

Students who seek reasonable accommodations should notify the Dean of Student Affairs at their campus location. Students will be asked to submit medical documentation of the need for accommodation to the campus Dean of Student Affairs. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as during the Admissions process to allow for time to gather necessary documentation. If you have further questions, contact the Dean of Student Affairs associated with your campus location. Please see the Appendix at the end of the catalog for contact information for each South University location.*Complaints will be handled in accordance with the school's Internal Grievance Procedure for Complaints of Discrimination and Harassment included in this section of the Academic Catalog.

Health and Wellness

Health and wellness is an active and lifelong process, involving positive decision making and finding balance between priorities. It is tied to awareness and to making choices that lead to being happier, healthier and more fulfilled lives. As a South University student, you have access to a free resource for counseling called the Student Assistance Program. The Student Assistance Program provides access to both a twenty-four-hour seven day a week telephone number that connects the individual with a professional counselor and an interactive website with a downloadable app to assist students. The services provided include mental health counseling, coaching, medical advocacy, legal/

financial resource referrals and family life resource referrals. For additional college and local resources, contact the Dean of Student Affairs.

Please see the Appendix at the end of the catalog for contact information for each South University location.

Library Services

South University provides library facilities for its students at each of the main campus locations. Virtual support services are provided for all campuses, including branches. The libraries are easily accessible and house print collections consisting of general and reference books, periodicals, and other non-print media to support students in their studies. Campus library facilities offer students group and quiet study spaces. Campus libraries post their operating hours.

Electronic resources are available to all students, faculty, and staff through the Library's web site. Digital resources include e-books, journals, and video content. Electronic resources are available 24 hours a day/365 days a year. Virtual support services include email, text, and chat services. Chat hours are posted on the Library home page.

South University libraries expand their patrons' access to resources outside of their own facilities through inter-library loan services. Students can request articles that are not available in South University Library's collection, and the Library will locate the article(s) and deliver them to the student, usually via email.

Library Directors participate in new student and faculty orientation. A library overview webinar is offered to all students at the start of each academic term. In the webinar, students are informed of the types of materials available, how to locate information, and how to use library resources to the greatest advantage. Additional webinars on Understanding APA 7 and PERRLA are also offered.

Each campus library maintains a policies and procedures manual providing guidance on various topics including checking out materials and overdue books. Campus students may request access to specific policies from the Library Director. Online students can contact Chat services or submit an email to request information about specific policies and/or procedures.

Campus libraries provide a reserve collection for use by students, faculty, and staff. Reserved materials are usually identified by faculty members as resources for specific courses. Reserved materials are for reference purposes and are restricted to the library.

Student Organizations

Students who are interested in forming a recognized student organization should see the Dean of Student Affairs for information on how to start a new student organization. Each student organization must be registered with the Office of Student Affairs, be approved by the dean, and have an approved faculty advisor. The Dean of Student Affairs will assist in obtaining an advisor if necessary. Students who are interested in forming a recognized student organization should see the Dean of Student Affairs for information on how to start a new student organization.

Orientation

All students are encouraged to attend a University orientation program prior to the start of classes at South University. Enrolled undergraduate students who have earned less than 24 hours of college level credits must complete a web-based orientation session, South University College Success Course, prior to the start of classes.

For all students, the University's orientation program provides an overview of South University and acquaints students with academic life and university services.

At the conclusion of the campus-based orientation program, students are able to finalize their schedules, obtain parking permits, and have a picture taken for the student ID.

New fully online students are encouraged to complete an online orientation course before starting classes. It is absolutely necessary that students are prepared to begin working within the online classroom environment on the first day of class, as it may be more time consuming to orient after classes have started. This orientation covers the expectations, policies, and procedures associated with online learning at South University and provides students with an opportunity to practice working within the online classroom environment.

Policies

Inclement Weather Policy

In the event of severe weather conditions, students will be notified of the cancellation or delay of classes via the South University My Campus Alert System. Whenever possible, notification of cancelled or delayed courses will occur at least three (3) hours prior to the course start time. Cancelled courses may require make-up course meeting times, or additional assignments. Faculty will notify students at the next regularly scheduled class meeting how the missed class time will be made up, if warranted.

In the event that a severe weather event prohibits a campus-based student from attending an online class, the student is expected to communicate with the appropriate faculty member(s) as quickly as is reasonable, and their Academic Counselor. Students in online programs should contact their faculty member(s) as quickly as is reasonable, and their Academic Counselor. Please review the University Attendance Policy for more information.

If classes are not canceled despite inclement weather, students are responsible for any academic work they miss as a result of the weather.

Students may sign up for My CampusAlert by following instructions provided via the welcome e-mail from Rave Mobility.

Immunization Policy

South University recognizes all state and federal vaccination and immunization requirements and is responsible for ensuring compliance with applicable requirements. The state specific immunization requirements are listed below.

Institutional Vaccination Requirements:
Some South University programs have additional immunization requirements. Prospective and current students should review the admission requirements for the educational program of their choice for the institutional requirements. In addition, if applicable, the Programmatic Student Handbooks includes information for the maintenance of immunizations during enrollment.

State Vaccination Requirements:
Alabama
The state in which the institution is located currently does not require students to have any specific vaccination to attend the school.

Florida
The information provided below complies with Florida Statute § 1006.69, which requires the following:

- Provide detailed information concerning the risks associated with meningococcal meningitis and hepatitis B and the availability, effectiveness, and known contraindications of any required or recommended vaccine to every student, or to the student's parent if the student is a minor, who has been accepted for admission.

Georgia
The information provided below complies with Chapter 12 of Title 31 of the Official Code of Georgia, §31-12-3.2, which requires the following:

- Provide information to each newly matriculated new student or any newly matriculated student residing in school sponsored housing about meningococcal disease and the availability of vaccination,
- Require students to return a form confirming receipt of the information and indicating their choice regarding immunization.

North Carolina

- All students enrolling in a campus in North Carolina must provide proof of immunization as required by North Carolina law. Students must provide the required immunization records within 10 weeks of their start date. Failure to provide the appropriate documentation may result in student being unable to register for class.

South Carolina
The state in which the institution is located currently does not require students to have any specific vaccination to attend the school.

Texas
The state in which the institution is located currently does not require students to have any specific vaccination to attend the school.

Virginia
The state in which the institution is located currently does not require students to have any specific vaccination to attend the school.

Federal Vaccination Recommendations and Requirements:

Vaccination Recommendations for College Students
On February 10, 2005, the Advisory Committee on Immunization Practices (ACIP) for the Centers for Disease Control and Prevention (CDC) voted to recommend that all incoming college freshmen living in dormitories be vaccinated against meningococcal disease. The ACIP also recommended vaccination for all adolescents at high school entry and during pre-adolescent health care visits (11 to 12 years old).

The American College Health Association (ACHA) issued similar immunization recommendations for all first-year students living in residence halls. The ACIP and ACHA recommendations further state that other college students under 25 years of age may choose to receive meningococcal vaccination to reduce their risk for the disease.

ACHA and ACIP recommendations, coupled with the availability of a new vaccine that may provide longer duration of protection, will help increase rates of immunization against meningococcal disease and will give college health professionals the guidance needed to help protect college students against meningococcal disease.

Student Email Communication Policy

South University will provide all applicants and current students a southuniversity.edu email account. This will be considered the student's primary email account while enrolled at South University. All email communication from the University will be sent to the primary email account; however, students may also add a secondary email account to their record. Students will also receive official college communications via web alert and text messaging. Students have the preference of opting out of text communication.

Code of Conduct

Each student who enters South University commits, by the act of enrolling, to full acceptance of the University Code of Conduct. For ease of reference, the Student Handbook contains the Code of Conduct, disciplinary procedures, and the appeals process.

Professors are not expected to jeopardize the progress of a class by permitting the continued presence of any student whose behavior in any way could adversely affect the class. Inappropriate behavior includes disruptive behavior, or other actions that are not considered proper conduct for a university student. The Code of Conduct also applies to inappropriate actions on campus outside of the actual classroom or while participating in University sponsored activities off campus. The Code of Conduct also applies to online activities that occur on South University websites.

Alleged violations of the conduct code will be referred to the Dean of Student Affairs. See the Disciplinary Procedures section of the Student Handbook for specific details. Violations of the code of conduct may result in disciplinary probation, suspension or dismissal (for students who are dismissed and are receiving VA benefits, their benefits will be terminated as of the date of their dismissal). A full copy of the code of conduct is available in the South University Student Handbook.

General Complaint Procedures

If you have a complaint or problem, you are encouraged to follow this procedure:

1. You should discuss complaints with the individual(s) within the appropriate department. Initial discussion should be with the person most knowledgeable of the issues involved or with immediate decision-making responsibility.
2. If you feel that the complaint has not been fully addressed, a written account should be submitted to the Dean of Student Affairs if related to non-academic issues or to the Campus Director & Dean of Academic Affairs and Operations for academic issues. The written account should indicate your name, phone number, and ID and discuss the steps you have taken to remedy the situation.
3. The appropriate South University staff member or department will be notified of the complaint. A follow-up meeting with you and the Dean of Student Affairs and/or Campus Director & Dean

of Academic Affairs and Operations will be held within ten school days of the date of the written complaint in an effort to resolve the issue.

4. If you are not satisfied with the results, you may file an appeal with the Assistant Vice Chancellor for Student Services. The appeal should be in writing and contain your name and phone number. You should summarize the steps you have taken to remedy the situation and indicate why the results are not satisfactory. You will hear the results of the appeal within ten class days from the date the appeal is received.
5. If you follow this complaint procedure and still feel dissatisfied with the results you may send a written copy of the complaint to:

State/Agency	Brief Description of Complaint Process	Link
Private School Licensure Division of the Alabama Community College System	The Private School Licensure complaint procedures are designed to address issues of non-compliance with Alabama Private School License rules and regulations. The procedures are not intended to be used in disputes or matters pertaining to a student's admission to or graduation from an institution or academic issues including grades, academic sanctions, transferability of credits, and/or disciplinary/conduct matters unless the student can provide documentation that the institution did not follow its published policies and procedures. The Private School Licensure Division will not accept a complaint which is anonymous or in which the student has retained legal counsel or began legal action. Students must submit a complaint to the Private School Licensure Division within one year of exhausting the grievance policy with the institution unless there are mitigating circumstances which prevent the student from doing so. PROCEDURES: • The student must submit the complaint in writing by clicking the following link or using the complaint form in the quick link's section. The student complaint must contain a detailed description of the claim, including dates, times, and full names of all involved, as well as a timeline of the actions taken by both the student and the school to resolve the matter. • The Division will contact the institution regarding the complaint within 30 days of receipt. • The institution will have 30 days to provide a written response that may or may not contain a resolution. • A report or letter will be provided to the institution and student detailing corrective action, if any is necessary, or stating that the school has no violation of private school licensure polices or procedures if no violations are determined. • If corrective action is needed the institution will have 30 days to comply or develop a plan to comply with the corrective action. • If the institution does not comply with the corrective action, the institution's Private School License may be suspended or revoked.	Alabama Community College System - Complaints
Alaska Commission on Postsecondary Education	The Alaska Commission on Postsecondary Education (ACPE) processes complaints alleging violations of state institutional authorization law relative to postsecondary institutions or programs in Alaska. The complaint investigation process is described in AS 14.48.130 and 20 AAC 17.130-145. A student is encouraged to pursue the complaint/grievance process at their institution prior to contacting ACPE. This process is outlined in the institution's catalog. To request a complaint form please send an email to: EED.ACPE-IA@alaska.gov. For questions or assistance relative to complaints please contact: Kierke Kussart Program Coordinator for Institutional Authorization 907-465-6741 EED.ACPE-IA@alaska.gov Alaska Commission on Postsecondary Education PO Box 110505 Juneau, AK 99811-0505	Alaska Commission on Postsecondary Education
Arizona State Board for Private Postsecondary Education	The complaint procedure is stated as follows: A. If a student has a complaint against a licensed institution or program and exhausts all available grievance procedures established by the institution, the student may file a written complaint with the Board. A complaint must be filed within three years of the student's last date of attendance. (This is not a requirement for non-students) B. The Board's staff shall investigate the complaint if the allegations, if	Arizona Private Postsecondary Education

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	true, violated statute of Board rules. Upon completion of Board staff's investigation, the complaint shall be referred to the Complaint Committee for a review. Based upon the information provided pursuant to subsection A or B of this section, the Complaint Committee may do any of the following: 1. Dismiss the complaint if the committee determines that the complaint is without merit. 2. File a Letter of Concern. 3. Refer the complaint to the full Board for further review and action.			Consumer Affairs' (DCA) online Complaint Form (Online Complaint Form). The DCA will forward the Online Complaint to the Bureau. Print and File Complaint Form Online Complaint Form WHO MAY FILE A COMPLAINT Anyone may file a complaint if they believe an approved institution has violated the laws governing the institution's operation. Complaints are most often received from students, their families, other members of the private postsecondary education industry, law enforcement agencies, and other regulatory agencies.	
Arkansas Department of Higher Education	If you would like to file a grievance about an institution of higher education that you have attended, please complete the form at the link below. It is recommended that you complete your institutions complaint process before submitting this form. Please note that the Arkansas Department of Higher Education is a coordinating board that coordinates state financial aid, state funding to institutions of higher education and academic program review. ADHE does not have authority over the day-to-day operations of institutions of higher education. We may be able to offer guidance for issues you are having with an institution, but in most cases, we cannot issue an immediate solution. If you have a grievance about a for-profit institution, this form may help us to provide you with a resolution.	Arkansas Division of Higher Education	Colorado Department of Higher Education	To register a complaint pertaining to a postsecondary institution currently operating in the state of Colorado, the student/complainant must complete and submit this form. Once received by the CDHE, department personnel will review the information provided in order to determine whether the complaint is within the parameters of state policies and statutes, and if further investigation and follow-up are necessary. If the student's complaint falls within the jurisdiction of state policies and statutes, staff will pursue the student's complaint. The student/ complainant will be kept informed of the progress regarding the complaint. All documentation concerning a student's complaint will be securely maintained by the CDHE.	Colorado Department of Higher Education
California Bureau for Private Postsecondary Education	Most consumers receive a quality education and have a generally positive experience from attending an approved private postsecondary educational institution (institution). However, in the event a consumer believes an institution's administrative processes or educational programs are compromised and not up to the required minimum standards, the Bureau should be notified. A complaint may be filed by writing (Complaint Form) or calling the Bureau's Enforcement Section at the following address and telephone number: Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 Telephone: (916) 431-6959 FAX: (916) 263-1897 An alternative avenue for filing a Complaint is to utilize the California Department of	Bureau for Private Postsecondary Education	Connecticut Office of Higher Education	How Complaints are Handled We will acknowledge receipt of your complaint in writing and review it to see if it falls within our regulatory authority. If it does not, we will so notify you, and may refer it to another agency. If it does fall within our jurisdiction, we will notify both you and the school/college and share a copy of your complaint with the institution with a request for a written response within 20 days regarding the situation and whether appropriate institutional policies, and state statutes and regulations, have been followed. Depending on the institution's response, we may request more information from the institution or from you. Complaints Not Covered The Office of Higher Education can only act to assure that Connecticut independent colleges and postsecondary career schools, and SARA institutions comply with state statutes and policies that we administer. Complaints regarding other	CTOHE

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	issues should be directed to the entity which specializes in those issues. For example: • For complaints regarding employer-employee matters, contact the Connecticut Department of Labor at (860)263-6000. • For complaints regarding discrimination, contact the Commission on Human Rights and Opportunities at (860)541-3400. • For complaints regarding disabilities violations, contact Disability Rights Connecticut at (860)297-4300 or (800)842-7303. • For complaints regarding higher education institutions located in other states, contact the state agency responsible for authorization. • For complaints from Connecticut students enrolled in out-of-state SARA institutions, contact the SARA Portal Agency in the state where the institution is located once you have exhausted the complaint process at that institution.			Complaints are made available to the institution/alleged violator so that they may file a response to the allegations. The HELC cannot respond to anonymous complaints. Investigation and resolution of complaints take varying amounts of time. Upon completion of an investigation, the complainant will receive notice of any proposed actions. Pursuant to DC Official Code §38-1306(c)(4) complaints may be filed with the Higher Education Licensure Commission (HELC, Commission) against postsecondary educational institutions operating in the District of Columbia. Consumers who have experienced a violation of the HELC statute or regulations should complete this form and submit all supporting documents. This form must be signed and dated by the individual making the complaint and should be mailed: Office of the State Superintendent of Education Higher Education Licensure Commission 1050 First St. NE, Fifth Floor Washington, DC 20002	
Delaware Department of Education	The Delaware Department of Education will investigate complaints. Such complaints must be in writing and verified by the signature of the person making the complaint. Oral, anonymous or unsigned complaints will not be investigated. Until the web site is functional, please write or call for more information. The Delaware Department of Education; Teacher and Administrator Quality; John W. Collette Resource Center; 35 Commerce Way; Dover, DE 19904. The Delaware Department of Education phone number is 302-857-3388.	State of Delaware		Complaints are made available to the institution/alleged violator so that they may file a response to the allegations. The HELC cannot respond to anonymous complaints. Investigation and resolution of complaints take varying amounts of time. Upon completion of an investigation, the complainant will receive notice of any proposed actions.	
District of Columbia Education Licensure Commission	Pursuant to DC Official Code §38-1306(c)(4) complaints may be filed with the Higher Education Licensure Commission (HELC, Commission) against postsecondary educational institutions operating in the District of Columbia. Consumers who have experienced a violation of the HELC statute or regulations should complete this form and submit all supporting documents. This form must be signed and dated by the individual making the complaint and should be mailed: Office of the State Superintendent of Education Higher Education Licensure Commission 1050 First St. NE, Fifth Floor Washington, DC 20002	Higher Education Licensure Commission	Florida Department of Education	To file a complaint against a nonpublic postsecondary institution in Florida, please write a letter or send an e-mail containing the following information: Name of Student (or Complainant) Complainant Address Phone Number Name of Institution Location of the Institution (City) Dates of Attendance A full description of the problem and any other documentation that will support your claim such as enrollment agreements, correspondence, etc. The complaint process of the Commission involves contacting the institution to obtain their response to your complaint. If you do not want the Commission to contact the institution you are attending, you must state so in your complaint; however, doing so will greatly hinder the Commission's ability to assist you with your complaint.	Student Concerns

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	Send Letter To: Commission for Independent Education 325 W. Gaines Street, Suite 1414 Tallahassee, FL. 32399-0400 Or E-mail: cieinfo@fldoe.org Or Fax: 850-245-3238			STEP 2: Are you a former student? If it is still within two years after you discontinued enrollment at the institution, you may file a complaint. If two years has passed, the time within which you could file a complaint has passed. Note, however, that if your complaint is related to obtaining transcripts, the two-year restriction does not apply. STEP 3: Complete and submit the HPEAP complaint form. HPEAP may investigate complaints based on possible violations of Act 180, SLH 2013 or any rules promulgated under this Act. HPEAP does not have jurisdiction to consider complaints that infringe on the academic or religious freedom of or question the curriculum content of an institution. STEP 4: After you complete the HPEAP complaint form, HPEAP determines whether your complaint was properly filed and whether it warrants investigation. If a complaint warrants investigation, HPEAP forwards the complaint to the institution. The institution has 30 days to respond in writing to the complaint. During the 30-day period, the institution, with HPEAP's assistance, may attempt to resolve the complaint with you. If HPEAP determines at any time that the complaint no longer warrants investigation, HPEAP dismisses the complaint. STEP 5: If a complaint is not resolved within the 30-day period, HPEAP may: 1) dismiss the complaint based on the response of the institution or 2) investigate and, where appropriate, take disciplinary action in a manner consistent with Hawaii Revised Statutes chapter 91.	
Georgia Nonpublic Postsecondary Education Commission	Any student who feels that an institution for which GNPEC is the complaint agent has not adequately addressed a complaint, or who feels that the institution is not in compliance with the Commission's Minimum Standards, may file a formal complaint. In order to be considered, a formal complaint must be submitted in accordance with the Commission's Complaint Procedures by using its online complaint form. The complaint must include documentation of the basis of the complaint and of the final determination from the institution indicating no further institutional review is available. If preliminary findings indicate a violation of GNPEC regulations by the institution or a failure to follow its procedures, the Commission shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation. In order to be reviewed by the Commission, the complaint must be filed within 90 calendar days of the final resolution from the institution, and it must include the following: Basis for any allegation of noncompliance with GNPEC standards or requirements; All relevant names and dates and a brief description of the actions forming the basis of the complaint; Copies of all documents or materials related to the allegations, including institutional responses documentation and/or analysis; Proof of completion of the institutional complaint or grievance process; and Desired resolution. The Commission will not review a complaint that fails to provide complete information or does not address an issue that can be reviewed. In no instance will a complaint be accepted for review that has not completed the process published by the institution.	Georgia Nonpublic Postsecondary Education Commission	Idaho State Board of Education	This form may be used by a student of a private postsecondary educational institution, distance education, or proprietary school located in Idaho to file a complaint against the institution or proprietary school. Prior to filing a complaint with the Idaho State Board of Education (SBOE), the student must have first exhausted the institution or school's internal complaint resolution process. If your complaint involves a claim of a deceptive or unfair business practice, please contact the Office of the Idaho Attorney General. Legal authority: Idaho Code, Title 33, Chapter 24 and Idaho Administrative Code of Procedures, 08.01.11.	Idaho State Board of Education
Hawaii Post-secondary Education Authorization Program Department of Commerce and Consumer Affairs	STEP 1: You may file a complaint with HPEAP after you exhaust all administrative remedies available at the institution. Note, however, if your complaint involves a violation of state or federal criminal law, this requirement does not apply.	State of Hawaii			

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	This form may be submitted by mail or fax to the following address: Attn: State Coordinator for Private Colleges & Proprietary Schools Office of the State Board of Education 650 W State Street PO Box 83720 Boise, ID 83720-0037 Fax number: 208-334-2632. Please direct questions regarding use of this form to Val Fenske at: valerie.fenske@osbe.idaho.gov, phone: 208-332-1587.			staff member(s) with whom they have a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to STEP 2. STEP 2 The student should file a complaint through their institution of higher education's established complaint process. Information on the process can usually be found in the institution's academic catalog, student handbook or website. If the student is unable to resolve the complaint in this manner, they should proceed to STEP 3. STEP 3 After receiving a complaint through our complaint form, Commission staff will review the submitted materials and contact the submitter for any required additional information or clarifications. The Commission will then send a copy of the complaint to the institution against which the complaint has been filed and ask for a response within three weeks. After receiving the college or university's response, Commission staff will determine whether the institution's student complaint process has been followed and exhausted and what additional steps or follow-up may be taken. The Commission will inform both parties involved in the complaint. If you have additional questions about the complaint process or want to clarify that your individual complaint is reviewable by the Commission, please feel free to contact complaints@che.in.gov.	
Illinois Board of Higher Education	Step 1: Follow the institution's complaint procedures. You must first make all attempts to resolve the matter directly with the institution. Check the institution's website, student handbook, and/or course catalog for information regarding the institution's complaint procedures. In cases of criminal activity, contact the proper authorities (e.g. campus security or local police) immediately. Step 2: Prepare to register a formal complaint with IBHE. After you have made all attempts to resolve your issue(s) with the institution, IBHE may intercede with the identified institution depending upon pertinent laws governing agency oversight. Some institutions are under different oversight statutes, thus limiting IBHE's authority to address complaints. Board of Higher Education Act 1961 Private College Act 1945 Academic Degree Act 1961 Private Business and Vocational Schools Act of 2012 Step 3: Register a complaint using IBHE's Institution Complaint System. You may register a new complaint or update an existing complaint. Providing personal information is voluntary. However, if you wish to remain anonymous, IBHE will not be able to contact you or address your formal complaint. Anonymous complaints will be reviewed, logged, and counted in IBHE reports about institutional complaints.	IBHE	Iowa College Student Aid Commission	Iowa College Aid has created this form to document concerns and complaints related to a school (a postsecondary education institution). Iowa College Aid accepts concerns and complaints from any student attending an Iowa school, regardless of the student's state of residency, and from an Iowa resident attending any school in the United States. Iowa College Aid will review submitted forms and determine the appropriate course of action. Actions may include, but are not limited to: contacting the student, contacting the school in question and/or referral to another agency. In all cases, the student will receive written response to his or her dispute and the dispute from will be retained for Iowa College Aid's records.	Iowa College Aid
Indiana Commission on Higher Education	STEP 1 If a student has concerns related to classroom situations or administrative actions, they should contact the faculty or	Indiana Commission for Higher Education	Kansas Board of Regents	Individuals with a complaint about a private or out-of-state school operating in Kansas	Kansas Board of Regents

State/Agency	Brief Description of Complaint Process	Link
	must use the online submission form provided below and provide the requested information. Failure to do so may result in the Board office being unable to accept or process the complaint. If the Board office receives the completed complaint form together with any other pertinent written information, Board staff will ordinarily take the following steps: • Review the submitted information in order to determine if it is sufficient. If insufficient information has been submitted, the complainant will be so informed and given a deadline for submitting additional necessary information. • Once sufficient information is provided, the Board office will determine if it has jurisdiction and authority over the matter. If it does not, the complainant will be so informed, and the file closed. • If the complaint appears to involve matters over which the Board has legal authority, the Board office will conduct an investigation in the manner that it deems appropriate under the circumstances. In most instances the school will be contacted, provided a copy of the written complaint, and given an opportunity to respond to it in writing. In other situations, the Board office may conduct interviews and speak to witnesses including the involved parties. • Based upon the results of the investigation, the Board office will determine whether the matter has been resolved or requires further action by the Board. • The matter may also be referred to other governmental agencies that may have authority over aspects of the complaint such as the Consumer Protection Division of the Office of the Attorney General or a District/ County Attorney. • The complainant will be notified of any proposed resolution or final action by the Board office, if doing so will not compromise any further investigation or adjudicative actions and will always be informed when their complaint file is being closed.	
Kentucky Council on Postsecondary Education	To report an issue with a college or university operating in Kentucky, please complete and submit the online form.	CPE

State/Agency	Brief Description of Complaint Process	Link
Louisiana Board of Regents	The first step for students who wish to file a complaint against a Louisiana institution is to exhaust all of the institution's student complaint or grievance procedures. An institution's student complaint or grievance procedures are typically available in the academic catalog or student handbook on the institution's website. Once the institution's procedures have been exhausted, if the matter remains unresolved, a complainant should contact their institution's respective system office. To identify your institution's system office, click here. After making every reasonable effort to resolve the dispute directly with the institution and system office, if a solution cannot be reached, an individual may submit a written complaint to the Board of Regents. BoR staff will review the facts and facilitate in the resolution of the complaint in a manner consistent with its role as the coordinating board.	Board of Regents State of Louisiana
Maine Department of Education	Complaints shall be addressed in writing to the Maine Department of Education, Office of Higher Education, Augusta, Maine, 04333, with specific facts and allegations and signed by the complainant. The school shall be notified of any complaints which are to be investigated. For more information, please contact Harry W. Osgood, Higher Education Specialist, Maine Department of Education, Augusta, Maine 04333, 207-624-6846.	No link available
Maryland Higher Education Commission	A student must first exhaust the complaint/ grievance procedures established by the institution. Specific types of complaints are handled by different agencies or organizations. A student must submit a complaint to the appropriate agency or organization. Complaints involving alleged violations of the Education Article or the Code of Maryland Regulations (COMAR) Title 13B Maryland Higher Education Commission, or a Private Career School's own written institutional policies, may be submitted to MHEC. A complaint pertaining to matters other than those addressed in the Education Article or COMAR Title 13B, or pertaining to the institution's approved policies, will not be entertained by MHEC, nor will it be referred to another agency or organization.	Maryland Higher Education Commission
Massachusetts Department of Higher Education	After a student submits a complaint to the Board of Higher Education, the complaint is referred to the institution it concerns for explanation, response, and resolution, if possible. The institution generally has 30 days from its receipt of the complaint from the Board to provide a response to the	Massachusetts Department of Higher Education

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	student and the Board. If the forthcoming clarification and response do not satisfy the Board, the matter shall be referred to the Consumer Protection Division and/or the Public Charities Division of the Attorney General's Office. An institution's own Board of Trustees has the authority and responsibility to establish and enforce policies necessary for the management of the institution. The Board of Higher Education cannot require any institution to take any specific action in a matter and cannot provide students or other complainants with legal advice.			any written documentation. Specificity will be critical to our office's investigation. • Attach documentation to the student complaint form. • Keep records that provide evidence of the problem and your efforts to solve it through internal processes. Documentation will help you make your case with the institution and help us learn about the issue and investigate. • Send the student complaint form to the Office of Higher Education. Our office needs a "wet" signature as the signature on the back is the privacy release that our office needs to speak to the school about your academic file. The complaint form can be digitized (by scanning or taking a photo with a smart phone) and then emailed, mailed, or faxed it to the contact information below: Registration & Licensing Office of Higher Education 1450 Energy Park Drive, Suite 350 St. Paul, MN 55108 651-259-3975 or 1-800-657-3866 secure fax 651-797-1664 betsy.talbot@state.mn.us	
Michigan Department of Licensing and Regulatory Affairs	If the student is unable to resolve the complaint through the institution's complaint process, they can file a complaint with CSCL. If a student wishes to complete and submit a complaint, they should complete the CSCL complaint form and attach any pertinent additional documentation. After CSCL receives a completed complaint form, its staff will review the submitted materials and determine if CSCL has authority to investigate. If CSCL needs additional information or clarifications, CSCL will contact the complainant. If CSCL has authority to investigate the complaint, they will forward a copy of the complaint to the institution against which the complaint has been filed and ask for a response within three weeks. After receiving the institutions response, CSCL staff will determine whether the institution's student complaint process has been followed and exhausted and what additional steps or follow-up may need to be taken. The Department will inform both parties involved in the complaint of the outcome of the investigation.	State of Michigan			
			Mississippi Commission on College Accreditation	If a student has exhausted the avenues provided by the institution and the complaint has not been resolved internally, the student may file a formal complaint with the Mississippi Commission on College Accreditation using the MCCA Student Complaint Form within two years of the incident about which the complaint is made. Upon receiving a student complaint, MCCA will initiate an investigation if the matter being disputed falls within its jurisdiction. If preliminary findings indicate a violation of MCCA regulations by the institution, MCCA shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation. If the complaint is outside of MCCA's jurisdiction, it may be directed to another agency that is authorized to address the concerns, if appropriate. The student may be contacted during the investigation to submit documented evidence of the allegations against the institution. Students should not submit original documents, as they may not be returned.	Mississippi Institutions of Higher Learning
Minnesota Office of Higher Education	How to File a Complaint If you are unsure about whether you should file a complaint: Consider contacting us first to discuss your complaint. We can explain the complaint procedures and let you know whether the Office of Higher Education, or another agency, can address your problem. You must fill out the student complaint form in order for us to address your complaint. • Include as much detail as possible, including the exact nature of the complaint, dates of incidents, names of people at the institution that have been involved, who you have worked with in trying to resolve the complaint internally, and copies of	Minnesota Office of Higher Education			
			Missouri Department of Higher Education	If a mutually agreeable resolution cannot be reached at the institutional level, the student or prospective student may proceed with the	CBHE

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	MDHE's formal complaint proces s. The complaint must be submitted in writing, using a complaint form provided by the MDHE. It may be mailed or faxed to the department and should include any other supporting documentation. The MDHE will acknowledge receipt of the complaint, either in writing or by email. Such acknowledgment, however, will not constitute a determination that the complaint addresses a law applicable to the institution or otherwise is a complaint covered by the policy. If there is no indication that institutional remedies have been exhausted, the complaint will be returned for that purpose. Prior to initiating this formal process, complainants must first call the MDHE at 573-526-1577 to indicate their desire to file a complaint. At that time, the MDHE will ascertain whether the issue can be resolved through informal means and also determine whether administrative processes available within the institution of concern have been exhausted. If after that screening the complainant still desires to initiate a formal complaint, the MDHE will send the complainant the form to be filled out and returned for that purpose.	
Montana University System, Montana Board of Regents	Individuals with complaints regarding institutions that are operating in Montana, but are not part of the Montana University System, have the following options: • Utilize the internal complaint processes of the applicable institution. • Complaints concerning consumer protection violations should be directed to the Montana Department of Justice Office of Consumer Protection. • Complaints concerning proper licensure under Montana law (see Board of Regents' Policy 221), including, if applicable, complaints related to State Authorization Reciprocity Agreement Standards, may be directed to the Montana University System Office of the Commissioner of Higher Education, 560 N. Park Avenue, PO Box 203201, Helena, Montana 59620-3201, 406-449-9124. • Complaints concerning broad institutional academic practices, such as those that raise issues regarding the institution's ability to meet accreditation standards may be directed to the applicable institution's accrediting agency.	Montana University System

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Nebraska Coordinating Commission for Postsecondary Education	1. Any person claiming damage or loss as a result of any act or practice by a postsecondary institution which is a violation of the Postsecondary Institution Act, of the rules and regulations adopted and promulgated under the act, or of standards established pursuant to section 85-2406 may file with the commission a complaint against such institution. The complaint shall set forth the alleged violation and shall contain such other information as may be required by the commission. A complaint may also be filed with the commission by the executive director or the Attorney General. 2. If efforts by the commission to resolve the complaint are not successful and if the commission deems it appropriate, the commission may hold a hearing on such complaint after ten days' written notice by certified mail, return receipt requested, to such institution, giving notice of a time and place for the hearing on such complaint. Such hearing shall be conducted in accordance with the Administrative Procedure Act. If, upon all evidence at the hearing, the commission finds that a postsecondary institution has engaged in or is engaging in any act or practice which violates the Postsecondary Institution Act, the rules and regulations adopted and promulgated under the act, or the standards established pursuant to section 85-2406, the commission shall issue and cause to be served upon such institution an order requiring such institution to cease and desist from such act or practice. The commission may also, as appropriate, based on its own investigation or the evidence adduced at such hearing or both, commence an action: a. To revoke an institution's recurrent authorization to operate; or b. To refer the complaint and all related evidence to the Attorney General.	Nebraska Legislature
Nevada Commission on Postsecondary Education	Students enrolled in a licensed private postsecondary educational institution have the right to register a legitimate complaint with CPE. Prior to filing a complaint, the student must attempt to resolve the issue with school officials according to the policies of the	State of Nevada Commission on Postsecondary Education

State/Agency	Brief Description of Complaint Process	Link	State/Agency	Brief Description of Complaint Process	Link
	school. If a student is unable to reach a solution, the student can contact CPE and we will attempt to resolve the issue. If a resolution cannot be reached or the student is no longer in attendance, the student can complete a formal complaint form. Formal complaints are investigated by staff with a decision by the Administrator. If either party does not agree with that decision, an appeal to the full Commission may be requested within 10 days of the Administrator decision. Students must provide CPE with a copy of the student enrollment agreement, receipt of monies paid, all support documentation related to the allegation and a written statement. Failure to provide support documentation can impact the length of time to complete an investigation or impact the final outcome. CPE will not communicate with a student concerning the investigation until the investigation is concluded unless the agency requires additional information from the student. Investigations may take several months to complete based the complexity of issues, staff resources and documentation review.			students and complaints from students that have served, or are serving, in the U.S. Armed Forces. • A complaint regarding a distance or online education program offered by a NH-based, degree-granting institution and you are an out-of-state student: Note: These complaints fall under NH's participation in the State Authorization Reciprocity Agreement (SARA). • A complaint regarding a NH-based institution and you have served, or are serving, in the U.S. Armed Forces (Learn more about the Division's Veterans Education Services).	
			New Jersey Office of the Secretary of Higher Education	For all types of complaints concerning colleges and universities in New Jersey, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of the Secretary of Higher Education (OSHE) will not review a complaint until all grievance procedures at the institution have been followed, all avenues of appeal exhausted, and documentation provided that such procedures have been exhausted. OSHE handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of OSHE, with the exceptions noted below.	Office of the Secretary of Higher Education
New Hampshire Department of Education	Before students submit a complaint to this Division, they must first contact the appropriate official(s) at the institution they are attending (or attended), and follow the grievance procedures outlined in that institution's catalog and Web site. Complete the complaint form at bottom of this page if you have: • A complaint regarding a NH degree-granting private institution. • A complaint regarding a NH non-degree granting career school (Learn more about the Division's career school policies). • A complaint regarding Dartmouth College, a NH public community college or a NH public university or college (all complaints against these institutions will be reviewed and referred to the proper authorities). Note: these institutions are typically exempt from regulatory oversight of the Division, and as a result complaints received by the Division regarding these institutions will almost always be referred directly to the governing board of the subject institution. Exceptions include complaints from online, out-of-state	New Hampshire Department of Education	New Mexico Higher Education Department	NMHED has authority to help facilitate resolution to student complaints, only after the student has utilized all internal complaint procedures at the educational institution. After receiving a Student Complaint Form, N MHED staff will review the form and attachments. NMHED may contact the student via email for additional information or clarification. If the initial review falls within the purview of NMHED we shall attempt to facilitate a resolution to the complaint by sending a copy of the complaint to the institution against which the complaint has been made. All parties will be notified of the outcome of the complaint. If you have additional questions about the complaint process, please contact our office via email at: HigherEd.Info@state.nm.us. Once complete, the form and supporting attachments should be emailed to the attention of the New Mexico Higher Education Department at: HigherEd.Info@state.nm.us	New Mexico Higher Education Department

State/Agency	Brief Description of Complaint Process	Link
New York State Education Department	For all types of complaints concerning colleges and universities in New York State, the first course of action must be to try to resolve the complaint directly with the administration of the college or university involved. The Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted. Please note: Every New York State college and the university is required to establish, publish, and enforce explicit policies related to redress of grievances. The Office of College and University Evaluation handles only those complaints that concern educational programs or practices of degree-granting institutions subject to the Regulations of the Commissioner of Education.	New York State Education Department
North Carolina Board of Governors	Step 1. Have you filed a complaint at your institution? If yes, proceed to the next st ep. If no, please refer to your institution's student complaint process. You must exhaust all opportunities for resolution with the appropriate persons at your institution before filing a complaint with the University of North Carolina General Administration. Step 2. Using the student complaint form (available online), submit all relevant information and supporting documentation regarding your complaint to the University of North Carolina General Administration, 910 Raleigh Rd., Chapel Hill, NC 27515 or email your complaint to: studentcomplaint@northcarolina.edu. Step 3. Once received by the UNC General Administration office, complaints will be forwarded to the appropriate staff or agency for investigation as follows: a. Complaints against any of the 17 UNC constituent institutions will be forwarded to the Office of Student Affairs at UNC General Administration b. Complaints against any of the 58 state community colleges will be forwarded to the North Carolina Community College System c. Complaints against any of the 36 independent colleges and universities will be forwarded to the North Carolina Independent Colleges and Universities d. Complaints against any licensed North Carolina institution will be forwarded to the Licensure Division of UNC General Administration e. Complaints against out-of-state institutions authorized to operate in the state of North Carolina will be forwarded to the Licensure Division of UNC General Administration Step 4. Students will be notified of the investigation results and/or resolution of the complaint.	The University of North Carolina System
North Dakota University System	Complaints to the North Dakota University System (NDUS) office regarding North Dakota degree-granting post-secondary institutions authorized or exempted in NDCC and those participating in the National State Authorization Reciprocity Agreement (SARA). The North Dakota State Board of Higher Education has delegated to NDUS college and university officials authority and responsibility to resolve student and other complaints. Absent applicable law or policy establishing another remedy, the first step in resolving student or other complaints or grievances is to attempt to resolve the matter directly with the administration of the involved institution under established institution complaint or grievance procedures. Every North Dakota institution (private, for-profit, and public) is required to establish, publish, and enforce policies related to redress of complaints and grievances. With limited exceptions, a student or other person who contacts the NDUS office regarding complaints regarding exempted or authorized North Dakota institutions or those participating in the SARA will be referred to college or university officials responsible for resolving those matters. In the event that institutional processes do not result in a successful resolution of a complaint, NDUS is responsible for final resolution of any such complaints originating at any authorized, exempted, or SARA participant institution, public or private. Conversely, if you are a North Dakota resident attending a distance education program at a SARA institution in another state, you will need to begin the complaint process at the institution you attend. In the event that institutional processes do not result in a successful resolution of your complaint, the SARA Portal Agency of that state is responsible for final resolution of the complaint.	North Dakota University System
Ohio Department of Higher Education	STEP 1 - If a student has concerns related to classroom situations or administrative actions, they should contact the faculty or	Ohio Higher Ed

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	staff member(s) with whom there has been a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to STEP 2. STEP 2 - The student should file a complaint through the institution of higher education's established complaint process. Information on the process can usually be found in the institution's academic catalog, student handbook or website. If the student is unable to resolve the complaint in this manner, the student should contact the Ohio Department of Higher Education using the online complaint form found below. Please note that the complaint must be received within two years of the completion of the institution's complaint process. STEP 3 - After receiving a complaint through the ODHE complaint form, the Chancellor's staff will review the submitted materials. If needed, the ODHE will contact the person submitting the complaint for any required additional information or clarifications. The Ohio Department of Higher Education will then send a copy of the complaint to the institution against which the complaint has been filed and ask for a response within three weeks. After receiving the college or university's response, the Chancellor's staff will determine whether the institution's student complaint process has been followed and exhausted and what additional steps or follow-up, if any, will be taken. The Chancellor's staff will inform both parties involved in the complaint of the outcome of our review in writing. Depending on the complexity of the complaint, most follow-up contact regarding the complaint will be completed within 4 to 6 weeks.			still perceives the concerns have not been adequately addressed, the student may file a complaint against a higher education institution in Oklahoma with the Oklahoma State Regents for Higher Education (OSRHE). Complaints must be submitted on the official student complaint form. OSRHE staff request permission to contact the institution on the student's behalf to identify any possible resolution.	
			Oregon Higher Education Coordinating Board	All degree-granting private postsecondary institutions offering academic programs in Oregon, or to Oregon students from outside the state, must be approved by the HECC Office of Academic Policy and Authorization, Office of Degree Authorization (ODA). If you wish to submit a complaint about a school authorized/regulated by the Office of Degree Authorization	Oregon.gov
			Pennsylvania Department of Education	If a student believes that the issue was not resolved by the university, the student may file a complaint with the State System's Office of the Chancellor. 1. All complaints must be submitted by the student using the System's official complaint form, available here, and as attached. 2. The completed form must be signed by the student and mailed or emailed to Pennsylvania's State System of Higher Education, Academic and Student Affairs Division, Office of the Chancellor, 2986 North Second Street, Harrisburg, PA 1711O; 717-720-4200; studentcomplaints@passhe.edu. 3. The complaint must identify specific fundamental elements, policies, or procedures that have been allegedly violated. The complainant should identify all steps already taken to resolve the complaint within the process provided for by the university. 4. Complaints may be assigned to a staff member for substantive review. The State System recognizes the importance of resolution of complaints as promptly as is feasible, consistent with fairness to the complainant and the university.	Pennsylvania's State System of Higher Education
Oklahoma State Regents for Higher Education	This complaint form applies to the following: • A student who attends a degree-granting institution that has a physical presence in the state of Oklahoma and/or • A student who attends an institution that 1) has its principal or campus or central administrative unit domiciled in Oklahoma and 2) is participating in the State Authorization Reciprocity Agreement (SARA).* If the student pursues the complaint via the institution's formal procedures for complaints to the highest level possible and	Oklahoma State Regents for Higher Education			
			Puerto Rico Council on Education	Please note, the Puerto Rico Council on Education provides all student complaint information in Spanish. Please see the link provided to submit a link.	Departamente Estado Puerto Rico

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Rhode Island Office of the Postsecondary Commissioner	The United States Department of Education Regulation 34 CFR 600.9, the "Program Integrity Rule," as part of its state authorization provisions, requires states to provide a process for students to file complaints relating to programs offered by postsecondary educational institutions authorized under Title IV of the Higher Education Act of 1965, as amended. The specific types of complaints covered by these regulations are: Allegations of state consumer protection violations, including, but not limited to fraud and false advertising; Allegations that state laws or rules addressing the licensure of postsecondary institutions have been violated; and Allegations regarding the quality of education or other accreditation requirements. If your complaint regards other matters, you are encouraged to seek resolution from that institution first through the institution's internal complaint procedure. In accordance with the Council on Postsecondary Education's Student Complaint Procedure (S-16, section I), if the institution's internal procedure fails to resolve the complaint, the Office of the Postsecondary Commissioner will then refer the student and/or third-party individuals with complaints related to federal or state laws or regulations to the appropriate federal or state agency. In addition, students or other individuals with complaints involving an allegation of criminal and/or illegal activity will be referred to their campus police department, their local police department, or the Rhode Island State Police. Complaints involving allegations of discrimination will be referred to the institution's Affirmative Action Office and/or Rhode Island Commission for Human Rights (or the applicable federal EEOC office). If your complaint deals with an online course or program, the Office can help you seek resolution pursuant to the Council on Postsecondary Education's Student Complaint Procedure (S-16, section II).	RI Office of the Postsecondary Commissioner
South Carolina Commission on Higher Education	Step 1 - If a student has concerns related to classroom situations or administrative actions, they should contact the faculty or staff member(s) with whom they have a conflict. It may be possible to resolve the concerns without the need for formal institutional action. However, if the student's complaint is not resolved satisfactorily, or if the complaint cannot be resolved by contacting the faculty or staff member(s), the student should proceed to Step 2. Step 2 - The student should file a complaint through the institution's complaint process. Information about the process can usually be found in the institution's academic catalog, student handbook, or website. Many institutions have an ombudsman to mediate on behalf of the student. If the student is still unable to resolve the complaint, the student should proceed to Step 3 Step 3 - Investigate to where assistance may be available from other entities. Step 4 - If the complaint cannot be resolved through the above channels, the student may file a complaint with the Commission. Complete and submit the Commission's complaint form Mail the complaint and required documentation to: SC Commission on Higher Education Academic Affairs Attn: Student Complaint 1122 Lady Street, Suite 400 Columbia, SC 29201 or E-mail: submitcomplaint@che.sc.gov	South Carolina Commission on Higher Education
South Dakota Board of Regents	13-48-40. Complaints--Enforcement by attorney general. The Office of Attorney General, Division of Consumer Protection, shall review and act on any complaint, as the term is defined by § 13-48-34, concerning postsecondary institutions providing educational programs at physical locations in the state, including, as necessary, requiring a postsecondary institution to cease its operations in the state. If a complaint relates to a postsecondary institution controlled by the Board of Regents, the attorney general shall refer the matter to the Board of Regents. If a complaint relates to a postsecondary institution with oversight by the South Dakota Board of Technical Education, the attorney general shall refer the matter to the South Dakota Board of Technical Education. In all other cases, the attorney general shall refer the complaint to the institution and provide the institution with no less than thirty days to respond to the matters set forth in the complaint, including an opportunity to demonstrate any actions the institution has taken or plans to take in response to the complaint, and to consider whether the complainant has exhausted all available administrative remedies within the institution's policies and procedures. In administering the	South Dakota Legislature

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	requirements of this section, the attorney general may refer a complaint to an institution's accrediting agency for review and investigation, with the accrediting agency providing a report of the agency's investigation to the attorney general for further disposition. In enforcing this chapter, the attorney general has all the enforcement powers, authorities, and remedies provided by chapter 37-24. Source: SL 2012, ch 100, § 7; SL 2018, ch 9, § 4.			Medical Record Information Form [PDF] if the complaint in any way involves alleged discriminatory treatment as a result of the disabilities); • Documentation of the student's completion of the institution's complaint or grievance procedures, including the ultimate outcome of the procedures; and • Evidence to support the complaint, such as copies of correspondence, enrollment agreements, course catalog information, and any other information believed to be relevant to the matter of the complaint. The required documentation may be submitted to the THECB in one of the following three ways: • Completing the online student complaint form and uploading the required supporting documentation in Portable Document Format (PDF). To access the online student complaint form, submit an email to the THECB through the "Inquiries" link with "Student Complaint against a Higher Education Institution" selected as the Contact Reason. A few moments after the email is submitted, the online student complaint form will be presented for use. • Submitting the required student complaint forms and documentation by email to studentcomplaints@thecb.state.tx.us. Email attachments should be submitted as PDF documents. or • Mailing the required student complaint forms and documentation to Texas Higher Education Coordinating Board, Office of General Counsel, P.O. Box 12788, Austin, Texas 78711-2788.	
Southern Association of Colleges and Schools Commission on Colleges	A formal complaint is one that is (1) submitted in writing using the SACSCOC "Complaint Form" (appended to the end of this document), (2) signed by the person submitting the complaint (complainant), (3) two print copies of the form and any supporting documentation, and (4) sent via ground mail to: President Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, GA 30033-4097	SACS COC			
Tennessee Higher Education Commission	DPSA has the authority to review complaints for purposes of determining whether an institution violated one its internal policies or a DPSA rule or statute. DPSA does not have the authority to review complaints alleging a violation of federal laws or rules (including violations dealing with the administration or disbursement of Federal Student Aid). If you would like to file a complaint complete the Complaint Review Form.	Tennessee Higher Education Commission			
Texas Higher Education Coordinating Board	The first step for current, former, or prospective students who would like to file a formal complaint against a Texas higher education institution is to exhaust all of the institution's student complaint or grievance procedures as required by Texas Administrative Code (TAC), Section 1.116(b). After all of the institution's student complaint or grievance procedures have been exhausted, if the matter remains unresolved, a formal complaint may be filed with the THECB. Before initiating an investigation, the THECB must receive the following: • Fully completed and signed THECB Student Complaint and Authorization Forms [PDF] - (Complaints from students with disabilities must also include an Authorization to Disclose	Texas Higher Education Coordinating Board	Utah Division of Consumer Protection	Please see the complaint form in the link provided. Student can file complaints at any time.	Utah Commerce
			Vermont Agency of Education	Complaints are formal expressions of concern regarding an institution's compliance with the Standards for Accreditation. Complaints meeting seven criteria may be accepted by NEASC: 1. Focus on general institutional conditions, not individual grievances 2. Cite specific Standards or Criteria that may be violated and provide substantial evidence of such	State of Vermont Agency of Education

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	violation. Such evidence should state relevant and provable facts beyond general allegations. 3. Demonstrate that a serious effort has been made to pursue grievance or complaint procedures provided within the institution. 4. Be submitted through the U.S. Mail or by common carrier on the Commission's Complaint Form, signed, and include permission for the form and related materials to be forwarded to the institution. The Commission does not accept anonymous complaints. 5. Include full disclosure about any other external channels the complainant is pursuing to resolve the complaint, including legal action. 6. Be submitted in a timely manner and refer to current or recent matters at the institution. Except in extraordinary circumstances, the Commission will not consider complaints if the conditions alleged occurred more than three years prior to the filing of the complaint. 7. Include a summary of the resolution the complainant is seeking.			student acknowledges that SCHEV may share the information provided with the school or other relevant organizations, in order to help resolve the dispute. SCHEV does not guarantee a resolution resulting from this submission or its investigation into the allegation. Upon receiving a student complaint, SCHEV will open an investigation if the matter being disputed falls within its jurisdiction. If preliminary findings indicate a violation of SCHEV regulations by the institution, SCHEV shall attempt to resolve the complaint through mediation. All parties will be notified in writing of the outcome of the investigation. If the complaint is outside of SCHEV's jurisdiction, it may be directed to the institution's Board of Visitors, accrediting body, or to another agency that is authorized to address the concerns, if appropriate. The student may be contacted during the investigation to submit documented evidence of the allegations against the institution, which may include copies of enrollment agreement, contracts, syllabi, receipts, financial aid notices, promissory notes, or relevant correspondences from the institution related to the complaint. Students should not submit original documents, as they may not be returned. Students are reminded that they always have the right to seek advice from a private attorney. Students should be aware that submission of a complaint will be recorded and may be used for statistical reporting or other purposes.	
Virginia State Council of Higher Education in Virginia	In accordance with § VAC 40-31-100 of the Virginia Administrative Code, the State Council of Higher Education for Virginia (SCHEV) is responsible for investigating all written and signed student complaints against postsecondary educational institutions operating in Virginia. In order for SCHEV to initiate an investigation, the following must be true: • The student has exhausted all available grievance procedures established by the institution. • The student is not satisfied with the resolution provided by the institution and is contacting SCHEV as a last resort in the grievance process. • The student has submitted the complaint to SCHEV electronically using the "Student Complaint Form" (below). The student's complaint must contain a detailed description of the claim, including dates, times, and full names of all involved, as well as the actions taken by both the student and the school to resolve the matter. • The student has electronically signed the form attesting to the truth and accuracy of the complaint. • The student recognizes that SCHEV will not investigate anonymous complaints. By signing the form, the	State Council of Higher Education for Virginia	Washington Student Achievement Council	The Washington Student Achievement Council (WSAC) has the authority to investigate student complaints against specific schools. WSAC does not have complaint investigation authority over all schools and may not be able to investigate all student complaints. Before submitting a complaint form, please note the following: • If a complaint is within WSAC's jurisdiction, a student must provide documentation that they have completed the school's complaint process - including any provisions for appeals. • WSAC cannot investigate complaints regarding grades, disciplinary actions, or conduct unless a student	Washington Student Achievement Council

State/Agency	Brief Description of Complaint Process	Link
	can provide evidence that the school has not followed published procedures or policies. • WSAC will not accept anonymous complaints or complaints that are currently in litigation.	
West Virginia Higher Education Policy Commission	In order for Council/Commission to initiate an investigation, the following must be true: • The student must have exhausted all available grievance procedures established by the institution of higher education. • The student must complete the "Student Complaint Form" and submit the form to the Council/ Commission. • The student's complaint must contain a detailed description of the claim, including • dates, times and full names of all involved, as well as the actions taken by both the student and the institution to attempt to resolve the matter. • The Student Complaint Form must be signed, attesting to the truth and accuracy of the complaint, and notarized, verifying the identity of the individual filing the complaint. • The student must sign and submit the Family Educational Rights and Privacy Act (FERPA) Consent and Release Form • The student must understand that the Council/Commission will not investigate anonymous complaints. By signing and submitting the Student Complaint Form, the student acknowledges that the Council/Commission may share the information provided with the school, other relevant organizations, and individuals, in order to help resolve the matter in dispute. The Council/Commission does not guarantee a student • acceptable remedy or resolution resulting from this submission or its investigation into the allegation. • The student understands and agrees that the decision rendere d by the Chancellor of the Council/ Commission is final.	West Virginia Higher Education Policy Commission
Wisconsin Educational Approval Board	Before filing a complaint with the EAP, state law requires students to try to resolve the matter with the school. Every EAP approved school has a process to resolve student complaints. If the matter is not resolved, a complaint may be filed with the EAP using the Student Complaint Form. Complaints must be filed within one year after the student's last recorded date of attendance. Upon receiving a complaint, it will be investigated by the EAP. If there is a finding of a violation by a school, the EAP will attempt, through mediation, to resolve the complaint. If an agreement cannot be reached with the school, the EAP may dismiss the complaint or conduct a hearing. This student complaint flowchart provides a visual overview of the process. Please note that under Wisconsin's Open Records Law (Wis. Stats., Ch. 19), complaints will generally be available for review on request from a member of the public after the EAP has acted. Please contact the EAP at (608) 266-1996 with questions about the complaint process.	State of Wisconsin Department of Safety and Professional Services
Wyoming Department of Education	A student MUST first exhaust the complaint/grievance procedures established by the institution. a. Quality of education pertains to an institution's: 1) courses and programs that require levels of student performance appropriate to a degree or certificate; 2) faculty and staff associated with the degrees and certificates it offers, as well as student services; and 3) the process is designed to promote continuous improvement. b. Complaints related to quality of education should be submitted to the Private School Licensing Program in the Wyoming Department of Education (WDE)	Wyoming Department of Education

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct & Relationship Violence Policy below.) This complaint

procedure is intended to provide a fair, prompt and reliable determination about whether the campus Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with the campus Dean of Student Affairs or with the Campus Director & Dean of Academic Affairs and Operations. Online students should file complaints with SUOStudentAffairs@southuniversity.edu. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.
2. South University will investigate the allegations. **Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only South University's final determination with respect to the alleged offense and any sanction that is imposed against the accused**. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.
3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to them, such as an order that the accused not contact the student who made the complaint. In accordance with school policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Investigator may be appealed by petitioning the Assistant Vice Chancellor for Student Services of South University. The written appeal must be made within twenty calendar days of receipt of the determination letter. The Assistant Vice Chancellor for Student Services, or his or her designee, will render a written decision on the appeal within 30 calendar days from receipt of the appeal. The Assistant Vice Chancellor for Student Serivces decision shall be final.
5. South University will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the Student Complaint procedures, a copy of which can be found in the Student Handbook or Academic Catalog.
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education or visit the website at http://www.ed.gov/ocr.

Arizona Residents-If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Postsecondary Education. The student must contact the State Board for further details. The State Board address is 1400 W. Washington Street, Room 260, Phoenix, AZ 85007, phone 602-542-5709, website address: www.ppse.az.gov.

Arkansas Students-Right to Appeal: If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Arkansas Department of Higher Education 423 Main Street Suite 400, Little Rock, AR 72201; Phone: 501-371-2000, website: www.adhe.edu.

Maryland Residents-If a complaint cannot be resolved after exhausting the institution's complaint procedures,

the student may file a complaint with the Office of the Attorney General or the Maryland Higher Education Commission. Complaints should be directed to: Maryland Attorney General, Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410-528-8662/888/743/0823 (toll free). South University is subject to investigation of complaints by the Office of the Attorney General of the Maryland Higher Education Commission.

New Mexico Residents-If the complaint cannot be resolved after exhausting the institution's grievance procedure, the student may file a complaint with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa FE, NM 87505-2100, Phone: 505-476-8400 Fax: 505-476-8433, www.hed.state.nm.us.

Utah students may contact the Utah Division of Consumer Protection at any time to file a complaint. The Utah Division of Consumer Protection does not require Utah students to go through South University's complaint procedure. Utah Division of Consumer Protection (160 East 300 South, Salt Lake City, Utah 84111, 801-530-6601; consumerprotection@utah.gov; http://consumerprotection.utah.gov/complaints/index.html.

Virginia Residents-Complaints, which cannot be resolved by direct negotiation with the school in accordance to its written grievance policy, may be filed with the State Council of Higher Education for Virginia, 101 N. 14th Street, 9th Floor, James Monroe Building, Richmond, VA 23219.

Non-Discrimination Policy

South University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. South University provides reasonable accommodations to qualified individuals with disabilities. South University will not retaliate against persons bringing foreword allegations of harassment or discrimination. The campus Dean of Student Affairs has been designated to handle inquiries and coordinate the campus' compliance efforts regarding the Non-Discrimination policy. Please see the Appendix at the end of the catalog for contact information for each South University location.

No Harassment Policy

South University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status, genetic marker or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business.

Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationships Violence Policy below.)

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints

South University values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at South University and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual - whether a student, faculty member, or staff member - can make a report of Sexual Misconduct or

Relationship Violence impacting a student and how South University will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. PRELIMINARY ISSUES & IMPORTANT DEFINITIONS

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a University-sponsored program or activity or in student housing; or (iii) off-campus, including at internship/externship/practicum sites if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is "Sexual Misconduct"?

Sexual Misconduct includes:

- Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person's sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person's knowledge.
- Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is "Relationship Violence"?

Relationship Violence includes:

- Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means,

follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- Complicity: Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- Retaliation: Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are "Complainants" and "Respondents"?

South University is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that they have experienced Sexual Misconduct as a "Complainant" and to anyone who reportedly has engaged in Sexual Misconduct as a "Respondent."

D. Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent or negate one's intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for South University is: Alisa Krouse, Assistant Chancellor for Student Affairs. The Title IX Coordinator is responsible for, among other things, coordinating the campus's efforts to comply with and carry out the campus's responsibilities under Title IX of the Education Amendments of 1972, including compliance with this policy. The Title IX Coordinator will help to coordinate any investigations under this Policy.

In addition, the University Deans of Student Affairs serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under this Policy.

F. Advisor

The parties may select an advisor of their choice who may be, but isn't required to be, an attorney. The advisor may provide support to a party. In a hearing, cross-examination must be done by an advisor, and not by a party. For a hearing, if a party does not have an advisor present, South University must provide one without fee to the party. The advisor provided by South University to conduct cross-examination at a hearing (if the party does not have an advisor of choice) does not have to be an attorney even if the other party has hired an attorney as their advisor of choice. Advisors conducting cross-examination that are not professionals (attorneys or experienced advocates) must at least be adults capable of understanding the purpose and scope of cross-examination.

Any opportunity provided by South University to have an advisor of choice present during any phase of the Title IX process must be given to both parties. South University may limit the extent that an advisor may participate in the proceedings, but the restrictions must apply equally to both parties. The choice of advisor will not be limited with the exception of decorum issues explained in the Hearings section below.

G. Witness

A person who has knowledge related to specific aspects of a case and may have reported such aspects to the institution.

H. Supportive Measures

Non-disciplinary, non-punitive individualized service offered as appropriate and reasonably available without fee to the Complainant or Respondent before or after the filing of a formal complaint or where no formal complaint is filed. Supportive measures are designed to restore or preserve equal access to the education program or activity without unreasonably burdening the other party. The measures are designed to protect the safety of all parties or the educational environment or to deter sexual harassment. They may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

II. REPORTING & CONFIDENTIALITY

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened - so they can get the support they need, and so the University can respond appropriately. Different employees on campus have different abilities to maintain confidentiality:

- CONFIDENTIAL REPORTING: Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by the Student Assistance Program counselling services. These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the University. A victim can seek assistance and support from these individuals without the University's involvement in the matter.
- NON-CONFIDENTIAL REPORTING. Other than professional counselors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX Deputy or Coordinator. A report to these employees (called "responsible employees") constitutes a report to the University and generally obligates the University to take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, Assistant Vice Chancellor for Student Services, Dean of Student Affairs, other Student Affairs staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.
- **Electronic and Anonymous Reporting**. You may also file a complaint about sexual misconduct using the appropriate links below. While anonymous complaints are accepted, South University's ability to address misconduct reported anonymously is significantly limited. Individuals may use this link on the South

University portal to electronically file a report of sexual misconduct with South University by clicking here: sutitleIX@southuniversity.edu
- Local Law Enforcement. At all South University locations, call 9-1-1 to contact local law enforcement, fire, or EMS to report an emergency or crime. Call 9-9-1-1 from a South University phone.
- Prohibition of False Accusations. Deliberately false and/or malicious accusations of sexual misconduct, relationship violence, stalking or other conduct prohibited by this policy, as opposed to complaints which, even if erroneous, are made in good faith, are serious and will subject the perpetrator of those accusations to appropriate disciplinary action. Good faith means that a report is made based on fact or reasonable beliefs and not solely on personal animus against the person accused.

The University will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The University will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the University strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the University's review and investigation of any complaint covered by this Policy. The University will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the University will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The University does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the University's ability to take certain actions.

Please Note: The Title IX Coordinator and Deputy Coordinators are not confidential sources of support. While they will address your complaint with sensitivity and will keep your information as private as possible, confidentiality cannot be guaranteed. See the list below of outside services which may provide confidential counseling.

Please Also Note: Making a report is different from filing a complaint. A report is defined as notification of an incident of sexual misconduct to the Title IX Coordinator/designee. A report may be accompanied by a request for (1) supportive or interim measures; (2) no further action; and/or (3) the filing of a formal complaint. See Process After Report of Sexual Misconduct section below for subsequent steps.

Other Code of Conduct Violations: The University encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in University housing. Therefore, the University has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. RIGHTS AND RESPONSIBILITIES

A. Reports and complaints have different meanings. An individual has a right to make a report of sexual misconduct to South University, which may be accompanied by request for supportive measures. An individual also has a right to make

a complaint of sexual misconduct, which is a request to initiate South University in an informal resolution process or a formal disciplinary process, which includes an investigation and may proceed to a formal hearing.

B. Prior to the conclusion of a sexual misconduct investigation, the reporting party may request to withdraw the complaint by contacting the Title IX Coordinator or designee in writing. They will determine whether to close the case or conclude the investigation without the Complainant's continued participation.
C. An individual also has the right to report sexual misconduct to law enforcement, separate and apart from any report or complaint made to South University.
D. At the time a report is made, the reporting party does not have to decide whether to file a complaint or make a report of sexual misconduct to law enforcement.
E. An affected party has the right to request supportive measures from South University, which may include interim contact restrictions.
F. The reporting party has the right to seek medical treatment to address physical and mental health and to preserve evidence.
G. A report may become a formal complaint, either initiated by the Complainant or the Title IX Coordinator. To file a formal complaint, please contact the Title IX Coordinator/designee.

IV. COMPLAINT RESPONSE, SUPPORTIVE MEASURES AND INFORMAL RESOLUTION

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Dean of Student Affairs, or the Assistant Vice Chancellor for Student Services.

Formal Complaint. A formal complaint is a document filed by a Complainant alleging sexual harassment against a Respondent and requesting that South University investigate the allegation of sexual harassment. A formal complaint may be filed with the Title IX Coordinator or a Deputy Title IX Coordinator in person, by mail, by electronic mail, or using an available online reporting system. A formal complaint filed by a Complainant must have the Complainant's physical or digital signature or otherwise indicate that the Complainant is the person filing the formal complaint.

There is no specific form required to file a formal complaint. Moreover, there is no requirement that the formal complaint include a detailed statement of facts or the name of the Respondent if that is not known.

In addition to a Complainant, there are circumstances when the Title IX Coordinator may sign a formal complaint. Other third parties cannot. A Title IX Coordinator may sign a formal complaint in the absence of one signed by a Complainant in order to protect the educational community. In deciding whether to sign a formal complaint, the Title IX Coordinator may consider a variety of factors, including a pattern of alleged misconduct by a particular Respondent; allegations of the use of violence and/or the use of weapons; or similar factors. The Title IX Coordinator may sign a formal complaint only after the Title IX Coordinator has contacted the Complainant (the person alleged to have been victimized by sexual harassment) to discuss the availability of supportive measures, considered the Complainant's wishes with respect to supportive measures, and explained to the Complainant the process for filing a formal complaint.

When the Title IX Coordinator decides to sign a formal complaint that originated with an anonymous complaint, the written notice of the allegations must be sent to both parties and include the identity of the parties, if known.

The signing of a formal complaint by the Title IX Coordinator does not place the Title IX Coordinator in a position adverse to the Respondent. When the Title IX Coordinator initiates an investigation based on allegations of which the Title IX Coordinator has been made aware, the Title IX Coordinator is not prevented from being free from bias or conflict of interest with respect to any party.

An investigation and grievance process cannot proceed pursuant to this Title IX policy in the absence of a signed formal complaint. If the Complainant's identity is unknown, the grievance process may proceed if the Title IX Coordinator determines it is necessary to sign a formal complaint. In that case, the written notice of the allegations would not include the Complainant's identity as it is unknown.A Complainant's formal complaint must be investigated even if the

Complainant does not know the Respondent's identity because an investigation may reveal the Respondent's identity. Once a Respondent's identity is known, South University will send written notice to both parties.

Formal complaints against more than one Respondent or by more than one Complainant may be consolidated if they arise out of the same facts or circumstances. In that instance, there may be a combined grievance process. A consolidation of formal complaints may include counter-complaints by one party against the other party.

Notice After Filing of a Formal Complaint. When a formal complaint is received (whether signed by the Complainant or the Title IX Coordinator), written notice must be sent to the known parties that includes:

- Notice of the grievance process including any informal resolution process
- Notice of the allegations of potential sexual harassment including sufficient details, if known at the time (identities of the parties involved in the incident; conduct allegedly constituting sexual harassment; date and location of the alleged incident(s))
- A statement that the Respondent is presumed not responsible and that a determination regarding responsibility is made at the conclusion of the grievance process
- A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney
- A statement that the parties may inspect and review the evidence as permitted by this policy and law after the investigation
- A statement that knowingly making false statements or knowingly submitting false information during the Title IX grievance process violates South University's code of conduct.

Known parties will be provided notice of additional allegations being investigated not included in the initial notice.

Upon receipt of a complaint, the University will generally proceed as described below.

A. Initial Response

Upon receipt of a report of sexual misconduct, the Title IX Coordinator or designee will provide resources and support information by contacting the potential Complainant and offering an initial meeting between the reporting party and the Title IX Coordinator or designee. The initial meeting is optional and the reporting party may decline. The purpose of the initial meeting is for the Title IX Coordinator or designee to gain a basic understanding of the nature and circumstances of the report and provide information about resources, supportive measures, and resolution options to the reporting party.

The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

B. Interim and Supportive Intervention

The Title IX Coordinator or a Deputy Title IX Coordinator will promptly contact the Complainant to discuss supportive measures and how they are available with or without the filing of a formal complaint, consider the Complainant's wishes with respect to supportive measures, and explain to the Complainant the process for filing a formal complaint. The Respondent and other affected parties may also be provided supportive measures. These measures may be to protect, assist, and/or to forestall retaliation. South University may also take interim measures to protect the South University community at large. See the definition of "supportive measures" in the Definitions section.

South University's primary goal is to ensure that the parties and the South University community are safe. Regardless of whether a Complainant chooses to pursue disciplinary action, South University will take interim measures to protect those involved and ensure that all safety, emotional, and physical well-being concerns are met.

Reasonable interim measures to protect the safety of the parties will be determined on a case-by-case basis. In making the determination, South University will consider, at a minimum, the parties' expressed need, the severity or pervasiveness of the allegations, the continuing effects, the likelihood that the parties will come into contact with each other through daily activities, and whether any legal steps have been taken to protect either party.

Student Supportive Measures:
Some examples of supportive measures South

University may provide to students include modifying class schedules, workplace schedules, and/or extracurricular activities; assisting in obtaining counseling and academic support services; student financial aid guidance; offering extra time to complete a course if possible; providing escort services on campus from the campus police; and initiating a no contact order. Also see the Emergency Removal of the Respondent section.

Staff Supportive Measures:
Some examples of supportive measures South University may provide to a staff member include modifying work schedule, workplace department or location, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the employee; initiating a no-contact order; and issuing a persona non grata order to prevent a person from coming on campus.

Faculty Supportive Measures:
Some examples of supportive measures South University may provide to a faculty member include modifying teaching schedule, workplace schedule, extracurricular schedule, or supervisor; assisting in obtaining counseling services; providing escort services on campus and increasing security around the faculty member; initiating a no-contact order; and issuing a persona non grata order to prevent a person from coming on campus.

Emergency Removal of the Respondent
South University is permitted to remove a Respondent from its education program or activity on an emergency basis if South University undertakes an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. In that instance, South University will provide the Respondent with notice and an opportunity to challenge the decision immediately following the removal.

Administrative leave

South University may place a non-student employee on administrative leave during the pendency of a grievance process.

C. Informal Resolution

Only after a formal complaint has been filed, the parties may decide to participate in an informal resolution process, however such participation may not be required. South University may facilitate an informal resolution process at any time prior to reaching a determination regarding responsibility. Informal resolution processes do not involve a full investigation and adjudication and may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation, or restorative justice.

At any time prior to agreeing to a resolution, any party may withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. The parties must provide voluntary written consent for an informal resolution process to proceed. In that event, the parties must be provided written notice disclosing the allegations and the requirements of the informal resolution process. No informal resolution process is available regarding allegations that an employee sexually harassed a student.

D. Decision to Proceed to Investigation

If it is appropriate and the parties choose and complete an informal resolution process there may be no formal investigation. If necessary, a full investigation will be promptly engaged. Such investigations will include interviews with the Complainant, Respondent, and relevant witnesses. In conducting the investigation, the manager of the investigation/resolution process may be assisted by other individuals, including special consultants engaged for the particular investigation. A thorough review of pertinent physical and documentary evidence will also occur. The evidence may include photographs, videos, electronic messages (including emails and text messages), social media postings, and any other relevant resources. The parties should be most scrupulous in preserving all evidence.

The parties are not granted the right to depose parties or witnesses, nor to invoke a court system's subpoena powers to compel parties or witnesses to appear at hearings.

V. INVESTIGATION, HEARING AND APPEAL PROCEDURES

- A Complainant is not required to participate in the Title IX process or to provide any information to the Title IX Coordinator.
- South University may not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity or assisting in that capacity and were made and maintained in connection with the provision of treatment to the party unless the party provides voluntary written consent to do so for a grievance process.
- Both parties must be given an equal opportunity to present fact and expert witnesses and other inculpatory and exculpatory evidence.
- Neither party should be restricted in the ability to discuss the allegations under investigation or to gather and present relevant evidence.
- Both parties must have the same opportunities, if any, to have others present during any meeting or grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- South University may establish restrictions regarding the extent to which the parties' advisors may participate in the proceedings; such restrictions shall apply equally to both parties.
- Both parties must be given written notice of all hearings, investigative interviews, or other meetings at which they are invited or expected to attend with sufficient time to prepare. Notice must include the date, time, location, participants, and purpose.
- Both parties must be provided with an equal opportunity to inspect and review any evidence obtained in the investigation of the allegations raised in a formal complaint, including evidence South University does not intend to rely on in reaching a determination regarding responsibility. Such evidence includes inculpatory and exculpatory evidence. It includes evidence obtained from a party or other source.
- Non-participating Complainants must also be given the opportunity to inspect, review, and respond to the evidence.
- Prior to completion of the investigative report, both parties must be sent (including their advisor, if any), the evidence subject to inspection and review in an electronic format or a hard copy and given at least ten days to submit a written response. The investigator must consider such written responses prior to completion of the investigative report. This evidence must be available at any hearing so that it may be referred to or used for cross-examination.
- South University may impose on the parties and each party's advisor restrictions or require a non-disclosure agreement (NDA) not to disseminate any of the evidence subject to inspection and review or use such evidence for any purpose unrelated to the Title IX grievance process, as long as doing so does not violate Title IX regulations or other applicable laws.

A. About the investigation report:

After the investigation and the parties have been given an opportunity to submit a response to the evidence they were able to inspect and review, the investigator will create an investigative report that summarizes the relevant evidence. The report must be sent at least ten days prior to a hearing or other time of determination regarding responsibility to each party and each party's advisor, if any. The report must be sent in an electronic format or a hard copy for their review and written response.

All evidence summarized in the investigative report must be relevant. Evidence is relevant if it is probative of any material fact concerning the allegations, with exceptions. The investigator may redact from the investigative report information that is not relevant and also information protected by a legally recognized privilege, or treatment records for which there is no written consent to use. The investigative report may include facts and interview statements.

The investigator may include recommended findings or conclusions in the investigative report, however the decision-maker is under an independent obligation to objectively evaluate relevant evidence and cannot simply defer to the recommendations made by the investigator in the investigative report.

A single investigative report may be made in the context of a grievance process that involves multiple Complainants, multiple Respondents, or both.

B. Hearings

- Formal complaints not dismissed or resolved by informal resolution will proceed to a live hearing. Elements of the live hearing follow.
- Hearings are held live, however at the request of either party, the live hearing may occur with the parties located in separate rooms with technology enabling the decision maker(s) and parties to simultaneously see and hear the party or the witness answering questions.
- Parties' advisors may represent parties during the entire live hearing.
- Parties must inform South University at least seven (7) days prior to a hearing whether the party intends to bring an advisor of choice to the hearing. If the party does not intend to bring an advisor of choice, South University will appoint an advisor for that party for the hearing.
- If a party appears at a hearing without an advisor and South University did not have the seven day advance notice to appoint an advisor for the party, the hearing will stop and may be rescheduled if necessary to permit South University to assign an advisor to that party to conduct cross-examination.
- Parties and advisors must participate respectfully and non-abusively during a hearing; this includes not yelling at the other party or others in the hearing. If a party's advisor refuses to act in a respectful and non-abusive manner, South University may require the party to use a different advisor.
- South University may permit the parties' advisors to make brief opening or closing statements.
- South University may make an opening or closing statement.
- South University may present evidence to the decision-maker which may be used by the decision-maker in reaching a determination regarding responsibility.
- The decision-maker has the right and responsibility to ask questions and elicit information from parties and witnesses on the decision-maker's own initiative to aid the decision-maker in obtaining relevant evidence both inculpatory and exculpatory, and the parties also have an equal right to present evidence in front of the decision-maker so the decision-maker has the benefit of perceiving each party's unique perspective about the evidence.
- At the live hearing, the decision-maker(s) must permit each party's advisor to ask the other party and any witnesses relevant and follow-up questions, including to challenge credibility. Cross-examination must be conducted directly, orally, and in real time by the party's advisor, but never by a party personally.
- Only relevant cross-examination and other questions may be asked of a party or witness. Before a question is answered by a party or witness, the decision-maker(s) must first determine whether the question is relevant and explain decisions to exclude a question as not relevant.
    - In determining what evidence is relevant, a layperson's determination that a question is not relevant is made by applying logic and common sense, but not against a backdrop of legal expertise.
    - At a hearing, a decision-maker may find that a question is irrelevant because it is not probative of any material fact concerning the allegations.
    - Where evidence is duplicative of other evidence, the decision-maker may deem the evidence not relevant.
    - Information that is not relevant includes information protected by a legally recognized privilege; any party's medical, psychological, and similar records unless the party has given voluntary, written consent; and party or witness statements that have not been subjected to cross examination at a live hearing.
    - Questions and evidence about the Complainant's sexual predisposition or prior sexual behavior are not relevant unless such evidence is offered to prove that someone other than the Respondent committed the alleged conduct or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.
    - Relevant evidence will not be excluded solely because such relevant evidence may be unduly prejudicial, concern prior bad acts, or constitute character evidence.
    - Written questions may not be submitted for the purpose of ascertaining relevance prior to or during a hearing.

    - The advisors may discuss the relevance determination with the decision-maker during the hearing, however there will be no challenging the relevance determination after receiving the decision-maker's explanation during the hearing.
- Parties and witnesses may not waive a question.
- If a party or witness does not submit to cross-examination at the live hearing, the decision-maker(s) must not rely on any statement of that party or witness in reaching a determination regarding responsibility.
    - This includes statements made against a party's interest.
    - This includes situations where the party or witness does not appear due to death or post-investigation disability.
    - Family or friends of a party cannot recount the statement of the party who does not appear at the hearing; the party must submit to cross-examination.
    - A party's statements in a police or SANE (sexual assault nurse examiner) report may not be relied upon unless the party or witness submits to cross-examination.
    - Text message and emails, even where parties' statements are intertwined, may not be relied upon unless the makers of the text messages or emails submit to cross-examination.
- The decision-maker(s) cannot draw an inference about responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- A decision-maker may consider video evidence showing the underlying incident even if a Complainant refuses to answer cross-examination questions.
- Where a grievance process is initiated because the Title IX Coordinator, and not the Complainant, signed the formal complaint, the Complainant who did not wish to initiate a grievance process remains under no obligation to then participate in the grievance process and statements by the Complainant who does not submit to cross-examination at a hearing may not be considered by the decision-maker.
- South University will create an audio or audiovisual recording or transcript of any live hearing and make it available to the parties for inspection and review. South University is not obligated to send the parties a copy of the recording or transcript.
- The decision-maker(s) must issue a written determination regarding responsibility using the standard of evidence adopted, preponderance of the evidence.
    - The decision-maker must objectively evaluate all relevant evidence, both inculpatory and exculpatory, and independently reach a determination regarding responsibility without giving deference to the investigative report. o Admissible, relevant evidence must be evaluated for weight or credibility by the decision-maker.
    - Credibility determinations are not based solely on observing demeanor, but also are based on other factors (e.g., specific details, inherent plausibility, internal consistency, corroborative evidence).
    - The degree to which any inaccuracy, inconsistency, or implausibility in a narrative provided by a party or witness should affect a determination regarding responsibility is a matter to be decided by the decision-maker after having the opportunity to ask questions of parties and witnesses and observing how parties and witnesses answer the questions posed by the other party.

C. Possible remedies and disciplinary sanctions

Upon a finding that the Respondent was responsible for the alleged actions constituting prohibited activities under this policy, the potential penalties range from remedies similar to supportive measures to probation, suspension, and dismissal from South University.

D. Decision-Maker's Written Determination

The written determination must include:

- Identification of the allegations potentially constituting sexual harassment
- A description of the procedural steps taken from the receipt of the formal complaint through the determination. Include notifications to the parties, interviews with the parties and witnesses, site visits, methods used to gather other evidence, and hearings held.

- Findings of fact supporting the determination. The decision-maker must lay out the evidentiary basis for conclusions reached in the case.
- There is no requirement that the written determination address evaluation of contradictory facts, exculpatory evidence, "all evidence" presented at a hearing, or how credibility assessments were reached.
- Conclusions regarding the application of South University's code of conduct to the facts
- A statement with the determination regarding responsibility for each allegation and the rationale for each such determination
- Disciplinary sanctions to be imposed on the Respondent
- Whether remedies designed to restore or preserve equal access to South University's education program or activity will be provided to the Complainant, however the nature of the remedies provided to the Complainant should not appear in the written determination. Remedies which do not directly affect the Respondent must not be disclosed to the Respondent. The Title IX Coordinator is responsible for effective implementation of any remedies.
- Procedures and permissible bases for the Complainant and Respondent to appeal

The written determination must be provided to the parties simultaneously. The determination regarding responsibility is final either on the date that the written determination of the result of an appeal is provided to the parties, if an appeal is filed, or on the date when an appeal would no longer be considered timely.

If it is determined that a violation of the Title IX policy did not occur, but the reported behavior would violate a different South University policy such as the student code of conduct, the case may be referred for resolution as appropriate.

E. Right to Appeal

Both parties may appeal from a determination regarding responsibility and from a dismissal of a formal complaint or any allegations therein on these bases:

- Procedural irregularity that affected the outcome of the matter
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter

The other party will be notified in writing when a party files an appeal and will be provided the appeal document. The other party may file a written statement in response to the appeal within seven (7) business days of the date the appealing party's appeal was provided.

An appeal must be filed with the Title IX Coordinator within seven (7) business days of the date of the decision-maker's written determination. The appeal must include an explanation of the basis of the appeal. The Title IX Coordinator will forward the appeal, the decision-maker's written determination, and all other materials from the investigation and hearing to the Assistant Vice Chancellor for Student Services of South University for a final decision.

The Assistant Vice Chancellor for Student Services will review the materials provided using a preponderance of the evidence standard and will issue in a reasonably timely manner an Appeal Outcome Letter detailing the final decision and the rationale for the result, which may affirm, reverse or modify the determination of the decision-maker. The decision of the Assistant Vice Chancellor for Student Services is final. The written appeal decision will be simultaneously provided to both parties.

VI. CRIME VICTIM AND OTHER COUNSELING SERVICES

South University students may access confidential counseling services at no cost, 24 hour/day, 7 days/ week, by calling South University- Reach Student Assistance Program at 833-434-1217. Students may speak or video chat with a licensed counselor regarding any concern. Students may be referred to up to six counseling sessions with a licensed mental health counselor. A student in crisis should call "911".

Additional counseling and wellness resources are available through the Be Well at South Portal. Students should see the Dean of Student Affairs for log in credentials to access these digital resources.

Local law enforcement information, crime reporting procedures and support services are found in the Student Handbook:

Campus	Crime Report Link
Atlanta	https://www.southuniversity.edu/-/media/files/Atlanta/crime-report-atlanta.pdf
Austin	https://www.southuniversity.edu/-/media/files/Austin/crime-report-austin.pdf
Columbia	https://www.southuniversity.edu/-/media/files/Columbia/crime-report-columbia.pdf
High Point	https://www.southuniversity.edu/-/media/files/High Point/crime-report-high-point.pdf
Montgomery	https://www.southuniversity.edu/-/media/files/Montgomery/crime-report-montgomery.pdf
Online Programs	https://www.southuniversity.edu/-/media/files/Savannah/crime-report-savannah.pdf
Orlando	https://www.southuniversity.edu/-/media/files/Orlando/crime-report-orlando.pdf
Richmond	https://www.southuniversity.edu/-/media/files/Richmond/crime-report-richmond.pdf
Savannah	https://www.southuniversity.edu/-/media/files/Savannah/crime-report-savannah.pdf
Tampa	https://www.southuniversity.edu/-/media/files/Tampa/crime-report-tampa.pdf
Virginia Beach	https://www.southuniversity.edu/-/media/files/Virginia-Beach/crime-report-virginia-beach.pdf
West Palm Beach	https://www.southuniversity.edu/-/media/files/West-Palm-Beach/crime-report-west-palm-beach.pdf

VII. CAMPUS CONTACT INFORMATION

- Atlanta 1-855-758-5662
- Austin 1-512-516-8800
- Columbia 1-803-799-9082
- High Point 1-336-812-7200
- Montgomery 1-334-395-8800
- Online Programs 1-888-444-3404
- Orlando 1-407-393-3100
- Richmond 1-804-727-6800
- Savannah 1-912-201-8000
- Tampa 1-813-393-3800
- Virginia Beach 1-757-493-6900
- West Palm Beach 1-561-273-6500

Copyright Infringement

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a 'fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from $750 to $30,000 per work for a non-willful infringement and up to $150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

South University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's

information technology system. South University's policies prohibit use of the South University computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files, without permission.

Governance and Ownership

The South University Board of Managers has approval authority over new campuses, senior administrative officers, the Strategic Plan, the annual budget, and further authority as outlined in the Bylaws of the South University Board of Managers. The position of Chancellor is the highest administrative position at the South University.

South University Board of Managers: 2024-2025

Michael Colegrove, Chief Executive Officer, Campus Safety Solutions; Vice President Emeritus University of the Cumberlands

Kathleen Farley, Board Chair, Chief Executive Officer, Oasis Learning

Maria Russ, Pediatric Nurse Practitioner, Evening Pediatrics Urgent Care

Adrian Sax, President, Chief Executive Officer and Co-Founder, Vetigenics LLC

Steven K. Yoho, Chancellor and Chief Executive Officer Ex Officio, South University

Ownership

South University, Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406; which is owned by South University – Member, Inc.

South University, Savannah is owned by South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Austin is owned by South Education of Texas - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Columbia is owned by South University of Carolina, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, High Point is owned by South University of North Carolina - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Montgomery is owned by South University of Alabama, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Orlando is owned by South University of Florida - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Richmond is owned by South University of Virginia - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Tampa is owned by South University of Florida - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, Virginia Beach is owned by South University of Virginia - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University, West Palm Beach is owned by South University of Florida - Member, LLC, which is a subsidiary South University Savannah, LLC; 709 Mall Boulevard, Savannah, GA 31406.

South University Campuses

South University's campuses are located in:

- Atlanta, GA

- Austin (Round Rock), TX
- Columbia, SC
- High Point, NC
- Montgomery, AL
- Orlando, FL
- Richmond, (Glen Allen), VA
- Savannah, GA
- Online Programs
- Tampa, FL
- Virginia Beach, VA
- West Palm Beach (Royal Palm Beach), FL

For all the campuses listed above; Campus-based classes are offered days, evenings, and Saturdays and online 24 hours a day, seven days a week. Class schedules vary according to individual programs of study and by campus.

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

Campus libraries provide scholarly resources and information services to support the curricula and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and lifelong learning by students. Library facilities offer comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. Open-stack book collections provide access to reference and circulating materials, and program-specific resources to support class assignments. In addition, all authorized students and faculty have 24/7 access, on and off campus, to the University's online library portal with more than 60 databases in all disciplines, along with more than 50,000 digital textbooks, video clips, images, and full-text dissertations. On all its campuses, South University strives to create a comfortable atmosphere that supports and enhances student learning experiences. Faculty members serve as academic advisors to help students meet their individual goals for graduation. In addition, staff members are attuned to students needs outside the classroom. An annual Student Services survey is circulated to the student body on each campus. Students' responses to questions about the quality of campus services, activities, and amenities help the University administration address issues and prioritize concerns raised by students.

South University, Atlanta

200 Ashford Center North Suite 360
Atlanta, GA 30338
Phone: 912-201-8000
Fax: 912-201-8070

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

South University, Austin

1220 W. Louis Henna Blvd.
Round Rock, TX 78681
Phone: 512-516-8800
Fax: 512-516-8680
www.southuniversity.edu/austin

The University's Austin campus is conveniently located off Louis Henna Blvd. the intersection of I-35 and TX-45 in Round Rock just north of Austin. The facility includes faculty offices, lecture classrooms, and computer lab space. To enhance students' learning experience, the Austin campus is equipped with wireless internet access, video conferencing equipment, "smart" classroom technology, and student computer labs.

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

South University, Austin offers students a broad-based core curriculum designed to promote critical thinking and effective verbal and written communication. The Austin campus provides a comprehensive education and gives students an opportunity to experience a philosophy that values both learning and a contribution and commitment to the advancement of community.

South University, Columbia

9 Science Court
Columbia, SC 29203
Phone: 803-799-9082
Fax: 803-935-4382
www.southuniversity.edu/columbia

The University's Columbia campus has a diverse student body enrolled in both day and evening class schedules. The wide range of academic offerings serves students with a variety of interests and provides an engaging mix of backgrounds that enhance the classroom experience.

South University's Columbia campus relocated to the Carolina Research Park in northeast Columbia in fall 2006. The campus features spacious classrooms, multiple computer labs, a fully equipped medical lab, and a student lounge.

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

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

South University, High Point

3975 Premier Drive
High Point, NC 27265
Phone: 336-812-7200
Fax: 336-812-7390
www.southuniversity.edu/high-point

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

South University, Montgomery

5355 Vaughn Road
Montgomery, AL 36116-1120
Phone: 334-395-8800
Fax: 334-395-8859
www.southuniversity.edu/montgomery

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

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

The Montgomery campus library provides scholarly resources and information services to support the curriculum and programs of the University, foster academic and professional research by the University community, and facilitate critical thinking and life-long learning by students. The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and

reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full-text dissertations are also included in the library offerings.

South University, Richmond

2151 Old Brick Road
Glen Allen, VA 23060
Phone: 804-727-6800
Fax: 804-727-6790
www.southuniversity.edu/richmond

South University's campus in Richmond, VA, is located in the Short Pump area northwest of the city on a 115-acre mixed-use tract containing retail businesses, offices, apartments, and condominiums. The campus occupies almost 30,000 square feet in a building constructed specifically for South University. The facility includes classrooms equipped with the latest technology, as well as specialized laboratories for the Health Sciences, Nursing and Clinical Mental Health Counseling programs, a library, student lounge, computer lab and a bookstore, and faculty and administrative offices. Committed to help students accomplish their individual educational goals, faculty and staff interact with students in a friendly and professional academic environment.

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

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

South University, Savannah

709 Mall Boulevard
Savannah, GA 31406-4805
Phone: 912-201-8000
Fax: 912-201-8070
www.southuniversity.edu/savannah

South University's expansive campus in Savannah, GA, is located on the city's south side. The original College of Business building was constructed in 1979. Beginning in 2000, the campus began to experience tremendous expansion and alteration. The College of Business building was renovated and the Health Professions Building opened in 2000 to house classroom and lab facilities for the Physician Assistant, Physical Therapist Assistant and Medical Assisting programs in addition to the campus library, student lounge, and administrative offices. The 25,000-square foot structure, located adjacent to the College of Business building, was designed with expansion in mind with computer and medical labs to meet the changing needs of South University's student body.

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

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

with the addition of undergraduate programs and master's level programs in business, health care and criminal justice.

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

South University, Online Programs

In 2004, South University's Savannah campus launched online bachelor's degree programs in Information Technology and Business Administration. Designed to deliver the same quality instruction and personalized attention students enjoy on campus, these online programs enable students who do not live near a South University campus-or those who might not be able to attend classes at a set time and place-to pursue an academic degree through South University.

In 2005 South University added Bachelor of Science degree programs in Healthcare Management, Nursing, and Criminal Justice. More recently, the University added a Master of Business Administration (MBA), along with the MBA in Healthcare Administration, Master of Science in Nursing, and Master of Science in Criminal Justice. In 2013 South University added the Master of Public Health degree. The Bachelor of Science in Public Health degree was added in 2016.

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

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

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

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

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

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

Military Leave Policy for Iowa Residents

Iowa residents who are a member, or a spouse of a member if the member has a dependent child, of the Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service, or duty will be afforded the following options:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangement is made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangement with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and mandatory fees shall be assessed for those courses. Any course for which arrangement cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory feels for the course refunded.

South University, Tampa

4401 North Himes Avenue, Suite 175
Tampa, FL 33614-7095
Phone: 813-393-3800
Fax: 813-393-3814
www.southuniversity.edu/tampa

Opened in June 2006, South University's Tampa campus is its second in the state of Florida. Centrally located near Raymond James Stadium in one of Florida's fastest growing communities, this campus affords students the opportunity to learn in classroom, laboratory, and community settings. South University's Tampa programs have affiliations with hundreds of local businesses and healthcare facilities, including national corporations and world-renown treatment centers.

Students may enjoy all the culture and excitement a large city has to offer. Major league sporting events, major concerts, theater, world-renowned restaurants, and a cosmopolitan social scene are all within easy reach. The diverse and vibrant student body thrives on the nurturing atmosphere fostered by faculty and staff. The campus is equipped with technology to support the learning environment, such as a simulation lab; skills labs for nursing, physician assistant, and physical therapist assistant; science lab; computer lab; and Academic Resource Center for tutoring and other academic support.

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

The library provides comfortable seating and study space for students, wireless capabilities for laptop network connectivity, and reference and interlibrary loan services. The open-stack book collection provides access to reference and circulating materials, and program-specific resources to support class assignments. An online library portal with access to more than 60 databases in all disciplines is available electronically 24/7 on and off campus to all authorized students and faculty. More than 50,000 digital textbooks, video clips, images and full-text dissertations are also included in the library offerings.

South University, Orlando

5900 Lake Ellenor Drive, Suite 150
Orlando, FL 32809
Phone: 407-393-3100
Fax: 407-393-3170

South University's Orlando's campus was established in 2014 to provide residents in the Orlando area with an accessible location for attending classes and meeting with university advisors and faculty as they pursue their degree. The Orlando campus offers the Anesthesia Science (MMSc), the Master of Science in Information Systems (MS), the Master of Science in Nursing with a Specialization in Family Nurse Practitioner, and the Bachelor of Science in Nursing (RN to BSN).

South University, Virginia Beach

301 Bendix Road, Suite 100
Virginia Beach, VA 23452
Phone: 757-493-6900
Fax: 757-493-6990
www.southuniversity.edu/virginia-beach

South University's Virginia Beach campus occupies 32,600 square feet in a large office park with easy access to and from Interstate 264. The campus facility includes nine classrooms plus Nursing, Physical Therapist Assistant, Anatomy and Physiology, and Counseling labs. Classrooms and laboratory space offer advanced "smart" technology to provide students and faculty with instructional equipment to facilitate learning. Also located on campus are administrative offices including admissions, student affairs, financial aid, the library, and the office of the Campus Director & Dean of Academic Affairs and Operations.

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

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

South University, West Palm Beach

University Centre
9801 Belvedere Road
Royal Palm Beach, FL 33411
Phone: 561-273-6500
Fax: 561-273-6420
www.southuniversity.edu/west-palm-beach

South University's campus in West Palm Beach is centrally located in Palm Beach County, close to beaches and accessible to Interstate 95 and the Palm Beach International Airport. In 2010, the West Palm Beach campus moved into a new facility designed specifically to support the campus's growing population. The location consists of a 32,000-square-foot, three-building campus. The West Palm Beach campus has engendered a relationship with the surrounding community, reaching out to its neighbors to participate in community activities and host special events.

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

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

South University 2024-2025 Academic Calendar

South University 2024-2025 Academic Calendar†

5 and 10 week

Quarter	Session	Start	End
2024 August 13 Quarter	ST-Aug 13 to Sep 16 2024-5 WK	8/13/ 2024	9/16/ 2024
	ST-Aug 13 to Oct 21 2024-10 WK	8/13/ 2024	10/21/ 2024
	ST-Sep 17 to Oct 21 2024-5 WK	9/17/ 2024	10/21/ 2024
2024 September 17 Quarter	ST-Sep 17 to Oct 21 2024-5 WK	9/17/ 2024	10/21/ 2024
	ST-Sep 17 to Nov 25 2024-10 WK	9/17/ 2024	11/25/ 2024
	ST-Oct 22 to Nov 25 2024-5 WK	10/22/ 2024	11/25/ 2024
2024 October 22 Quarter	ST-Oct 22 to Nov 25 2024-5 WK	10/22/ 2024	11/25/ 2024
	ST-Oct 22 to Jan 06 2025-10 WK	10/22/ 2024	1/6/ 2025
	ST-Nov 26 to Jan 06 2025-5 WK	11/26/ 2024	1/6/ 2025
2024 November 26 Quarter	ST-Nov 26 to Jan 06 2025-5 WK	11/26/ 2024	1/6/ 2025
	ST-Nov 26 to Feb 10 2025-10 WK	11/26/ 2024	2/10/ 2025
	ST-Jan 07 to Feb 10 2025-5 WK	1/7/ 2025	2/10/ 2025
2025 January 07 Quarter	ST-Jan 07 to Feb 10 2025-5 WK	1/7/ 2025	2/10/ 2025
	ST-Jan 07 to Mar 17 2025-10 WK	1/7/ 2025	3/17/ 2025
	ST-Feb 11 to Mar 17 2025-5 WK	2/11/ 2025	3/17/ 2025
2025 February 11 Quarter	ST-Feb 11 to Mar 17 2025-5 WK	2/11/ 2025	3/17/ 2025
	ST-Feb 11 to Apr 21 2025-10 WK	2/11/ 2025	4/21/ 2025
	ST-Mar 18 to Apr 21 2025-5 WK	3/18/ 2025	4/21/ 2025
2025 March 18 Quarter	ST-Mar 18 to Apr 21 2025-5 WK	3/18/ 2025	4/21/ 2025
	ST-Mar 18 to May 26 2025-10 WK	3/18/ 2025	5/26/ 2025
	ST-Apr 22 to May 26 2025-5 WK	4/22/ 2025	5/26/ 2025
2025 April 22 Quarter	ST-Apr 22 to May 26 2025-5 WK	4/22/ 2025	5/26/ 2025
	ST-Apr 22 to Jun 30 2025-10 WK	4/22/ 2025	6/30/ 2025
	ST-May 27 to Jun 30 2025-5 WK	5/27/ 2025	6/30/ 2025
2025 May 27 Quarter	ST-May 27 to Jun 30 2025-5 WK	5/27/ 2025	6/30/ 2025
	ST-May 27 to Aug 11 2025-10 WK	5/27/ 2025	8/11/ 2025
	ST-Jul 08 to Aug 11 2025-5 WK	7/8/ 2025	8/11/ 2025
2025 July 08 Quarter	ST-Jul 08 to Aug 11 2025-5 WK	7/8/ 2025	8/11/ 2025
	ST-Jul 08 to Sep 15 2025-10 WK	7/8/ 2025	9/15/ 2025
	ST-Aug 12 to Sep 15 2025-5 WK	8/12/ 2025	9/15/ 2025
2025 August 12 Quarter	ST-Aug 12 to Sep 15 2025-5 WK	8/12/ 2025	9/15/ 2025
	ST-Aug 12 to Oct 20 2025-10 WK	8/12/ 2025	10/20/ 2025
	ST-Sep 16 to Oct 20 2025-5 WK	9/16/ 2025	10/20/ 2025
2025 September 16 Quarter	ST-Sep 16 to Oct 20 2025-5 WK	9/16/ 2025	10/20/ 2025
	ST-Sep 16 to Nov 24 2025-10 WK	9/16/ 2025	11/24/ 2025
	ST-Oct 21 to Nov 24 2025-5 WK	10/21/ 2025	11/24/ 2025

Winter Break - 5 & 10-week terms	12/25/2024 - 12/31/2024
Summer Break - 5 & 10-week terms	7/1/2025 - 7/7/2025

11-week terms

Academic programs functioning under 11-week terms are:

- Master of Arts in Clinical Mental Health Counseling
- Master of Science in Physician Assistant**
- Bachelor of Science in Nursing*
- Associate of Applied Science in Occupational Therapy Assistant*
- Associate of Science in Occupational Therapy Assistant*
- Associate of Applied Science in Physical Therapist Assistant*

- Associate of Science in Physical Therapist Assistant*

**The pre-professional phase of these programs is offered in 10-week terms. The professional phase is offered in 11-week terms.*

**The didactic schedule for Master of Science in Physician Assistant follows the 11-week terms. The Clinical Schedule (for rotations and special topic courses) follows the PA Clinical Schedule.

Term	Length of Term	Class Start Date	Class End Date
2024 Summer	11 Week	6/29/2024	9/14/2024
2024 Fall	11 Week	9/30/2024	12/14/2024
2025 Winter	11 Week	1/11/2025	3/29/2025
2025 Spring	11 Week	4/5/2025	6/21/2025
2025 Summer	11 Week	6/28/2025	9/13/2025
2025 Fall	11 Week	9/27/2025	12/13/2025

	Summer 2024	Fall 2024	Winter 2025	Spring 2025	Summer 2025
Holidays*	July 4, 2024	November 11, 2024	January 1, 2025	April 18, 2025**	July 4, 2025
	September 2, 2024	November 28 to 29, 2024	January 20, 2025	May 26, 2025	September 1, 2025
		December 24 to 25, 2024	March 17, 2025*	June 19,2025	

†All dates subject to change.
*Savannah campus holiday only.
**All campuses holiday except for Savannah campus.

SOUTH UNIVERSITY ANESTHESIA SCIENCE PROGRAM 2024-2025 ACADEMIC CALENDAR Savannah Campus

2024-2025	Class	Summer 2024	Fall 2024	Winter 2025	Spring 2025
Classes Begin	Class of 2024	6/17/24			
	Class of 2025	6/17/24	9/23/24	1/6/25	3/31/25
	Class of 2026	6/17/24	9/23/24	1/6/25	3/31/25
Last Day of Classes	Class of 2024	9/4/24			
	Class of 2025	8/30/24	12/13/24	3/21/25	6/20/25
	Class of 2026	8/30/24	12/13/24	3/14/25	6/13/25
Final Exams	Class of 2025	9/3-9/13			
	Class of 2026	9/3-9/13	12/9-12/13	3/18-3/21	6/16-6/20
Graduation	Class of 2024	9/6/24			
Breaks	Class of 2025	7/1-7/5			
		9/16-9/20	11/27-29; 12/16-1/5	3/24-3/28	6/9-6/17
	Class of 2026	9/16-9/20	11/27-29; 12/16-1/5	3/24-3/28	
Quarter Ends	Class of 2024	9/4/24			
	Class of 2025	9/13/24	12/13/24	3/21/25	6/20/25
	Class of 2026	9/13/24	12/13/24	3/21/25	6/20/25
Orientation		6/14/2024			

SOUTH UNIVERSITY ANESTHESIA SCIENCE PROGRAM 2024-2025 ACADEMIC CALENDAR West Palm Beach campus

2024-2025	Class	Fall 2024	Winter 2025	Spring 2025	Summer 2025
Classes Begin	Class of 2024	9/16/24			
	Class of 2025	9/16/24	1/6/25	3/31/25	6/30/2025
	Class of 2026	9/16/24	1/6/25	3/31/25	6/30/2025
Last Day of Classes	Class of 2024	12/11/24			
	Class of 2025	12/6/24	3/21/2025	6/20/25	9/12/2025
	Class of 2026	12/6/24	3/14/25	6/13/25	9/5/2025
Final Exams	Class of 2025	12/9 -12/20			
	Class of 2026	12/9 -12/20	3/17 -3/21	6/16 -6/20	9/8 -9/12
Graduation	Class of 2024	12/13/24			
	Class of 2024	11/27-11/29			
Breaks	Class of 2025	9/30-10/4			
		11/27-29; 12/23-1/3	3/24-3/28	6/23-6/27	9/22-9/26
	Class of 2026	11/27-29; 12/23-1/3	3/24 -3/28	6/23 -6/27	9/29-10/3

Quarter Ends	Class of 2024	12/11/24			
	Class of 2025	12/20/24	3/21/25	6/20/25	9/12/2025
	Class of 2026	12/20/24	3/21/25	6/20/25	9/12/2025
Immersion week		9/30-10/4			
orientation		9/13/2024			

SOUTH UNIVERSITY ANESTHESIA SCIENCE PROGRAM 2024-2025 ACADEMIC CALENDAR Orlando campus

2024-2025	Class	Spring 2024	Summer 2024	Fall 2024	Winter 2025	Spring 2025
Classes Begin	Class of 2025	3/18/2024	7/1/2024	9/23/2024	1/6/2025	3/31/2025
	Class of 2026	3/18/2024	7/1/2024	9/23/2024	1/6/2025	3/24/2025
	Class of 2027					3/24/2025
Last Day of Classes	Class of 2025	6/7/2024	9/20/2024	12/13/2024	3/21/2025	6/4/2025
	Class of 2026	6/7/2024	9/6/2024	12/6/2024	3/14/2025	6/13/2025
	Class of 2027					6/13/2025
Final Exams	Class of 2025	6/10-6/21				
	Class of 2026	6/10-6/21	9/9/2024	12/9/2024	3/17-3/21	6/16-6/20
	Class of 2027					6/16-6/20
Graduation	Class of 2025					6/6/2025
Breaks	Class of 2025	4/1-4/5				
		6/24-6/28	9/23-9/27	11/27-29;12/16-1/3	3/24-3/28	4/7-4/11 & 6/23-6/27
	Class of 2026	6/24-6/28	9/23- 9/27	11/27-29; 12/16-1/3		6/23- 6/27

Quarter Ends	Class of 2025	6/21/2024	9/13/2024	12/13/2024	3/21/2025	6/4/2025
	Class of 2026	6/21/2024	9/13/2024	12/13/2024	3/21/2025	6/20/2025
	Class of 2027					6/20/2025
Immersion week		4/1-4/5				4/7-4/11
orientation		3/15/2024				3/21/2025

SOUTH UNIVERSITY SCHOOL OF PHARMACY 2024-2025 ACADEMIC CALENDAR

Didactic	**CY 2024 Start**	
Fall 2024	Class Start	September 16, 2024
Thanksgiving Break	*November 23, 2024 - December 1, 2024*	
	Class Ends	December 13, 2024
Winter 2025	Class Start	January 6, 2025
	Class Ends	March 15, 2025
Spring Break	*March 16, 2025 - March 23, 2025*	
Spring 2025	Class Start	March 24, 2025
	Class Ends	June 6, 2025
Summer 2025	Class Start	June 16, 2025
	Class Ends	August 29, 2025
Rotations		
Fall 2024	APPE Rotations Start	September 2, 2024
	APPE Rotations End	December 13, 2024
Winter 2025	APPE Rotations Start	January 6, 2025
	APPE Rotations End	March 21, 2025
Winter Break	*February 8, 2024 - February 16, 2024*	
Spring 2025	APPE Rotations Start	March 24, 2025
	APPE Rotations End	June 6, 2025
Summer 2025	APPE Rotations Start	June 9, 2025
	APPE Rotations End	August 29, 2025

SOUTH UNIVERSITY PHYSICIAN ASSISTANT PROGRAM CLINICAL ROTATIONS 2024-2025 South University Austin, Savannah, Richmond, Tampa and West Palm Beach

Quarter	Rotation	Class of 2025	Class of 2026		
		Beginning Date	Ending Date	Beginning Date	Ending Date
Fall 2024	Rotation 5	September 28, 2024	November 1, 2024		
	Rotation 6	November 2, 2024	December 6, 2024		
	Special Topics 3	December 7, 202	December 14, 2024		
Winter 2025	Rotation 7	January 6, 2025	February 7, 2025		
	Rotation 8	February 8, 2025	March 14, 2025		
	Senior Seminar	March 15, 2025	March 28, 2025		
Spring 2025	Rotation 1			April 5, 2025	May 9, 2025
	Rotation 2			May 10, 2025	June 13, 2025
	Special Topics 1			June 14, 2025	June 20, 2025
Summer 2025	Rotation 3			June 28, 2025	August 1, 2025
	Rotation4			August 2, 2025	September 5, 2025
	Special Topics 2			September 6, 2025	September 13, 2025

Faculty and University Leadership

University Leadership

Stephanie (Annie) Aaron, Director of Institutional and Programmatic Accreditation
Ken Baker, Vice President of Marketing
Nickeshia Bullock, Campus Director & Dean of Academic Affairs & Operations – SU West Palm Beach
Myrna Cano-Wolfbrandt, Director of Education and Innovation
Michael Carson, Director of Assessment
Paula Catanese, Senior Director of Talent Acquisition
Laura Cessna, University Director of Career Services
Jason C. Crittenden, Campus Director & Dean of Academic Affairs and Operations – SU Richmond
Jessica Considder, Assistant Vice Chancellor for Admissions
Stephanie Conti, Assistant Vice Chancellor for Admissions
Ralph Courtemanche, Assistant Vice Chancellor of Financial Aid - Online Programs
Toni Lynn DeBord, Senior Director of Academic Operations & University Registrar
Dana N. Dixie, Assistant Professor, Assistant Dean, College of Health Professions; OTD, OTR/L, University of Toledo; BS, University of Toledo
Wendy Doolin, Assistant Vice Chancellor for Admissions
Avery Dukes, Assistant Vice Chancellor for Admissions
Carey Falkowski, Senior Director of HRIS
Ilaria Gadalla, Dean and Associate Professor, College of Health Professions; DMSc, PA-C, FHM, University of Lynchburg; MSPA, PA-C, Albany Medical College; BS, Louisiana State University Health Sciences Center
Matt Gavlik, Assistant Vice Chancellor for Student Success and Online Administration
Samuel Groves, Director of Accounting
Lynne Haines, Vice Chancellor for Human Resources
Deborah Harris-Sims, Campus Director & Dean of Academic Affairs & Operations – SU Columbia
David Hofmann, Associate Vice Chancellor for Campus Operations
Deana Hopper, Vice Chancellor for Student Financial Aid and Compliance
Tenishia Jackson, Campus Director & Dean of Academic Affairs & Operations – SU Austin
Jena Jolissaint, Associate Professor, Assistant Dean, College of Arts & Sciences; Ph.D., Philosophy, University of Oregon; M.A., Philosophy, University of Oregon; J.D., Law, Georgia State University; B.A., Philosophy, Oglethorpe University
Christina Jones, Campus Director & Dean of Academic Affairs & Operations – SU Tampa and Orlando
Brandy Kamm, Dean of Curriculum and student Success
Michelle Krawczyk, Dean, College of Nursing and Public Health, SU Online Programs, DNP, American Sentinel University; MSN, University of Florida, BSN, Jacksonville University
Alisa Krouse, Vice Chancellor for Student Success and Administration
Laurie Larson, Campus Director & Dean of Academic Affairs and Operations – SU Savannah
Kenneth Macon, Campus Director & Dean of Academic Affairs & Operations – SU Montgomery
Jessica Masoner, Dean and Assistant Professor, College of Arts and Sciences; Ed.D., Educational Leadership, Argosy University; M.A., Communication

Studies, West Virginia University, B.S. Biological Sciences, Juniata College.
Johna McClendon, University Director for International Programs
Christopher McRae, Assistant Vice Chancellor of Financial Aid - Ground Campuses
Ricardo Mendoza, Vice Chancellor for Admissions
John Mills, University Director of Facilities
Cheryl Morene, Director of Business Office Operations
Aisha Newsome, Campus Director & Dean of Academic Affairs & Operations – SU Virginia Beach
Josh Newton, Senior Director Reporting & Analysis
Gregory Owens, Senior Director of Student Success – SU Online Programs
Joanna Palmer, Associate Vice Chancellor for Online Learning and Innovation
Sara Portoulas, Director of Training - Human Resources
Gregory Reed, Controller & Interim Vice Chancellor for Finance and Accounting
Brian Ritchie, Director of Financial Planning & Analysis
Ebony Settles, Assistant Vice Chancellor for Student Success
Gilbert Singletary, Vice Chancellor for Academic Affairs
Nancy Speisser, Assistant Vice Chancellor for University Libraries
Erik Spoelstra, Dean of College of Business and Information Technology; Associates of Science, Business Administration, BYU Idaho; Bachelor of Science, Business Management, Utah Valley University; Master of Business Administration, University of Phoenix; Ph.D in Business Administration with Specialization in Organizational Leadership, Northcentral University
Claudette Thompson, Human Resources Director
Christian Wright, Associate Vice Chancellor for Academic Affairs
Steven Yoho, Chancellor and CEO

South University, Austin

Robert Asher, Assistant Professor, Faculty, Undergraduate Nursing, MSN Ed., Independence University, BSN, University of Texas at Arlington, ASN, Western Oklahoma State University
Brianna Barksdale, Instructor, Faculty, Physical Therapist Assistant; Master of Health Administration, MHA, Missouri State University; Associate of Applied Science Physical Therapy, PTA, Ozarks Technical Community College; Bachelor of Science in Exercise and Movement Science, BS, Missouri State University
Sheryl Benson, Assistant Professor, Undergraduate Nursing; DNP, Indiana Wesleyan University, MSN-Ed., Indiana Wesleyan University, BSN University of Missouri, ASN Edgecombe Community College
Teresa Bigler, Associate Professor, Assistant Program Director, Physician Assistant; Doctorate of Health Education DHEd, AT Still University; Master of Science in Community Health, MS California College of Health Sciences; Bachelor of Science in Physician Assistant, BS, PA-C, University of Texas Medical Branch; Bachelor of Science in Biology, BS, University Texas at San Antonio
Amanda Bryson, Assistant Professor, Department Chair and Program Director, Physical Therapist Assistant; Master of Business Administration in Healthcare Administration, MBA, South University; Associate of Applied Science Physical Therapy Assistant, PTA, Blinn College; Bachelor of Science in Kinesiology, BS, Texas A&M University
Allison Butcher, Assistant Professor, Academic Coordinator of Clinical Education, Physical Therapist Assistant; Doctor of Philosophy of Physical Therapy, Phd, Texas Woman's University; Doctor of Physical Therapy, DPT, Texas Woman's University; Bachelor of Science in Exercise Science, BS, University of Texas
Andrellita Chavez, Assistant Professor, Program Director, General Studies; MA, Kinesiology; California State University-Fresno; BS, Athletic Training, Boston University
Dustin Eshelman, Simulation Coordinator, Assistant Professor, Faculty, Undergraduate Nursing, MSN Ed., Grand Canyon University, BSN, California Baptist University
Jessica Grenard, Assistant Professor, Director of Clinical Education, Physician Assistant; Master of Science in Physician Assistant Studies, MPAS, PA-C, Baylor College of Medicine; Bachelor of Science and Medicine, BS, Northwestern University
Ashley Hadaway, Medical Director, Physician Assistant; Doctor of Medicine, MD, University of Texas Health Sciences Center: Bachelor of Science in Biochemistry, BS, St. Mary's University
Torie Henderson, Clinical Coordinator, Physician Assistant
Mackinzie Hicks, Instructor, Faculty, Undergraduate Nursing, MSN Ed., Western Governor University, BSN University of Mary Hardin-Baylor
Victor Lopez, Assistant Professor, Assistant Director of Clinical Education, Physician Assistant; Master in Health Sciences in Physician Assistant Studies, MSHS,

PA-C, The George Washington University; Bachelor of Science in Community Health, Pre-Health Professions, BS, George Mason University; Associate of Science in General Studies, AS, Northern Virginia Community College

Megan Maloney, Assistant Professor, Principal Faculty, Physician Assistant, Master of Science in PA Studies, MSPA, PA-C, State University of New York; Bachelor of Arts, English, BA, Boston College

Michele Matlock, Assistant Professor, Part-Time Principal Faculty, Physician Assistant; Master of Science in Physician Assistant Studies, MPAS, PA-C, Baylor College of Medicine; Bachelor of Science in Biology, BS, University of Texas

Melinda Moore Gottschalk, Assistant Professor, Principal Faculty, Chair of Admissions, Physician Assistant; Doctor of Medical Science, DMSc, AT Still University; Master of PA Studies, MSPA, PA-C, University of Texas Rio Grande Valley; Bachelor of Science Physician Assistant Studies, BS, PA-C, The University of Texas Southwestern Medical Center

Bridget Petrowsky, Assistant Professor, Director of Didactic Education, Physician Assistant; Master in Health Sciences in Physician Assistant Studies, MSHS, George Washington University; Master of Public Health, MPH, University of Texas Houston Health Science Center; Bachelor of Arts in History, BA, The University of Texas at Austin

Rhiannon Ringo, Principal Faculty, Assistant Professor, Physician Assistant; Master of Physician Assistant, MPH, PA-C, University of Texas at Rio Grande; Bachelor of Science in Physician Assistant, BS, PA-C, South University, Savannah Campus

Monica Sowell, Associate Professor, Program Director, Undergraduate Nursing, DNP, University of Texas at Tyler, MSN, Western Governors University, BSN, University of North Alabama, ASN, Victoria Community College

Robert Stanton, Assistant Professor, General Studies; Ph.D., English, University of Leeds, UK; M.A., American Literature and Culture, University of Wales

Claire Stigler, Assistant Professor, Assistant Director of Didactic Education, Physician Assistant; Doctorate of Chiropractic Medicine, DC, National University of Health Sciences; Master of Science in Human Biology, MS, University of Indianapolis

South University, Columbia

Katherine DeWitt, Assistant Professor, Program Director, Clinical Mental Health Counseling; Ph.D., Counselor Education, University of South Carolina; M.P.A, Public Administration, Lamar University; M.Ed., Counseling and Development, Lamar University; B.S., Political Science and History, Stephen F. Austin State University; B.S., University Studies, Tyler Junior College

Victoria Edwards, Assistant Professor, Program Director, Undergraduate Nursing, DNP (Healthcare Systems Leadership), Chamberlain University, MSN, University of Phoenix, BSN, University of South Carolina, Columbia

Latasha Ladd, Assistant Professor, Program Director, Medical Assisting; Master of Education in Adult Education and Training, Med, American Intercontinental University; Bachelor of Science in healthcare Administration, BS, American Intercontinental University

Dan Lawther, Assistant Professor, Faculty, Clinical Mental Health Counseling; PhD, Counselor Education, University of South Carolina; MA, Psychology and Special Education, Indiana State University; BA, History, Indiana Central College

Daniel Mooney, Instructor, Faculty, General Education; Ed.M., English, University at Buffalo; B.A., Philosophy, State University of New York at Buffalo

Rebecca Nates, Assistant Professor, Faculty, Undergraduate Nursing, MSN (Adult Health, Education), University of South Carolina, BSN, University of South Carolina, Columbia

Paula Ogburn, Instructor, Faculty, Undergraduate Nursing, MSN, Chamberlain University, BSN, University of South Carolina, Columbia, ADN, Midlands Technical College

Mandi Palmer, Assistant Professor, Clinical Coordinator, Undergraduate Nursing**,** DNP, South University, MSN (Nurse Educator), South University, BSN, Charleston Southern University

Brittany Singletary, Instructor, Faculty, Undergraduate Nursing, MSN (Family Nurse Practitioner), South University, BSN, South University

Taryn Swander, Assistant Professor, Program Director, Physical Therapy Assistant; Doctor of Physical Therapy, PT, DPT, University of South Carolina; Bachelor of Science in Exercise Science, BS, University of South Carolina

Sandra L. Tucker, Instructor, Faculty, Undergraduate Nursing, MSN (Clinical Nursing- Pediatric), University of South Carolina, BSN, Boston University

Deborah Warden, Assistant Professor, Faculty, Undergraduate Nursing, PhD (Nursing Science), University of South Carolina, MSN, The University of Alabama, BSN, Valdosta State College

Judy Williams, Assistant Professor, Academic Coordinator of Clinical Education, Physical Therapy Assistant; Master of Healthcare Administration, MHA, Purdue Global/Kaplan University; Bachelor of Arts, BA, University of South Carolina; Associates of Arts PTA, PTA, Greenville Technical College
Robert Wolff, Professor, Faculty, Allied Health Science & Public Health; Ph.D., Biological Sciences, University of Wisconsin-Milwaukee; M.A., Biology, Western Michigan University; B.A., Biology, Western Michigan University

South University, High Point

Cheryl Motte, Assistant Professor, Program Director, Undergraduate Nursing Program, DNP, East Carolina University, MSN, BSN, Gardner- Webb Universit

South University, Montgomery

Faith Berryman, Assistant Professor, Program Director, Physical Therapist Assistant; Post-Professional Doctor of Physical Therapy, PT, DPT, University of New England, Portland, Maine; Bachelor of Science, BA, University of South Alabama
Tonya Blair, Assistant Professor, Faculty, Undergraduate Nursing, DNP, Grand Canyon University, MSN FNP, South University, South University, BSN, Auburn University, ASN, Southern Union State Community College
Linda A. Childers, Associate Professor, Program Director, Undergraduate Nursing, DNP, Troy University, MSN, Auburn University, ADN, Wallace Community College
Vera Davis, Associate Professor, Manager Clinical Operations, Undergraduate Nursing, DNP, Troy University, MSN, Troy State University, BSN, Auburn University, ASN, Wallace Community College
Amy C. Hall, Assistant Professor, Academic Coordinator of Clinical Education, Physical Therapy Assistant; Bachelor of Science in Physical Therapy, PT, University of South Alabama; Bachelor of Science, BS, Auburn University at Montgomery
M. Stacey Harrell, Instructor, Faculty, Physical Therapy Assistant; Bachelor of Arts in Ministry/Bible, LPTA, Amridge University; Associate of Applied Science Physical Therapy Assistant, PTA, Bishop State Community College; Associate of Applied Science in General Studies, AAS, Lurlene B. Wallace Junior College
Antwuan McGhee, Instructor, Program Director, General Education; M.S., Mathematics, Alabama State University; B.S., Mathematics, Miles College
Yolanda Ray, Assistant Professor, Faculty, Undergraduate Nursing, DNP, Grand Canyon University MSN, Jackson University BSN, ASN, Trop University
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South University, Orlando

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Addendums

2024-2025 Version I Addendum I

This addendum is effective as of January 1, 2025.

Page	Revision Description
Nursing	Nursing (BSN) admissions requirements effective for the Professional Phase as of January 1, 2025.
Information Systems	Master of Science in Information Systems deletion of prior admission requirements.
Physical Therapist Assistant	Physical Therapist Assistant admissions requirements effective for the Professional Phase as of January 1, 2025.
Physical Therapist Assistant	Physical Therapist Assistant admissions requirements effective for the Professional Phase as of January 1, 2025.
Ministry	Ministry editorial changes.
Tuition	RN to BSN tuition changes.
Fees	RN to BSN fee changes.
Grading Policies	School of Pharmacy grading scale updated.
Student Progression Policies by Program	Doctor of Ministry program progression policy updates. Anesthesia Science program progression policy updates. Pharmacy program progression policy updates.
Nursing (RN to BSN)	Nursing (RN to BSN) updates to general education elective pools and nursing core.
Occupational Therapy Assistant	Occupational Therapy Assistant (AS) program overview and hybrid updates.
Occupational Therapy Assistant	Occupational Therapy Assistant (AAS) program overview and hybrid updates.
Information Systems	Information Systems (MS) deletion of prior curriculum.
Medical Assisting (Columbia, Montgomery, and Savannah)	Medical Assistant program overviews updated.
Medical Assisting (Online)	Medical Assistant program overviews updated.
Clinical Mental Health Counseling (Columbia, Richmond, and Savannah)	Clinical Mental Health Counseling curriculum change.

Clinical Mental Health Counseling (West Palm Beach)	Clinical Mental Health Counseling curriculum change.
Ministry	Ministry program overview and program student learning outcomes update.
	College of Arts and Sciences Updates to the General Education Program Student Learning Outcomes and are viewable on the specific Colleges and Schools page.
AHS2098	Course revisions.
BIO1011	Course revisions.
BIO1012	Course revisions.
BIO1013	Course revisions.
BIO1014	Course revisions.
CHM1010	Course revisions.
COM1200	Course revisions.
ENG1100	Course revisions.
HUM1003	Course revisions.
MAT1001	Course revisions.
MIN8000	Course revisions.
MIN8001	Course revisions.
MIN8010	Course revisions.
MIN8011	Course revisions.
MIN8100	Course revisions.
MIN8101	Course revisions.
MIN8110	Course revisions.
MIN8111	Course revisions.
MIN8200	Course revisions.
MIN8201	Course revisions.
MIN8210	Course revisions.
MIN8211	Course revisions.
MIN8300	Course revisions.
MIN8301	Course revisions.
MIN8310	Course revisions.

MIN8311	Course revisions.
OTA1031	Course revisions.
OTA1039	Course revisions.
OTA1045	Course revisions.
OTA2031	Course revisions.
OTA2039	Course revisions.
OTA2051	Course revisions.
OTA2059	Course revisions.
OTA2380	Course revisions.
OTA2390	Course revisions.

2024-2025 Version I Addendum II

This addendum is effective as of February 18, 2024.

Page	Revision Description
Programmatic Accreditation	Programmatic Accreditation updated for Clinical Mental Health Counseling program.
State Professional Licensure Determinations and National Certification/ Licensure Information	State Professional Licensure Determinations and National Certification/Licensure Information updated for the Clinical Mental Health Counseling program.
Healthcare Administration	Revised programmatic admission requirements.
Nursing Specialization in Adult-Gerontology Primary Care Nurse Practitioner	Revised programmatic admission requirements.
Nursing Specialization in Family Nurse Practitioner	Revised programmatic admission requirements.
Nursing Specialization in Nurse Administrator	Revised programmatic admission requirements.
Nursing Specialization in Nurse Educator	Revised programmatic admission requirements.
Nursing Specialization in Nursing Informatics	Revised programmatic admission requirements.
Public Health	Revised programmatic admission requirements.

Re-entry/Readmission of Former Students for Nursing Programs	Re-entry/Readmission of Former Students for Nursing Programs revised.
Transfer of Credit Policy	• Graduate Transfer of Credit ◦ Master of Science in Nursing (MSN)
Graduation	• Graduation ◦ Doctor of Ministry
Policies for Second Degrees	• Policies for Second Degrees ◦ Requirements for Second Graduate Degree ◦ Exception to the Concurrent Enrollment in Two Graduate Degrees ◦ Second MSN
Student Progression Policies by Program	• Student Progression Policies by Program: ◦ Master of Business Administration (MBA) and Master of Business Administration in Healthcare Administration (MBA-HCA) ◦ Associate of Science in Medical Assisting ◦ Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students - Nurse Practitioner Time to Completion ◦ Master of Public Health
Student Support	Revised Vital Source to Digital Bookshelf.
Tuition	Tuition updated for the RN to MSN program.
CNS6509	Course revisions
CNS6901	Course revisions
LEA5130	Course revisions
LEA5140	Course revisions
LEA6150	Course revisions
LEA6175	Course revisions
LEA6180	Course revisions
LGS1001	Course revisions
MBA5001	Course revisions
MBA5005	Course revisions
MBA5009	Course revisions
NSG5000	Course revisions

NSG5003	Course revisions
NSG6002	Course revisions
NSG6003	Course revisions
NSG6005	Course revisions
NSG6020	Course revisions
NSG6021	Course revisions
NSG6101	Course revisions
NSG6102	Course revisions
NSG6103	Course revisions
NSG6104	Course revisions
NSG6203	Course revisions
NSG6204	Course revisions
NSG6205	Course revisions
NSG6206	Course revisions
NSG6320	Course revisions
NSG6330	Course revisions
NSG6340	Course revisions
NSG6420	Course revisions
NSG6430	Course revisions
NSG6435	Course revisions
NSG6440	Course revisions
NSG6601	Course revisions
NSG6605	Course revisions
NSG6620	Course revisions
NSG6630	Course revisions
NSG6650	Course revisions
NSG6652	Course revisions
NSG6670	Course revisions
NSG6680	Course revisions
NSG6998_A	Course revisions
NSG6998_F	Course revisions

NSG6999	Course revisions
PHA4287	Course revisions
PHA4288	Course revisions
PHA4289	Course revisions
Business Administration	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Clinical Mental Health Counseling (Columbia, Richmond, and Savannah)	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Criminal Justice	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Information Systems	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Ministry	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing (RN to BSN)	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing (RN to MSN)	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing Specialization in Adult-Gerontology Primary Care Nurse Practitioner	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing Specialization in Family Nurse Practitioner	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing Specialization in Nurse Administrator	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing Specialization in Nurse Educator	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Nursing Specialization in Nursing Informatics	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Pharmacy	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Psychology	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.
Public Health	Campus Offering, Program Overview, Program Student Learning Outcomes, and/or Curriculum updates to this program.

2024-2025 Version I Addendum III

This addendum is effective as of March 25, 2025.

Page	
Institutional Mission	
Tuition	Language updated for the Doctor of Pharmacy. Tuition information added for the Master of Business Administration program at both the Atlanta and Virginia Beach campuses.
Fees	Language updated for the Doctor of Pharmacy. Fees information added for the Master of Business Administration program at both the Atlanta and Virginia Beach campuses.
Delivery & Modality Definitions	Specific section added for Delivery & Modality Definitions including updated language.
Satisfactory Academic Progress Policy	Satisfactory Academic Progress Policy updated for the minimum CGPA requirement for the Bachelor of Science in Nursing (RN to BSN) program.
Student Progression Policies by Program	Student Progression Policy updated for the RN to BSN program.
Business Administration	Atlanta and Virginia Beach campuses offering a hybrid Master of Business Administration (MBA) program starting May 27, 2025.
Criminal Justice	
CNS6529	Course revisions
CNS7011	Course revisions
LGS4075	Course revisions
MIS6000	Course revisions
MIS6020	Course revisions
MIS6210	Course revisions
MIS6211	Course revisions
MIS6230	Course revisions
MIS6250	Course revisions
MIS6995	Course revisions

2024-2025 Version I Addendum IV

This addendum is effective as of April 29, 2025.

Page	
International Student Admissions Policy	
Tuition	
Fees	
Course Enrollment Policies	Course Substitution Policy updated.
Business Administration	
Information Systems	
Leadership	
CHM1010	Course revisions
COM1200	Course revisions
COM2026	Course revisions
LEA6175	Course revisions
LEA6180	Course revisions
LEA6185	Course revisions
MBA6505	Course revisions
OTA1003	Course revisions
OTA1011	Course revisions
OTA1020	Course revisions
OTA1031	Course revisions
OTA1045	Course revisions
OTA2020	Course revisions
OTA2031	Course revisions
OTA2041	Course revisions
OTA2051	Course revisions
OTA2060	Course revisions
OTA2071	Course revisions
OTA2080	Course revisions

PHI1001	Course revisions
PSY3400	Course revisions
PSY3530	Course revisions
PSY4540	Course revisions
PSY4800	Course revisions
PSY4900	Course revisions
UVC2001	Course revisions

2024-2025 Version I Addendum V

This addendum is effective as of June 3, 2025.

Page	
Programmatic Accreditation	
Tuition	Tuition updated for the Master of Business Administration in Healthcare Administration program (MBA-HCA).
Fees	Fees updated for the Master of Business Administration in Healthcare Administration program (MBA-HCA).
Healthcare Administration	The Master of Business Administration in Healthcare Administration campus offering updated and hybrid 10-week program.
MBA5004	
MBA5005	
MBA6010	
MBA6011	
PSY3500	
PSY3800	
PSY4030	
PSY4040	
PSY4420	
PSY4480	

Degrees and Certificates

College of Arts and Science

Degree programs in the College of Arts and Sciences are developed around a set of standards that offer students broad exposure to an area of study along with deep grounding in the student's chosen career field. Students may select a number of free electives to explore their interests, and they are offered elective options directly related to their chosen field. During the program, students explore the basic theories and concepts of their field, related applications, and current research in that field. The College of Arts and Sciences requires all students to complete courses related to research methods and data analysis as part of employment preparation, and to strengthen critical thinking skills and increase information literacy.

General Education

Overview

South University recognizes the importance for its graduates to be flexible and broadly knowledgeable

, possessing the adaptability and understanding needed to navigate continuously changing technologies, growing diversity, and the rapid pace of social and cultural transformations. With this in mind, the University has developed general education requirements in communication, mathematics, science, arts and humanities, and social and behavioral sciences, exposing students to a broad spectrum of human knowledge.

South University's general education curriculum seeks to connect a diverse group of students across disciplines to cultivate skills in critical and analytical thinking, information literacy, communication, and ethical standards in diverse contexts.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate effective communication in written, graphic, and oral modes.
2. Apply analytical reasoning skills in foundational courses.
3. Demonstrate effective research skills.
4. Demonstrate the capacity to think critically.
5. Recognize the importance of ethics, diversity, and cultural competency.

Areas of Study

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

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

General Education Areas and Approved Courses

1. Professional Development
    - ITS1000
    - UVC1000
    - UVC2001
    - UVC4000
2. Basic Communications
    - COM1200
    - COM2006
    - COM2026
    - ENG1100
    - ENG1200
    - ENG1300
    - SPC1026
3. Mathematics and Statistics
    - MAT1001

- MAT1005
- MAT1500
- MAT2058

4. Natural Sciences
   - BIO1010
   - BIO1011
   - BIO1012
   - BIO1013
   - BIO1014
   - BIO1020
   - BIO1021
   - CHM1010
5. Arts and Humanities
   - ENG2002
   - ENG2003
   - ENG2011
   - ENG2020
   - HIS1101
   - HIS1102
   - HUM1001
   - HUM1002
   - HUM1003
   - HUM1200
   - HUM2101
   - HUM2102
   - PHI1001
   - PHI2301
   - REL1001
6. Social and Behavioral Sciences
   - ECO2071
   - ECO2072
   - POL1150
   - POL2076
   - PSY1001
   - SOC1001
   - SOC2010

Ministry

Ministry

Degree Type
Doctor of Ministry (DMin)

Program Student Learning Outcomes

- Students will develop biblically informed and theologically reasoned ministry solutions that are consistent with the student's faith tradition and the needs of the student's chosen ministry setting.
- Students will evaluate the ethical and professional expectations appropriate to the practice of ministry.
- Students will develop strategies to resolve disputes and achieve resolution and reconciliation among parties in ministry settings.
- Students will collaborate with individuals and communities who exhibit differences of religious beliefs (or none), denominational differences, racial and ethnic differences, and gender differences..
- Students will communicate within their practice of ministry in a variety of settings.
- Students will synthesize research to successfully overcome and/or resolve complex issues in ministry settings in a doctoral-level project.

Admission Requirements

Procedures for Admission to the Doctor of Ministry Program

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria used in determining admission to the doctoral program include:

- An earned undergraduate degree from an accepted accredited institution with a CGPA of 2.7 or better on a 4.0 scale OR
- An earned undergraduate degree from an accepted accredited institution with a CGPA of 2.7 or better on a 4.0 scale during the applicant's last 60 semester hours or 90 quarter hours earned on the bachelor's degree and/or subsequent graduate work OR
- An earned graduate degree from an accepted accredited institution with a CGPA of 3.0 or better on a 4.0 scale.
- Interview with the Program Director or Chair.
- Submission of official transcripts from all post-secondary institutions attended, with submission due within 5 weeks of the class start date (refer to Conditional Acceptance).

- Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL
  (Test of English as a Foreign Language) score of 550 or the electronic-based score of 79-80 to be considered for the program.
- Completion of an application for admission.

Note: Applicants who are not citizens of the United States should refer to the section in the South University catalog entitled International Student Admissions Policy.

Exceptions to the Minimum GPA

Applications with CGPA lower than the stated program minimum (2.7 for the bachelor's degree and 3.0 for a graduate degree/coursework) may be considered for admission on the basis of evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in a personal statement of academic and professional goals, a career resume or curriculum vita, and two letters of academic and/or professional recommendation. The Program Director/Chair in consultation with the Dean of the College or designee must approve exceptions.

Students admitted on an exception basis will be admitted as regular students on provisional status for the first quarter of enrollment. In order to remain enrolled after completion of the first quarter the student must achieve a CGPA of at least 3.0.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Doctor of Ministry degree at South University is a 96-credit hour program designed to be a first-professional degree to enhance ministry practitioners to seek or advance in vocational or bi-vocational ministry. The program further develops the student's understanding of the nature and purpose of ministry, advance the student's competencies in ministry skills, and promotes the student's growth in spiritual maturity.

The Doctor of Ministry (D.Min.) degree program at South University is designed to equip ministry practitioners to provide ministry leadership and spiritual care in the following roles:

- Pastors, ministry staff, and lay ministers in local churches/parishes
- Program staff leaders in parachurch organizations
- Chaplains and spiritual care coordinators in a variety of institutional settings
- Program staff leaders in non-profit service agencies, community development, advocacy and justice ministries
- Social entrepreneurs pursuing business as mission, and commercial and industrial chaplaincy

Program Student Learning Outcomes

Graduates will be able to:

1. Students will develop biblically informed and theologically reasoned ministry solutions that are consistent with the student's faith tradition and the needs of the student's chosen ministry setting.
2. Students will evaluate the ethical and professional expectations appropriate to the practice of ministry.
3. Students will develop strategies to resolve disputes and achieve resolution and reconciliation among parties in ministry settings.
4. Students will collaborate with individuals and communities who exhibit differences of religious beliefs (or none), denominational differences, racial and ethnic differences, and gender differences.
5. Students will communicate competently within their practice of ministry in a variety of settings.
6. Students will synthesize research to successfully overcome and/or resolve complex issues in ministry settings in a doctoral-level project.

The Standard Track of the D.Min. program is designed for students seeking to prepare for vocational or bi-vocational ministry. Foundational courses provide an introduction and overview to the various disciplines required for effective ministry leadership. Ministry skills courses, advanced ministry studies courses, and

the final project further integrate biblical and theological perspectives into the practice of ministry. Students can have the opportunity to gain lifelong learning skills that will enable them to continue their personal, intellectual and professional growth.

The Advanced Track of the D.Min. program is designed for students who have completed a graduate degree or a significant amount of coursework in biblical, theological, and ministry studies, and who are currently engaged in vocational ministry. Students in the Advanced Ministry Study can further develop their understanding of the nature and purpose of ministry, enhance their ministry skills, and continue their growth in spiritual maturity.

Student Progression Policy

Doctor of Ministry Program Progression Standards

Doctor of Ministry Standard Track: 96 Credits

Orientation: 8 Credits

Course Code	Title	Quarter Credits
MIN7000	Learning Skills for Ministry	4.0
MIN7001	Academic Writing	4.0

Foundation: 28 Credits

Course Code	Title	Quarter Credits
MIN7010	Biblical Interpretation	4.0
MIN7011	Old Testament Context and Theology	4.0
MIN7012	New Testament Context and Theology	4.0
MIN7020	Theology Survey	4.0
MIN7040	World Religions	4.0
MIN7050	Christian Spiritual Formation	4.0
MIN7060	Diversity in Ministry	4.0

Ministry Skills: 28 Credits

Course Code	Title	Quarter Credits
MIN7051	Community and Discipleship	4.0
MIN7061	Leadership and Management in Ministry	4.0
MIN7062	Communication Skills for Ministry	4.0
MIN7063	Conflict Mediation and Reconciliation	4.0
MIN7080	Introduction to Pastoral Counseling	4.0
MIN7590	Ministry Practicum I	4.0
MIN7690	Ministry Practicum II	4.0

Advanced Ministry Study: 20 Credits

Course Code	Title	Quarter Credits
MIN7560	Person and Practice of Ministry	4.0

Choose four additional courses from the following:

Course Code	Title	Quarter Credits
MIN7160	Ministry in the Local Church	4.0
MIN7161	Ministry in Institutional Settings	4.0
MIN7561	Theology, Death and Dying	4.0
MIN7562	Homiletics	4.0
MIN7563	Ministry with Disabled Persons	4.0
MIN7565	Principles and Practice of Worship	4.0
MIN7580	Ministry with Families	4.0

Final Project 12 Credits

Course Code	Title	Quarter Credits
MIN7500	Theology and Research in Ministry	4.0

Choose one of the following sequences:

Course Code	Title	Quarter Credits
	Dissertation (8 credits)	**8**
MIN8000	Dissertation I	4.0
MIN8100	Dissertation I Extension A	0
MIN8200	Dissertation I Extension B	0
MIN8300	Dissertation I Extension C	0
MIN8010	Dissertation II	4.0
MIN8110	Dissertation II Extension A	0
MIN8210	Dissertation II Extension B	0
MIN8310	Dissertation II Extension C	0
	Ministry Project (8 credits)	**8**
MIN8001	Ministry Project I	4.0
MIN8101	Ministry Project I Extension A	0
MIN8201	Ministry Project I Extension B	0
MIN8301	Ministry Project I Extension C	0
MIN8011	Ministry Project II	4.0
MIN8111	Ministry Project II Extension A	0
MIN8211	Ministry Project II Extension B	0
MIN8311	Ministry Project II Extension C	0

Doctor of Ministry Advanced Track: 96 Credits

Advanced standing credit is determined based on student's previous college work providing 56 credit hours of transfer credit.

Advanced Standing Credit: 56 Credits

Orientation: 8 Credits

Course Code	Title	Quarter Credits
MIN7000	Learning Skills for Ministry	4.0
MIN7001	Academic Writing	4.0

Foundation: 4 Credits

Course Code	Title	Quarter Credits
MIN7060	Diversity in Ministry	4.0

Ministry Skills: 4 Credits

Course Code	Title	Quarter Credits
MIN7063	Conflict Mediation and Reconciliation	4.0

Advanced Ministry Study: 12 Credits

Course Code	Title	Quarter Credits
MIN7560	Person and Practice of Ministry	4.0

Electives

Choose two electives from the following:

Course Code	Title	Quarter Credits
MIN7160	Ministry in the Local Church	4.0
MIN7161	Ministry in Institutional Settings	4.0
MIN7561	Theology, Death and Dying	4.0
MIN7563	Ministry with Disabled Persons	4.0

Final Project: 12 Credits

Course Code	Title	Quarter Credits
MIN7500	Theology and Research in Ministry	4.0

Choose one of the following sequences:

Course Code	Title	Quarter Credits
	Dissertation (8 credits)	**8**
MIN8000	Dissertation I	4.0
MIN8100	Dissertation I Extension A	0
MIN8200	Dissertation I Extension B	0
MIN8300	Dissertation I Extension C	0
MIN8010	Dissertation II	4.0
MIN8110	Dissertation II Extension A	0
MIN8210	Dissertation II Extension B	0
MIN8310	Dissertation II Extension C	0
	Ministry Project (8 credits)	**8**
MIN8001	Ministry Project I	4.0
MIN8101	Ministry Project I Extension A	0
MIN8201	Ministry Project I Extension B	0
MIN8301	Ministry Project I Extension C	0
MIN8011	Ministry Project II	4.0
MIN8111	Ministry Project II Extension A	0
MIN8211	Ministry Project II Extension B	0
MIN8311	Ministry Project II Extension C	0
	Total Credits	96

Counseling

Clinical Mental Health Counseling (Columbia, Richmond, and Savannah)

Degree Type
Master of Arts (MA)

Program Student Learning Outcomes

- Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
- Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
- Apply aspects of professional functioning to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
- Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
- Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
- Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
- Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.
- Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
- Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.

Admission Requirements

Procedure for Admission to the Master of Arts in Clinical Mental Health Counseling Program

Admissions criteria for the Master of Arts in Clinical Mental Health Counseling program are consistent with those required in other master's degree level programs at South University. As the admissions process also takes into consideration the characteristics deemed essential to becoming a clinical mental health counselor, material is also required which will enable a determination to be made of the applicant's personal integrity, maturity, interpersonal skills, and ability to communicate effectively. The criteria used in determining admission to the graduate program include:

1. Completion of a bachelor's degree from an accredited institution.
2. A grade point average of at least 2.3 (on an Admissions scale of 4.0) for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), or, a bachelor's degree with an overall CGPA of 2.3, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
3. A minimum score on a South University preapproved English language proficiency test is required for all applicants whose "first" language is not English as specified in the English Language Proficiency Policy.
4. Interview with the Clinical Mental Health Counseling department chair/program director or designated faculty member.
5. Approval of the campus program admissions committee.
6. Completion of an application for admission.
7. Submission of a personal/professional statement addressing the applicant's interest in counseling, professional goals, along with a self-appraisal of academic and professional qualifications.
8. Submission (within 5 weeks of class start dates) of official transcripts from all postsecondary institutions attended (refer to Conditional Acceptance).
9. Current résumé (or career summary).
10. Background Check

All required admissions documentation and criteria will be reviewed and evaluated. Applicants will be notified regarding acceptance. Applicants should review the published general graduate requirements listed in the South University catalog. Students who are citizens of countries other than the United States should also refer to the section in the South University catalog entitled International Student Admissions Policy.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Columbia, Richmond, and Savannah.

Program Overview

The Master of Arts program in Clinical Mental Health Counseling at South University is intended to train professional counselors for evidence-based practice to meet the needs of a diverse population. This program highlights advanced theories, principles, and evidence-based practice within the counseling field. Students cultivate necessary skills for effective assessment and treatment, but also attain competence in navigating ethical, legal, and professional nuances.

The primary goals of the program are as follows:

1. Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
2. Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
3. Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
4. Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

The program is designed to provide an opportunity for its graduates to achieve initial eligibility criteria to become licensed in their state and certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). The length of the Clinical Mental Health Counseling program varies in accord with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate program.

Program Student Learning Outcomes

Graduates will be able to:

1. **Professional Identity and Ethics**: Apply aspects of professional functioning to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
2. **Social and Cultural Diversity**: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.

3. **Human Growth and Development Through the Lifespan**: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
4. **Lifestyle and Career Development**: Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
5. **Counseling and Helping Relationship**: Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
6. **Group Dynamics and Group Work**: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
7. **Assessment and Appraisal**: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
8. **Research and Program Evaluation**: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
9. **CMHC Specialization:** Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 10 quarter program

Curriculum for Columbia, Richmond, and Savannah campuses only

Quarter 1: 8.5 Credits

Course Code	Title	Quarter Credits
CNS6002	Counseling Theory	4.5
CNS6425	Clinical Mental Health Counseling	4.0

Quarter 2: 8.5 Credits

Course Code	Title	Quarter Credits
CNS6018	Psychopathology	4.5
CNS6161	Counseling Techniques	4.0

Quarter 3: 9 Credits

Course Code	Title	Quarter Credits
CNS6050	Lifespan Development	4.5
CNS6051	Diagnostics of Psychopathology and Treatment	4.5

Quarter 4: 9 Credits

Course Code	Title	Quarter Credits
CNS6313	Professional Orientation and Ethics	4.5
CNS6565	Multicultural Foundations	4.5

Quarter 5: 9.5 Credits

Course Code	Title	Quarter Credits
CNS6509	Group Dynamics	4.5
CNS7010	Pre-Practicum IA	1.0
CNS6901	Diagnosis and Treatment of Addictive Disorders	4.0

Quarter 6: 9 Credits

Course Code	Title	Quarter Credits
CNS6529	Research and Statistical Evaluation	4.5
CNS6535	Clinical Mental Health Appraisal I	4.5

Quarter 7: 9.5 Credits

Course Code	Title	Quarter Credits
CNS6602	Lifestyle and Career Development	4.5
CNS6850	Psychopharmacology	4.0
CNS7011	Practicum IB (100 clinical hours)	1.0

Quarter 8: 8 Credits

Course Code	Title	Quarter Credits
CNS7510	Internship IA (200 clinical hours)	4.0
CNS7950	Child/Adolescent Psychopathology and Treatment	4.0
CNS8202	Comprehensive Evaluation	0

Quarter 9: 8 Credits

Course Code	Title	Quarter Credits
CNS7610	Internship IIA (200 clinical hours)	4.0
CNS7970	Crisis and Trauma	4.0

Quarter 10: 12 Credits

Course Code	Title	Quarter Credits
CNS6709	Couples, Marital, and Family Dynamics	4.0
CNS6775	Counseling Administration, Advocacy, Supervision and Policy	4.0
CNS7611	Internship IIB (200 clinical hours)	4.0

Master of Arts in Clinical Mental Health Counseling Program: 91 Credits, 8 quarter program

Curriculum for Columbia; Richmond; Savannah and Virginia Beach campuses only

Quarter 1: 13 Credits

Course Code	Title	Quarter Credits
CNS6002	Counseling Theory	4.5
CNS6050	Lifespan Development	4.5
CNS6425	Clinical Mental Health Counseling	4.0

Quarter 2: 13 Credits

Course Code	Title	Quarter Credits
CNS6018	Psychopathology	4.5
CNS6161	Counseling Techniques	4.0
CNS6565	Multicultural Foundations	4.5

Quarter 3: 14.5 Credits

Course Code	Title	Quarter Credits
CNS6051	Diagnostics of Psychopathology and Treatment	4.5
CNS6313	Professional Orientation and Ethics	4.5
CNS6509	Group Dynamics	4.5
CNS7010	Pre-Practicum IA	1.0

Quarter 4: 13 Credits

Course Code	Title	Quarter Credits
CNS6529	Research and Statistical Evaluation	4.5
CNS6535	Clinical Mental Health Appraisal I	4.5
CNS6709	Couples, Marital, and Family Dynamics	4.0

Quarter 5: 9.5 Credits

Course Code	Title	Quarter Credits
CNS6602	Lifestyle and Career Development	4.5
CNS6901	Diagnosis and Treatment of Addictive Disorders	4.0
CNS7011	Practicum IB (100 clinical hours)	1.0

Quarter 6: 8 Credits

Course Code	Title	Quarter Credits
CNS7510	Internship IA (200 clinical hours)	4.0
CNS7950	Child/Adolescent Psychopathology and Treatment	4.0
CNS8202	Comprehensive Evaluation	0

Quarter 7: 12 Credits

Course Code	Title	Quarter Credits
CNS6850	Psychopharmacology	4.0
CNS7610	Internship IIA (200 clinical hours)	4.0
CNS7970	Crisis and Trauma	4.0

Quarter 8: 8 Credits

Course Code	Title	Quarter Credits
CNS6775	Counseling Administration, Advocacy, Supervision and Policy	4.0
CNS7611	Internship IIB (200 clinical hours)	4.0
	Total Credits	91

Clinical Mental Health Counseling (West Palm Beach)

Degree Type
Master of Arts (MA)

Program Student Learning Outcomes

- Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
- Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
- Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.
- Apply the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
- Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
- Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
- Demonstrate implementation of research and core theory related to the processes of decision-making in career development and planning in the context of the psychology of work.
- Apply aspects of professional functioning to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
- Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.

Admission Requirements

Procedure for Admission to the Master of Arts in Clinical Mental Health Counseling Program

Admissions criteria for the Master of Arts in Clinical Mental Health Counseling program are consistent with those required in other master's degree level programs at South University. As the admissions process also takes into consideration the characteristics deemed essential to becoming a clinical mental health counselor, material is also required which will enable a determination to be made of the applicant's personal integrity, maturity, interpersonal skills, and ability to communicate effectively. The criteria used in determining admission to the graduate program include:

1. Completion of a bachelor's degree from an accredited institution.
2. A grade point average of at least 2.3 (on an Admissions scale of 4.0) for the last 60 semester hours/90 quarter hours of coursework (including relevant graduate work), or, a bachelor's degree

with an overall CGPA of 2.3, or, an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
3. A minimum score on a South University preapproved English language proficiency test is required for all applicants whose "first" language is not English as specified in the English Language Proficiency Policy.
4. Interview with the Clinical Mental Health Counseling department chair/program director or designated faculty member.
5. Approval of the campus program admissions committee.
6. Completion of an application for admission.
7. Submission of a personal/professional statement addressing the applicant's interest in counseling, professional goals, along with a self-appraisal of academic and professional qualifications.
8. Submission (within 5 weeks of class start dates) of official transcripts from all postsecondary institutions attended (refer to Conditional Acceptance).
9. Current résumé (or career summary).
10. Background Check

All required admissions documentation and criteria will be reviewed and evaluated. Applicants will be notified regarding acceptance. Applicants should review the published general graduate requirements listed in the South University catalog. Students who are citizens of countries other than the United States should also refer to the section in the South University catalog entitled International Student Admissions Policy.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at West Palm Beach.

Program Overview

The Master of Arts program in Clinical Mental Health Counseling at South University is intended to train professional counselors for evidence-based practice to meet the needs of a diverse population. This program highlights advanced theories, principles, and evidence-based practice within the counseling field. Students cultivate necessary skills for effective assessment and treatment, but also attain competence in navigating ethical, legal, and professional nuances.

The primary goals of the program are as follows:

1. Equip graduates with the clinical skills and knowledge for contemporary clinical mental health counseling assessment and treatment in a multicultural society.
2. Develop graduates to be critical thinkers who ground their counseling practice in theory and research related to a variety of clinical issues, populations, settings, and modalities.
3. Prepare graduates for the integration of technology in contemporary counseling practice and critical/analytical thinking regarding concepts and applications in the field.
4. Empower graduates to embody a strong professional counseling identity and commitment to ethical practice.

The program is designed to provide an opportunity for its graduates to achieve initial eligibility criteria to become licensed in their state and certified as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). The length of the Clinical Mental Health Counseling program varies in accord with the licensing requirements of the states in which the program is offered. As a result, the program may not meet the licensing requirements of all states. The student should contact the licensing board in the state in which they anticipate seeking licensure to determine the appropriate program.

Program Student Learning Outcomes

Graduates will be able to:

1. **Professional Identity and Ethics**: Apply aspects of professional functioning, to include ethical standards, legal implications, advocacy and social justice, counselor roles, and professional credentialing.
2. **Social and Cultural Diversity**: Demonstrate the ability to apply multicultural research and core theory to issues and relationships in the context of culturally competent counseling.
3. **Human Growth and Development**: Apply research and core theory to the needs of diverse individuals across the lifespan, to include atypical personality and neurological development, addictive disorders, family and social relationships, and crisis response.
4. **Lifestyle and Career Development**: Demonstrate implementation of research and core theory

related to the processes of decision-making in career development and planning in the context of the psychology of work.

5. **Counseling and Helping Relationship**: Demonstrate knowledge and skill application of the major theories of change, consultation practices, diagnostic impressions, and evidence-based interventions to a diverse clientele for the delivery of effective and ethical treatment.
6. **Group Dynamics and Group Work**: Apply culturally appropriate group skills, techniques, and theory-based interventions in the context of group counseling dynamics while exploring effective facilitation styles.
7. **Assessment and Testing**: Analyze historical and current testing and assessment methods for implementing ethical and accurate appraisal of diverse clients by individual or group methods.
8. **Research and Program Evaluation**: Apply needs assessment, program evaluation, and research methods to ethical and effective practice and to add to the body of literature in the counseling profession.
9. **CMHC Specialization**: Plan, implement, and evaluate evidence-based programs and counseling approaches that are designed to treat psychopathology and promote optimal mental health.

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 10 quarter program

Curriculum for West Palm Beach campus only

Quarter 1: 8.5 Credits

Course Code	Title	Quarter Credits
CNS6002	Counseling Theory	4.5
CNS6425	Clinical Mental Health Counseling	4.0

Quarter 2: 8.5 Credits

Course Code	Title	Quarter Credits
CNS6018	Psychopathology	4.5
CNS6161	Counseling Techniques	4.0

Quarter 3: 9 Credits

Course Code	Title	Quarter Credits
CNS6050	Lifespan Development	4.5
CNS6051	Diagnostics of Psychopathology and Treatment	4.5

Quarter 4: 9 Credits

Course Code	Title	Quarter Credits
CNS6313	Professional Orientation and Ethics	4.5
CNS6565	Multicultural Foundations	4.5

Quarter 5: 9.5 Credits

Course Code	Title	Quarter Credits
CNS6509	Group Dynamics	4.5
CNS6901	Diagnosis and Treatment of Addictive Disorders	4.0
CNS7010	Pre-Practicum IA	1.0

Quarter 6: 9 Credits

Course Code	Title	Quarter Credits
CNS6529	Research and Statistical Evaluation	4.5
CNS6535	Clinical Mental Health Appraisal I	4.5

Quarter 7: 9.5 Credits

Course Code	Title	Quarter Credits
CNS6602	Lifestyle and Career Development	4.5
CNS6850	Psychopharmacology	4.0
CNS7011	Practicum IB (100 clinical hours)	1.0

Quarter 8: 12 Credits

Course Code	Title	Quarter Credits
CNS6709	Couples, Marital, and Family Dynamics	4.0
CNS7510	Internship IA (200 clinical hours)	4.0
CNS7950	Child/Adolescent Psychopathology and Treatment	4.0
CNS8202	Comprehensive Evaluation	0

Quarter 9: 8 Credits

Course Code	Title	Quarter Credits
CNS7610	Internship IIA (200 clinical hours)	4.0
CNS7970	Crisis and Trauma	4.0

Quarter 10: 12 Credits

Course Code	Title	Quarter Credits
CNS6775	Counseling Administration, Advocacy, Supervision and Policy	4.0
CNS6800	Human Sexuality	4.0
CNS7611	Internship IIB (200 clinical hours)	4.0

Master of Arts in Clinical Mental Health Counseling Program: 95 Credits, 8 quarter program

Curriculum for West Palm Beach campus only

Quarter 1: 13 Credits

Course Code	Title	Quarter Credits
CNS6002	Counseling Theory	4.5
CNS6050	Lifespan Development	4.5
CNS6425	Clinical Mental Health Counseling	4.0

Quarter 2: 13 Credits

Course Code	Title	Quarter Credits
CNS6018	Psychopathology	4.5
CNS6161	Counseling Techniques	4.0
CNS6565	Multicultural Foundations	4.5

Quarter 3: 14.5 Credits

Course Code	Title	Quarter Credits
CNS6051	Diagnostics of Psychopathology and Treatment	4.5
CNS6313	Professional Orientation and Ethics	4.5
CNS6509	Group Dynamics	4.5
CNS7010	Pre-Practicum IA	1.0

Quarter 4: 8.5 Credits

Course Code	Title	Quarter Credits
CNS6529	Research and Statistical Evaluation	4.5
CNS6901	Diagnosis and Treatment of Addictive Disorders	4.0

Quarter 5: 10 Credits

Course Code	Title	Quarter Credits
CNS6535	Clinical Mental Health Appraisal I	4.5
CNS6602	Lifestyle and Career Development	4.5
CNS7011	Practicum IB (100 clinical hours)	1.0

Quarter 6: 12 Credits

Course Code	Title	Quarter Credits
CNS6709	Couples, Marital, and Family Dynamics	4.0
CNS7510	Internship IA (200 clinical hours)	4.0
CNS7950	Child/Adolescent Psychopathology and Treatment	4.0
CNS8202	Comprehensive Evaluation	0

Quarter 7: 12 Credits

Course Code	Title	Quarter Credits
CNS6850	Psychopharmacology	4.0
CNS7610	Internship IIA (200 clinical hours)	4.0
CNS7970	Crisis and Trauma	4.0

Quarter 8: 12 Credits

Course Code	Title	Quarter Credits
CNS6775	Counseling Administration, Advocacy, Supervision and Policy	4.0
CNS6800	Human Sexuality	4.0
CNS7611	Internship IIB (200 clinical hours)	4.0
	Total Credits	95

Criminal Justice

Criminal Justice

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Students will utilize theoretical and applied criminal justice approaches to effectively solve a variety of field-based problems.
- Students will recognize the causes of crime and delinquency.
- Students will demonstrate effective and ethical communication as applied to the discipline.
- Students will utilize research methodology for scientific reasoning to the study of crime and justice.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an

official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Science in Criminal Justice program is designed to provide students with a broad perspective on the causes of crime and critical insights into the theoretical foundations and functions of the criminal justice system. Within this framework, students will demonstrate a working knowledge of criminal justice theory and practice, including proficiency in ethical communication and research skills appropriate to the field.

Program Student Learning Outcomes

Graduates will be able to:

1. Utilize theoretical and applied criminal justice approaches to effectively solve a variety of field-based problems.
2. Recognize the causes of crime and delinquency.
3. Demonstrate effective and ethical communication as applied to the discipline.
4. Utilize research methodology for scientific reasoning to the study of crime and justice.

Bachelor of Science in Criminal Justice: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT2058	Statistics	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0

Natural Sciences (choose two)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose two additional courses from the list below:

Course Code	Title	Quarter Credits
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL2076	American Government	4.0
SOC2010	Social Problems	4.0

Area II Foundation Requirements: 44 Credits

Course Code	Title	Quarter Credits
BUS1038	Business Law I	4.0
BUS2023	Business Communications	4.0
MGT2037	Principles of Management	4.0

Elective Pool (eight courses or 32 credits)

Area III Major Requirements: 72 Credits

Core: 44 Credits

Course Code	Title	Quarter Credits
CRJ1001	Introduction to Criminal Justice System	4.0
CRJ2100	Introduction to Law Enforcement	4.0
CRJ2200	Introduction to Criminal Courts	4.0
CRJ2300	Introduction to Corrections	4.0
CRJ2800	Criminal Law and Procedures	4.0
CRJ3003	Juvenile Delinquency	4.0
CRJ3004	Race, Class, and Gender in Criminal Justice	4.0
CRJ3005	Criminal Justice Management and Administration	4.0
CRJ3011	Criminology	4.0
CRJ3025	Comparative Criminal Justice Systems	4.0
CRJ3500	Ethics in Criminal Justice	4.0

Program Electives (choose six): 24 Credits

Courses may be selected from this list to apply to Area II Foundation Requirements.

Course Code	Title	Quarter Credits
CRJ3014	Criminal Justice and the Media	4.0
CRJ3015	White Collar Crime	4.0
CRJ3023	Organized Crime	4.0
CRJ3024	Serial Killers and Mass Murderers	4.0
CRJ3026	Concepts in Crime Mapping and Prevention	4.0
CRJ3300	Community Based Corrections	4.0
CRJ3600	Introduction to Forensics	4.0
CRJ4001	Victimology	4.0
CRJ4002	Restorative Justice	4.0
CRJ4003	Critical Issues in Criminal Justice	4.0
CRJ4009	Illegal Immigration and the Criminal Justice System	4.0
CRJ4011	Terrorism and Homeland Security	4.0
CRJ4015	Bloodstain Pattern Analysis	4.0
CRJ4021	Cyber Crime	4.0
CRJ4500	Violence in Society	4.0
CRJ4600	Crime Scene Investigation and Case Management	4.0
CRJ4650	Forensic Issues	4.0
CRJ4995	Criminal Justice Internship I	4.0
CRJ4996	Criminal Justice Internship II	4.0
CRJ4997	Criminal Justice Internship III	4.0

Capstone: 4 Credits

Course Code	Title	Quarter Credits
CRJ4999	Senior Seminar (Capstone)	4.0

Note(s):

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

Total Credits	180

Criminal Justice

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Students will apply criminal justice theories to a variety of real-life problems within complex organizations.
- Students will evaluate the effectiveness of organizational policy in professional practice.
- Students will develop strategies for improving systemic communication within and between criminal justice agencies.
- Students will integrate research methodology central to the field of criminal justice.

Admission Requirements

Admissions criteria for the Master of Science in Criminal Justice (MSCJ) Program

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.

Foundational Undergraduate Courses for the Master of Science in Criminal Justice

Completion of an undergraduate statistics course (with a grade of C or better) is required for the Master of Science in Criminal Justice. If the student does not have the course as part of their undergraduate degree, the course needs to be completed in the first two quarters of the program. Foundation undergraduate course credits do not count towards the total number of credits for graduation, nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR). MSCJ students enrolled in foundation undergraduate course must successfully complete the course within their first three attempts or the student will be academically dismissed from the University.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The South University Master of Science in Criminal Justice degree program is designed for students who want to enter leadership roles within the criminal justice field. It provides an advanced education in criminal justice theory and practice and prepares graduates to excel in multiple areas of the criminal justice arena.

The program is primarily designed to foster a learning community of criminal justice professionals who will use their knowledge within law enforcement, correctional, political, and legal arenas. Program graduates will be prepared to seek admission to doctoral programs in criminal justice, criminology, and

related fields, as well as to seek advancement within law enforcement, correctional, local and state government, and legal institutions.

The goals of the Master of Science in Criminal Justice degree program are that graduates will acquire:

1. The skills necessary to achieve professional advancement in criminal justice agencies.
2. Advanced knowledge and understanding of the administration of criminal justice organizations.
3. Advanced knowledge and understanding of criminal justice theory.

Program Student Learning Outcomes

Students will:

1. Apply criminal justice theories to a variety of real-life problems within complex organizations.
2. Evaluate the effectiveness of organizational policy in professional practice.
3. Develop strategies for improving systemic communication within and between criminal justice agencies.
4. Integrate research methodology central to the field of criminal justice.

Master of Science in Criminal Justice: 48 credits

Foundation: 28 Credits

Course Code	Title	Quarter Credits
MCJ5001	Foundations in Criminal Justice	4.0
MCJ5003	Ethics and Moral Behavior in the Criminal Justice System	4.0
MCJ5100	Advanced Research Methods and Analysis I	4.0
MCJ6001	Criminal Justice Administration	4.0
MCJ6003	Criminological Theory	4.0
MCJ6004	Criminal Justice Planning & Innovation	4.0
MC J6405	Organizational Leadership	4.0

Program Elective (choose four): 16 Credits

Course Code	Title	Quarter Credits
MCJ6002	Juvenile Justice Administration	4.0
MCJ6401	Critical/Controversial Issues: Law Enforcement	4.0
MCJ6404	Political Terrorism	4.0
MCJ6410	Legal Issues in Criminal Justice Administration	4.0
MCJ6505	Management of Critical Incidents	4.0
MCJ6601	Resource and Agency Coordination	4.0
MCJ6620	Special Topics in Homeland Security	4.0
MCJ6701	Theory and Practice of Community Corrections and Re-entry Programs	4.0
MCJ6705	Theory and Practice of Institutional Corrections	4.0

Note(s):

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

Capstone: 4 Credits

Course Code	Title	Quarter Credits
MCJ6985	Applied Professional Project	4.0

Note(s):

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

Total Credits	48

Legal/Paralegal Studies

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

Paralegal Studies

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

-
- Demonstrate knowledge of procedural law and substantive law by successfully completing legal assignments routinely performed in a law office or any organization involved with legal processes under the supervision of an attorney.
- Demonstrate an awareness of the needs of a modern technology-based law office.
- Demonstrate an understanding of professional and ethical standards expected of a paralegal.
-

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an

official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Legal/Paralegal Studies Curriculum

South University's Legal Studies (BS) and Paralegal Studies (AS) programs are designed to provide opportunities for students to prepare for a rapidly

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

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

Associate of Science in Paralegal Studies (AS)

Offered at Online Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate knowledge of procedural law and substantive law by successfully completing legal assignments routinely performed in a law office or any organization involved with legal processes under the supervision of an attorney.
2. Demonstrate an awareness of the needs of a modern technology-based law office.
3. Demonstrate an understanding of professional and ethical standards expected of a paralegal.
4. Demonstrate communication skills, including public speaking, letter and memorandum writing, as well as legal drafting under the supervision of an attorney.
5. Demonstrate legal research, analytical and critical thinking skills, including reasoned approaches to legal problem solving.

Associate of Science in Paralegal Studies: 92 Credits

Area I General Education Requirements: 40 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics (choose one)

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0
MAT2058	Statistics	4.0

Natural Sciences (choose one)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences (choose one)

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Choose one additional General Education elective not already applied

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0
ENG1300	Composition III	4.0
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
POL1150	Contemporary Issues	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
REL1001	World Religions	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0
SPC1026	Public Speaking	4.0

Area II Foundation Requirements: 8 Credits

Course Code	Title	Quarter Credits
BUS1038	Business Law I	4.0
BUS2038	Business Law II	4.0

Area III Major Requirements: 44 Credits

Core

Course Code	Title	Quarter Credits
LGS1001	The Legal Field: Law and Ethics	4.0
LGS1004	Torts and Remedies	4.0
LGS1005	Legal Research and Writing I	4.0
LGS1006	Legal Research and Writing II	4.0
LGS2001	Civil Litigation	4.0
LGS2002	Family Law	4.0
LGS2003	Estate Planning and Probate	4.0
LGS2004	Criminal Law	4.0
LGS2007	Computers in the Legal Office	4.0

Electives (choose two)

Course Code	Title	Quarter Credits
LGS2005	Real Estate Law	4.0
LGS2008	Worker's Compensation Law	4.0
LGS2010	Bankruptcy Law	4.0
LGS2030	Administrative Law	4.0
LGS2100	Paralegal Internship	4.0
	Total Credits	92

Legal Studies

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

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

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Legal/Paralegal Studies Curriculum

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

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

Bachelor of Science in Legal Studies

Offered at Online Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

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

Program Student Learning Outcomes

Graduates will be able to:

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

Bachelor of Science in Legal Studies: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics (choose three)

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0
MAT2058	Statistics	4.0

Natural Sciences (choose two)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences (choose three)

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Choose any two additional General Education electives not already applied:

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0
COM2006	Interpersonal Communication	4.0
ENG1300	Composition III	4.0
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
REL1001	World Religions	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0
SPC1026	Public Speaking	4.0

Area II Foundation Requirements: 40 Credits

Course Code	Title	Quarter Credits
BUS1038	Business Law I	4.0
BUS2038	Business Law II	4.0

Elective Pool (eight courses or 32 credit hours)

Area III Major Requirements: 76 Credits

Core

Course Code	Title	Quarter Credits
LGS1001	The Legal Field: Law and Ethics	4.0
LGS1004	Torts and Remedies	4.0
LGS1005	Legal Research and Writing I	4.0
LGS1006	Legal Research and Writing II	4.0
LGS2001	Civil Litigation	4.0
LGS2002	Family Law	4.0
LGS2003	Estate Planning and Probate	4.0
LGS2004	Criminal Law	4.0
LGS2007	Computers in the Legal Office	4.0
LGS4005	Advanced Legal Research and Writing	4.0
LGS4008	Litigation Support Management	4.0
LGS4030	Employment Law	4.0
LGS4075	Legal Topics Seminar	4.0

Electives (choose three)

Course Code	Title	Quarter Credits
LGS2005	Real Estate Law	4.0
LGS2008	Worker's Compensation Law	4.0
LGS2010	Bankruptcy Law	4.0
LGS2030	Administrative Law	4.0
LGS2100	Paralegal Internship	4.0

Electives (choose three)

Course Code	Title	Quarter Credits
LGS3009	International Law	4.0
LGS3040	Constitutional Law	4.0
LGS3050	Immigration Law	4.0
LGS3060	Contract Law for Paralegals	4.0
LGS3065	Criminal Procedure	4.0
LGS4010	Evidence	4.0
LGS4020	Advanced Real Estate Law	4.0
LGS4045	Advanced Technology for Paralegals	4.0
LGS4050	Environmental Law	4.0
LGS4051	Cyberlaw	4.0
LGS4055	Intellectual Property	4.0
LGS4060	Legal Externship II	4.0
	Total Credits	180

Psychology

Psychology

Degree Type
Bachelor of Arts (BA)

Program Student Learning Outcomes

- Students will identify major theories and content areas comprising the foundation of Psychology.
- Students will appraise professional growth in the field of Psychology including The Ethical Principles of Psychologists and Code of Conduct.
- Students will apply the principles of scientific methodology according to human, social, and applied context.
- Students will identify cultural factors impacting the field of Psychology according to historical and current issues.
- Students will explain the connection between theory, concepts, research, and clinical application in the field for current and emerging issues.
- Students will communicate psychological concepts using APA style, consistent with writing in the field.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students

will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Arts in Psychology degree program is designed to provide students with a broad background in general psychology and core psychological concepts (Behavioral Health, Human Development, Behavioral Neuroscience and Social/Organizational) emphasizing critical thinking and scientific inquiry. Graduates will be knowledgeable and compassionate advocates prepared to seek entry-level positions in psychology or a graduate degree in the behavioral sciences.

Program Student Learning Outcomes

Students will:

1. Identify major theories and content areas comprising the foundation of Psychology.
2. Identify cultural factors impacting the field of Psychology according to historical and current issues.
3. Apply the principles of scientific methodology according to human, social, and applied context.
4. Communicate psychological concepts using APA style, consistent with writing in the field.
5. Explain the connection between theory, concepts, research, and clinical application in the field for current and emerging issues.
6. Appraise professional growth in the field of Psychology including The Ethical Principles of Psychologists and Code of Conduct.

Bachelor of Arts in Psychology: 180 Credits

Area I General Education Requirements: 64 Credits

Professional Development

Course Code	Title	Quarter Credits
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
COM2026	Professional Communications for Diverse Populations	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
BIO1010	Environmental Biology	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
	Arts and Humanities Elective Pool	

Arts and Humanities Electives

ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM1003	Appreciation of the Arts	4.0
HUM1200	Social Responsibility and the Self	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0

General Education Elective (choose any two courses from General Education not fulfilled in the above categories):

Course Code	Title	Quarter Credits
	Professional Development Elective Pool	

Professional Development Electives

ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0
UVC2001	Introduction to Health Professions	4.0
UVC4000	Career Exploration Seminar	4.0
	Basic Communications Elective Pool	

Basic Communications Electives

COM1200	Media Literacy	4.0
COM2006	Interpersonal Communication	4.0
COM2026	Professional Communications for Diverse Populations	4.0
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0
ENG1300	Composition III	4.0
SPC1026	Public Speaking	4.0
	Mathematics and Statistics Elective Pool	

Mathematics and Statistics Electives

MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0
MAT2058	Statistics	4.0
	Natural Sciences Elective Pool	

Natural Sciences Electives

BIO1010	Environmental Biology	4.0
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

	Arts and Humanities Elective Pool	

Arts and Humanities Electives

ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM1003	Appreciation of the Arts	4.0
HUM1200	Social Responsibility and the Self	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0
	Social and Behavioral Sciences Elective Pool	

Social and Behavioral Sciences Electives

ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL1150	Contemporary Issues	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Area II Foundational Requirements: 32 Credits

Elective Pool (Eight courses or 32 credit hours)

Area III Major Requirements: 84 Credits

Core: 36 Credits

Course Code	Title	Quarter Credits
PSY2007	Statistics for Behavioral Sciences	4.0
PSY2010	Abnormal Psychology	4.0
PSY2022	Human Growth and Development	4.0
PSY2050	History and Systems	4.0
PSY2060	Research Methods	4.0
PSY3001	Cognitive Psychology	4.0
PSY3010	Social Psychology	4.0
PSY3200	Biological Psychology	4.0
PSY3300	Personality	4.0

Major Curriculum: 44 Credits

Students must take one course within each of the four areas below (16 credit hours) plus an additional 28 credit hours (7 courses) from any area below. Students should work with their academic counselor or program director to be sure they are making appropriate course choices.

Behavioral Health

Course Code	Title	Quarter Credits
PSY4001	Addictions	4.0
PSY4030	Multicultural Psychology	4.0
PSY4400	Child and Adolescent Disorders	4.0
PSY4540	Introduction to Professional Counseling	4.0
PSY4541	Introduction to Clinical Psychology	4.0
PSY4600	Anxiety and Mood Disorders	4.0

Behavioral Neuroscience

Course Code	Title	Quarter Credits
PSY3400	Sensation and Perception	4.0
PSY3500	Motivation	4.0
PSY4610	Advanced Analysis and Methods	4.0
PSY4620	Learning and Memory	4.0
PSY4630	Principles of Behavioral Neuroscience	4.0
PSY4650	Human Neuropharmacology	4.0

Human Development

Course Code	Title	Quarter Credits
PSY3520	Child/Adolescent Development	4.0
PSY3530	Adult Development	4.0
PSY3540	Elderly Development	4.0
PSY3800	Introduction to Psychological Testing and Assessment	4.0
PSY4040	Human Sexuality	4.0
PSY4320	Psychology and Gender	4.0

Social/Organizational

Course Code	Title	Quarter Credits
PSY4200	Psychology and the Media	4.0
PSY4420	Health Psychology	4.0
PSY4470	Forensic Psychology (formerly Psychology and Law)	4.0
PSY4480	Psychology of Religion	4.0
PSY4560	Industrial Organizational Psychology	4.0
PSY4580	Psychometrics and Assessment	4.0

Capstone (choose one, 4 credit hours)

Course Code	Title	Quarter Credits
PSY4800	Senior Seminar	4.0
PSY4900	Field Placement	4.0
	Total Credits	180

Allied Health Sciences

Allied Health Science

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

- Students will utilize foundational principles of health sciences to prepare them to serve in healthcare.
- Students will demonstrate communication appropriate for sensitive healthcare environments.
- Students will apply critical thinking skills to explore solutions for healthcare scenarios
- Students will report on a wide range of healthcare related topics.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters

of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, High Point, Montgomery, Online Programs, Orlando, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Associate of Science in Allied Health Science offers students comprehensive education in general studies with a specialized focus on the sciences. Designed for students passionate about future health careers, the program's courses are tailored to equip them with a strong knowledge base. Within this framework, students demonstrate proficiency in effective communication and critical thinking skills while acquiring expertise in addressing the prevention, diagnosis, and treatment of diseases and illnesses across diverse healthcare scenarios.

Program Student Learning Outcomes

Upon Successful completion of the program:

1. Students will utilize principles of the health sciences to prepare them to serve in healthcare.
2. Students will demonstrate effective communication healthcare environments.
3. Students will apply critical thinking skills to explore solutions for healthcare scenarios.
4. Students will report on a wide range of healthcare related topics.

Associate of Science in Allied Health Science: 90 Credits

Area I General Education Requirements: 44 Credits

Professional Development

Course Code	Title	Quarter Credits
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0

Natural Sciences

Course Code	Title	Quarter Credits
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose three additional courses from the list below:

Course Code	Title	Quarter Credits
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
SOC1001	Introduction to Sociology	4.0

Area II Foundation Requirements: 16 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0
PSY1001	General Psychology	4.0

Area III Major Requirements: 30 Credits

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0
BIO2015	Human Pathophysiology	4.0
	BIO2070 and BIO2071 or BIO2073	**6**
BIO2070	Microbiology	4.0
BIO2071	Microbiology Lab	2.0
BIO2073	Microbiology Laboratory	2.0
NTR2050	Nutrition	4.0
PSY2022	Human Growth and Development	4.0
	Total Credits	90

College of Business

Purpose: The South University College of Business aims to provide motivated, life-long learners with a higher education experience that combines focused learning with personalized attention in a supportive environment.

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

Values: The College of Business subscribes to three core values:

- Ethical Practices
- Student Success
- Quality Education

Accounting

Accounting

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Demonstrate an awareness of how culture, society, ethics, law, politics, technology and economic principles provide a context for and affect the actions and decisions of business leaders and accounting professionals.
- Exhibit expertise in accounting standards, financial statements, auditing functions, budgeting, and taxation; an ability to apply generally accepted accounting principles; and the practical skills to be effective in entry-level positions.
- Communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
- Apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
- Determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official

documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

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For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Science in Accounting at South University is designed to prepare students for entry-level positions in corporate and/or public accounting. Students should familiarize themselves with the requirements of the State Board of Accountancy in the particular state in which they wish to take the exam. South University does not guarantee third-party certification/licensure. Outside agencies control the requirements for taking and passing certification/ licensing exams and are subject to change without notice to South University. Our Bachelor of Science in Accounting is not designed to lead to licensure, including the CPA examination.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate an awareness of how culture, society, ethics, law, politics, technology and economic principles provide a context for and affect the actions and decisions of business leaders and accounting professionals.
2. Exhibit: expertise in accounting standards, financial statements, auditing functions, budgeting, and taxation; an ability to apply generally accepted accounting principles; and the practical skills to be effective in entry-level positions.
3. Communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
4. Apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
5. Determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.

Bachelor of Science in Accounting: 180 Credits

Area I General Education Requirements: 48 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences (choose one)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0

Area II Foundation Requirements 36 Credits

Course Code	Title	Quarter Credits
ACC1001	Accounting I	4.0
ACC1002	Accounting II	4.0
ACC1003	Accounting III	4.0
BUS1038	Business Law I	4.0
BUS1101	Introduction to Business	4.0
BUS2023	Business Communications	4.0
FIN2030	Introduction to Finance	4.0
MGT2037	Principles of Management	4.0
MKT2010	Principles of Marketing	4.0

Area III Major Requirements: 96 Credits

Course Code	Title	Quarter Credits
ACC3010	Accounting Information Systems	4.0
ACC3020	Intermediate Financial Accounting I	4.0
ACC3025	Intermediate Financial Accounting II	4.0
ACC3040	Cost Accounting	4.0
ACC3045	Intermediate Cost Management	4.0
ACC4010	Federal Taxation I	4.0
ACC4035	Governmental and Not-for-Profit Accounting	4.0
ACC4050	Internal Auditing and Assurance	4.0
BUS3001	Ethics in Organizations	4.0
BUS3041	Managerial Communications	4.0
BUS3055	Business Law for Commercial Transactions	4.0
BUS4098	Business Simulation	4.0
MGT3059	Operations Management	4.0
MGT4027	Global Business Management	4.0
MGT4070	Strategic Management	4.0
MIS3101	Application of Management Information Systems	4.0

Elective Pool 32 Credits

Suggested Electives:

Course Code	Title	Quarter Credits
BUS3059	Quantitative Business Analysis	4.0
BUS4101	Quality Management	4.0
FIN3030	Corporate Finance	4.0
ITS1101	Foundations of Information Technology	4.0
MGT3002	Organizational Behavior	4.0
MGT3045	Human Resources Management	4.0
MGT3102	Leadership	4.0
MGT4059	Advanced Operations Management	4.0
	Total Credits	180

Accounting

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
- Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.
- Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
- Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
- Assess ethical, legal, and professional responsibilities required in the accounting profession.

Admission Requirements

Admissions criteria for the Master of Science in Accounting (MSA) Program

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

- Completion of application for admission,

- An earned undergraduate degree from an acceptable accredited institution with a CGPA of 2.0 or better on a 4.0 scale or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Master of Science in Accounting

The Master of Science in Accounting (MSA) degree program at South University is designed to prepare students with an undergraduate accounting degree for careers in professional accounting, including corporate and/or public accounting. Our Master of Science in Accounting is not designed to lead to licensure, including the CPA examination. Graduates from this program who earned a Bachelor of Science in Accounting may be eligible to sit for the CPA examination.

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
2. Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.
3. Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
4. Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
5. Assess ethical, legal, and professional responsibilities required in the accounting profession.

Master of Science in Accounting: 48 credits

Course Code	Title	Quarter Credits
ACC5001	Ethics and Accounting	4.0
ACC5328	Intermediate Financial Accounting III	4.0
ACC5335	Governmental and Not-for-Profit Accounting	4.0
ACC5348	Advanced Financial Accounting	4.0
ACC5360	External Auditing and Assurance	4.0
ACC5372	Federal Taxation II	4.0
ACC6311	Advanced Accounting Information Systems	4.0
ACC6330	Advanced Financial Reporting	4.0
ACC6345	Intermediate Cost Management	4.0
ACC6362	Forensic and Fraud Auditing	4.0
ACC6374	Advanced Taxation	4.0
ACC6999	Capstone Review	4.0
	Total Credits	48

Accounting (BS to MS)

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
- Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.
- Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
- Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
- Assess ethical, legal, and professional responsibilities required in the accounting profession.

Admission Requirements

Admissions criteria for the Bachelor of Science to Master of Science in Accounting (BS to MS) are as follows:

South University is no longer enrolling new applicants into the Bachelor of Science to Master of Science in Accounting (BS to MS) program as of January 2024.

- General undergraduate admission requirements for the university.
- To progress to the graduate phase of the program, students must meet the College of Business progressions requirements.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

South University is no longer enrolling new applicants in to the Bachelor of Science to Master of Science in Accounting (BS to MS) program as of January 2024.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The BS (Bachelor of Science in Accounting) to MS (Master of Science in Accounting) degree program at South University is designed to prepare students for entry-level careers in professional accounting, including corporate and/or public accounting. The accounting and business coursework contained in the program may allow a student to qualify to take the Certified Public Accounting (CPA) Examination. Students should familiarize themselves with the specific candidacy requirements of the State Board of Accountancy in the particular state in which they wish to take the CPA examination.

Students who successfully complete all requirements of the BS (Bachelor of Science in Accounting) to MS (Master of Science in Accounting) program will be awarded both the Bachelor of Science in Accounting and the Master of Science in Accounting upon graduation from the graduate program (228 credit hours).

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical analysis skills to apply contemporary accounting principles and practices to the decisions faced by evolving business organizations.
2. Integrate principles of accounting, economics, finance, law, risk, and management to articulate innovative solutions to organizational challenges.
3. Integrate the auditing process, including the synthesis of information systems and communications, internal controls, and corporate governance.
4. Critique and apply the concepts, principles, and methods gleaned from professional and academic accounting research to challenges in the accounting profession.
5. Assess ethical, legal, and professional responsibilities required in the accounting profession.

Student Progression Policy

BSA to MSA Progression Policy

Bachelor of Science to Master of Science in Accounting: 228 Credits

South University is no longer enrolling new applicants in to the Bachelor of Science to Master of Science in Accounting (BS to MS) program as of January 2024.

Area I General Education Requirements: 64 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0
ENG1300	Composition III	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT2058	Statistics	4.0

Choose two additional courses from the following:

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0

Natural Sciences (choose two)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities (choose two)

Course Code	Title	Quarter Credits
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0

Choose one additional course from the following:

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Area II Foundation Requirements: 36 Credits

Course Code	Title	Quarter Credits
ACC1001	Accounting I	4.0
ACC1002	Accounting II	4.0
ACC1003	Accounting III	4.0
BUS1038	Business Law I	4.0
BUS1101	Introduction to Business	4.0
BUS2023	Business Communications	4.0
FIN2030	Introduction to Finance	4.0
MGT2037	Principles of Management	4.0
MKT2010	Principles of Marketing	4.0

Area III Requirements: 128 Credits

Course Code	Title	Quarter Credits
ACC3010	Accounting Information Systems	4.0
ACC3020	Intermediate Financial Accounting I	4.0
ACC3025	Intermediate Financial Accounting II	4.0
ACC3040	Cost Accounting	4.0
ACC4010	Federal Taxation I	4.0
ACC4050	Internal Auditing and Assurance	4.0
ACC5001	Ethics and Accounting	4.0
ACC5328	Intermediate Financial Accounting III	4.0
ACC5335	Governmental and Not-for-Profit Accounting	4.0
ACC5348	Advanced Financial Accounting	4.0
ACC5360	External Auditing and Assurance	4.0
ACC5372	Federal Taxation II	4.0
ACC6311	Advanced Accounting Information Systems	4.0
ACC6315	Accounting Services Consulting	4.0
ACC6330	Advanced Financial Reporting	4.0
ACC6342	Corporate Controllership	4.0
ACC6345	Intermediate Cost Management	4.0
ACC6362	Forensic and Fraud Auditing	4.0
ACC6374	Advanced Taxation	4.0
ACC6999	Capstone Review	4.0
BUS3001	Ethics in Organizations	4.0
BUS3041	Managerial Communications	4.0
BUS3055	Business Law for Commercial Transactions	4.0
BUS3059	Quantitative Business Analysis	4.0
BUS4098	Business Simulation	4.0
FIN3030	Corporate Finance	4.0
MGT3002	Organizational Behavior	4.0
MGT3059	Operations Management	4.0
MGT3102	Leadership	4.0
MGT4027	Global Business Management	4.0
MGT4070	Strategic Management	4.0
MIS3101	Application of Management Information Systems	4.0
	Total Credits	228

Business Administration

Business Administration

Degree Type
Bachelor of Business Administration (BBA)

Program Student Learning Outcomes

- Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in entry-level positions.
- Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
- Demonstrate the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
- Demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities to realize important business objectives.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is

allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Business Administration degree program focuses on preparing students with the knowledge and skills they will need to pursue entry-level positions in business. With courses such as Strategic Management (MGT4070), Operations Management (MGT3059) and Business Simulation (BUS4098) students can discover how to adapt business strategies to accommodate changing marketplace conditions. Courses that include Project Management (MGT3035), Organizational Behavior (MGT3002) and Leadership (MGT3102) are designed to provide students with opportunities to understand and apply effective leadership skills. Through case

studies and intensive projects, students will have the opportunity to gain the ability to assess organizational needs and implement effective improvement scenarios.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
2. Demonstrate an ability to communicate clearly, both orally and in writing, their understanding of and solutions for common business problems.
3. Demonstrate effective teamwork and communication skills when working with team members with diverse backgrounds and abilities to realize important business objectives.
4. Demonstrate an ability to apply quantitative analysis and critical thinking skills to analyze business problems within and across functional business disciplines to positively affect financial performance.
5. Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in entry-level positions.

Bachelor of Business Administration: 180 Credits

Area I General Education Requirements: 48 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences (choose one)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0

Area II Foundation Requirements: 36 Credits

Course Code	Title	Quarter Credits
ACC1001	Accounting I	4.0
ACC1002	Accounting II	4.0
ACC1003	Accounting III	4.0
BUS1038	Business Law I	4.0
BUS1101	Introduction to Business	4.0
BUS2023	Business Communications	4.0
FIN2030	Introduction to Finance	4.0
MGT2037	Principles of Management	4.0
MKT2010	Principles of Marketing	4.0

Area III Major Requirements: 48 Credits

Core

Course Code	Title	Quarter Credits
BUS3001	Ethics in Organizations	4.0
BUS3055	Business Law for Commercial Transactions	4.0
BUS3059	Quantitative Business Analysis	4.0
BUS4098	Business Simulation	4.0
FIN4060	Financial Statement Analysis	4.0
MGT3002	Organizational Behavior	4.0
MGT3035	Fundamentals of Project Management	4.0
MGT3059	Operations Management	4.0
MGT3102	Leadership	4.0
MGT4070	Strategic Management	4.0
MIS3101	Application of Management Information Systems	4.0
MKT3010	Marketing Management	4.0

Elective Pool (twelve courses or 48 credit hours)

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

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

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

Choose eight courses from the following list:

Suggested Electives:

Course Code	Title	Quarter Credits
ACC3010	Accounting Information Systems	4.0
BUS3041	Managerial Communications	4.0
BUS4101	Quality Management	4.0
FIN3030	Corporate Finance	4.0
HCM2004	Introduction to Healthcare Management	4.0
HCM3046	Managing the Healthcare Workforce	4.0
ITS1101	Foundations of Information Technology	4.0
ITS1103	Ethics and Information Technology	4.0
MGT3045	Human Resources Management	4.0
MGT4027	Global Business Management	4.0
MGT4059	Advanced Operations Management	4.0
MKT4106	Advertising and Promotion	4.0
	Total Credits	180

Business Administration

Degree Type

Doctor of Business Administration (DBA)

Program Student Learning Outcomes

- The student will demonstrate excellent oral and written communication related to the academic and professional environment. Students will demonstrate these skills in their coursework, instructional activities, and the dissertation.
- The student will apply critical thinking skills to analyze and apply contemporary theory of organizational behavior and leadership within their discipline and make contributions to the business administration knowledge base.
- The student will comprehend and apply the concepts, principles, and methods of researching business topics, and develop research designs using scientific investigation and systematic inquiry in an area of management. Emphasis will be placed upon directing research for peer reviewed journals, business practices, and consulting assignments.

- The student will demonstrate a thorough understanding and practice of teaching and managing courses in higher education.

Admission Requirements

Admission Criteria for the Doctor of Business Administration Program

Applications for the DBA program are accepted year-round. However, the Savannah campus DBA program only seats new students in spring quarter of each year.

- Completion of an MBA degree from an acceptable accredited institution.
  OR
- Completion of an undergraduate degree in business and a master's degree in a business field (such as organizational leadership, management, or human resources) from an acceptable accredited institution. The College Dean makes the final decision regarding accepted fields of study for admission to the program.
  AND
  A cumulative grade point average of at least 3.0 (on a scale of 4.0) on the earned master's degree. Additional coursework may be required to meet the Required Knowledge Base. Refer to section on Required Knowledge Base for further information.
- Completion of an application for admission.
- Submission (within 5 weeks of class start date) of official transcripts from all post-secondary institutions attended (refer to Conditional Acceptance).
- Personal interview with a representative from the College of Business as designated by the Dean of the College of Business (may be conducted by teleconference).

Submission of the following:

- A 1,000-word Statement of Purpose Essay that targets the applicant's academic and professional preparation for the South University DBA, along with future academic and professional goals. This statement must detail how the applicant's goals will be enhanced from earning a South University DBA and how the degree will be integrated into future career goals.
- Résumé or curriculum vitae that clearly outlines academic and professional preparation for a doctorate program.
- Three current academic/professional recommendations submitted directly to South University from the evaluator. References submitted to South University by an applicant will not be accepted. These recommendations must present the applicant's ability to successfully matriculate the program and how the applicant will contribute to the overall quality of the program. Additionally, the recommendation must include an assessment of the applicant's ability to be successful as a professional in teaching, service and research.

Once all required admissions documents and information are submitted, the candidate's admission packet will be reviewed and evaluated by the program director. Applications will be reviewed on a weekly basis and applicants will be notified immediately.

Transfer of Credit Guidelines for the DBA program

The majority of credits toward the DBA degree program must be earned at South University. Credit for transfer work will be given if the courses were taken at an acceptable accredited collegiate institution, the course is equivalent to courses offered at South University, and the course carries a grade of "B" or better.

All transfer credit will be reviewed and approved by the Dean, College of Business, or designee, and the Department Chair of the respective academic department and Program Director. The maximum number of classes to transfer is four courses or 16 quarter hours. NOTE: Dissertation courses may not be transferred from another institution.

Required Knowledge Base for the DBA Program

Applicants to the DBA degree program must demonstrate a master's level ability to integrate knowledge within critical knowledge areas with a grade of "B" or better. These knowledge areas must have been taken at an acceptable accredited institution and be equivalent to a 3 semester-hour, graduate level course.

Knowledge Areas:

- Organizational Behavior and Communication
- Statistics

Students meeting all other admission requirements except not having met the Required Knowledge Base areas will be admitted into the program; however, these graduate level knowledge areas must be successfully completed with a grade of "B" or better within the first two quarters of enrollment.

If a student does not complete the Required Knowledge Base areas within the required timeframe, the student will be dismissed from the program.

The Required Knowledge Base course credits do not count towards the total number of credits for graduation nor do they count in the Cumulative Grade Point Average (CGPA); however, they do count in determining the maximum time frame (MTF) and the Incremental Completion Rate (ICR).

Virtual Residency Requirement for Online Students

The doctoral residencies are a requirement for online students in the Doctor of Business Administration (DBA) program. These are a time for faculty, staff, and students to meet in a collegial learning opportunity. Residencies are designed as a time for students and faculty to work together collaboratively and to support the creation of a community of scholars. Students will participate in faculty- and student-led presentations and will have the opportunity to network and share their experiences in the program. They will also be able to work collaboratively on their scholarship during the residencies, and opportunities to provide service to the academic community will be discussed.

The South University DBA has two residencies. All DBA students in the online program are required to participate in these two residencies; these residencies are part of the completion requirements for the program.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

The program focuses on the discipline of organizational behavior, which is the study of human behavior in organizations. The discipline draws from the areas of industrial, organizational, and social psychology.

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

Students have the opportunity to study the current research in the field, analyze and practice the research methods appropriate to the topics within the disciplines of organizational behavior and leadership, and develop appropriate methodologies to teach the topics to future students through the methods used in the discipline.

Online students are required to complete two residencies as part of the degree completion. One residency will take place early in the program and another will take place near the completion of their coursework prior to the start of their dissertation.

Program Distinctions

The South University DBA program is designed to be unique through the combination of the following items:

- Focuses on teaching, scholarship and service and as such mirrors the performance criteria for faculty within higher education.
- Includes instruction in quality methods of teaching in higher education through study and classroom observation.
- Includes a traditional preliminary exam and dissertation experience similar to PhD degree programs.
- Integrates management research paradigms as an organizing structure within content courses.

Program Student Learning Outcomes

Graduates will be able to:

1. Apply critical thinking skills to analyze and apply contemporary theory of organizational behavior and leadership within their discipline and make contributions to the business administration knowledge base.
2. Comprehend and apply the concepts, principles, and methods of researching business topics, and develop research designs using scientific investigation and systematic inquiry in an area of management. Emphasis will be placed upon directing research for peer reviewed journals, business practices, and consulting assignments.
3. Demonstrate a thorough understanding and practice of teaching and managing courses in higher education.
4. Demonstrate excellent oral and written communication related to the academic and professional environment. Students will demonstrate these skills in their coursework, instructional activities, and the dissertation.

Student Progression Policy

Doctor of Business Administration (DBA) Progression Policy

Doctor of Business Administration: 72 Credits

Foundation: 4 Credits

Course Code	Title	Quarter Credits
BUS7000	Introduction to the Professional Doctorate	4.0
BUS7001	Virtual Residency I	0
BUS7002	Virtual Residency II	0

**BUS7001, BUS7002: Residency Required for Fully Online Students Only. Refer to the DBA Progressions Policy

Major Courses: 24 Credits

Course Code	Title	Quarter Credits
BUS8000	Comprehensive Exam	0
MGT7100	Seminar in Organizational Behavior	4.0
MGT7105	Seminar in Group and Team Behavior	4.0
MGT7110	Seminar in Organizational Theory	4.0
MGT7115	Seminar in Leadership	4.0
MGT7200	Seminar in Organizational Development and Change	4.0
MGT7205	Seminar in Ethics and Social Responsibility	4.0

Research Methods/Statistics: 16 Credits

Course Code	Title	Quarter Credits
BUS7100	Research Methods I	4.0
BUS7105	Research Methods II	4.0
BUS7200	Statistics for Research Methods I	4.0
BUS7205	Statistics for Research Methods II	4.0

Teaching in Higher Education: 8 Credits

Course Code	Title	Quarter Credits
INS7115	College Teaching	4.0
INS7200	Instructional Design	4.0

Dissertation: 20+ Credits

Course Code	Title	Quarter Credits
BUS8100	Doctoral Dissertation Research Development	4.0
BUS8105	Doctoral Dissertation Proposal	4.0
BUS8110	Doctoral Dissertation Proposal Defense	4.0
BUS8115	Doctoral Dissertation Preparation	4.0
BUS8120	Doctoral Dissertation Defense	4.0

Dissertation Extension

Course Code	Title	Quarter Credits
BUS8100EX	Doctoral Dissertation Research Development Extension	0.0
BUS8105EX	Doctoral Dissertation Proposal Extension	0.0
BUS8110EX	Doctoral Dissertation Proposal Defense Extension	0.0
BUS8115EX	Doctoral Dissertation Preparation Extension	0.0
BUS8120EX	Doctoral Dissertation Defense Extension	0.0

Note:

Dissertation courses may be repeated using course code with "EX" at the end.

	Total Credits	72

Business Administration

Degree Type
Master of Business Administration (MBA)

Program Student Learning Outcomes

- Apply effective communication skills in influencing others. They will create sustained, coherent arguments or explanations and reflections in their work.
- Use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.
- Demonstrate an ethical perspective as they assess decision-making processes, conflict, and other key macro and micro characteristics of organizations in diverse, global environments.
- Determine the information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.
- Influence individuals and organizations through the application of effective leadership and teamwork skills.

Admission Requirements

Admissions criteria for the Master of Business Administration (MBA)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Atlanta, Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate an ethical perspective as they assess decision-making processes, conflict, and other key macro and micro characteristics of organizations in diverse, global environments.
2. Influence individuals and organizations through the application of effective leadership and teamwork skills.
3. Apply effective communication skills in influencing others. They will create sustained, coherent arguments or explanations and reflections in their work.
4. Use critical thinking as they examine both qualitative and quantitative data, then synthesize and evaluate the information for use in problem recognition and problem solving.
5. Determine the information needed, assess the needed information, evaluate information and its sources critically, use information effectively to accomplish a specific purpose, and access and use information ethically and legally.

Student Progression Policy

Master of Business Administration (MBA) Formative Progression Standards

Master of Business Administration: 48 Credits

The program is offered in 11-week quarters at the Tampa campus and, starting in Fall 2025, at the Austin campus. All other campuses operate on 10-week quarters. In October 2025 all campuses, except Online Programs, will offer a hybrid 10-week quarter program.

Foundation: 20 Credits

Course Code	Title	Quarter Credits
MBA5001	Organizational Behavior and Communication	4.0
MBA5004	Managerial Economics	4.0
MBA5005	Law and Ethics for Managers	4.0
MBA5008	Quantitative Analysis and Decision Making	4.0
MBA5009	Managerial Environment	4.0

Core: 12 Credits

Course Code	Title	Quarter Credits
MBA6010	Managerial Finance	4.0
MBA6011	Strategic Marketing	4.0
MBA6012	Operations and Supply Chain Management	4.0

Major Curriculum: 12 Credits

Course Code	Title	Quarter Credits
LEA5125	Leadership Ethics, Culture, and Politics	4.0
MBA6710	Entrepreneurial Organizations and Small Businesses	4.0
PMC6601	Foundations of Project Management	4.0

Capstone: 4 Credits

Course Code	Title	Quarter Credits
MBA6999	Strategic Development and Implementation	4.0
	Total Credits	48

Human Resources Management

Human Resources Management

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Develop classification, compensation, and benefits both direct and indirect that meet the strategies and constraints of the organization and its environments
- Apply ethical principles, generally accepted business practices, and employment and labor laws with stakeholders in the decision- making process about HR policies, practices, or initiatives.
- Evaluate strategic HRM practices and procedures in a systematic manner, including employee and labor relations, workplace safety, health and security, and global programs in terms of human and financial impact (direct and indirect) on the organization and in consideration of the local, national and global environment.
- Analyze organizational development and change management principles using consultative approaches to realize the Human Resources vision through effective organizational leadership.
- Demonstrate the contribution of human resource planning, management and diversity initiatives to organizational stakeholders using generally accepted HR metrics and measurements.
- Define staffing (recruitment and selection), training and development, retention and performance management concepts, processes and policies as part of an integrated whole, and not as an isolated functional area of HRM to develop programs that meet broader organizational needs and enable the organization to maintain a competitive advantage.

Admission Requirements

Admissions criteria for the Master of Science in Human Resources Management (MSHRM)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Online Programs, and Tampa.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Masters of Science in Human Resource Management (HRM) degree program explores the multiple roles of HR practitioners, as well as the concepts, strategies and structures that impact and constraint organizations and its stakeholders. The graduate program examines the functional areas of HRM, employment and labor laws, generally accepted business practices, ethical principles, HR metrics and measurement and change management using consultative approaches through effective organizational leadership. Emphasis is placed on managing human capital and applying best-practice tools to meet organizational mission, goals and objectives. The program is identified as being aligned with the Society for Human Resource Management recommended minimum standards for degree-based coursework in human resources and integrates the Human Resources Competency Model components.

Program Student Learning Outcomes

Graduates will be able to:

1. Evaluate strategic HRM practices and procedures in a systematic manner, including employee and labor relations, workplace safety, health and security, and global programs in terms of human and financial impact (direct and indirect) on the organization and in consideration of the local, national and global environment.
2. Apply ethical principles, generally accepted business practices, and employment and labor laws with stakeholders in the decision- making process about HR policies, practices, or initiatives.
3. Demonstrate the contribution of human resource planning, management and diversity initiatives to organizational stakeholders using generally accepted HR metrics and measurements.
4. Define staffing (recruitment and selection), training and development, retention and performance management concepts, processes and policies as part of an integrated whole, and not as an isolated functional area of HRM to develop programs that meet broader organizational needs and enable the organization to maintain a competitive advantage.
5. Develop classification, compensation, and benefits both direct and indirect that meet the strategies and constraints of the organization and its environments.
6. Analyze organizational development and change management principles using consultative approaches to realize the Human Resources vision through effective organizational leadership.

Master of Science in Human Resources Management: 48 Credits

Course Code	Title	Quarter Credits
HRM5000	Strategic Human Resource Management	4.0
HRM5010	Human Resource Planning	4.0
HRM5020	Labor Laws and Ethical Standards	4.0
HRM5030	Organizational Staffing	4.0
HRM5040	Classification, Compensation, and Benefits	4.0
HRM5050	Performance Management	4.0
HRM5060	Training and Development	4.0
HRM5070	Labor Unions, Workplace Safety, and Security	4.0
HRM6000	International Human Resources Management	4.0
HRM6010	Metrics and Measurement of Human Resources Management	4.0
HRM6999	Capstone in Human Resources Management	4.0

Elective (Choose one course from the following):

Course Code	Title	Quarter Credits
HRM5090	Internal Consulting	4.0
HRM5080	Internship in Human Resources Management	4.0
	Total Credits	48

Leadership

Leadership

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Assess how individuals, cultures, society, ethics, and psychological principles affect the actions and decisions of leaders as they influence individual and organizational stakeholders.
- Influence others through effective communication skills that present clear, scholarly, and persuasive arguments.
- Apply critical thinking to examine qualitative and quantitative data, including evaluation and synthesis of data for problem recognition and problem solving.
-

Admission Requirements

Admissions criteria for the Master of Science in Leadership (MSL)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Atlanta, Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

The 12-course (48 credit hours) program is designed for experienced professionals seeking to advance in their careers and for individuals with limited professional experience seeking to develop skills that can prepare them to seek employment managing and leading individuals, teams, departments and organizations.

Program Student Learning Outcomes

Graduates will be able to:

1. Assess how individuals, cultures, society, ethics, and psychological principles affect the actions and decisions of leaders as they influence individual and organizational stakeholders.
2. Influence others through effective communication skills that present clear, scholarly, and persuasive arguments.
3. Apply critical thinking to examine qualitative and quantitative data, including evaluation and synthesis of data for problem recognition and problem solving.
4. Demonstrate information literacy, including the ability to determine the extent of information needed, assess the needed information, evaluate information and its sources critically, and use information effectively, ethically, and legally to accomplish a specific purpose.

Master of Science in Leadership: 48 Credits

All campuses operate on 10-week quarters. In May 2025 all campuses, except Online Programs, will offer a hybrid 10-week quarter program.

Foundation: Personal Leadership: 12 Credits

Course Code	Title	Quarter Credits
LEA5100	Leadership, Organization Theory and Change	4.0
LEA5125	Leadership Ethics, Culture, and Politics	4.0
MBA5001	Organizational Behavior and Communication	4.0

Core: Organizational Leadership: 32 Credits

Course Code	Title	Quarter Credits
LEA5130	Team Building and Group Dynamics	4.0
LEA5140	Emotional Intelligence and Leadership	4.0
LEA6150	Coaching and Professional Development	4.0
LEA6175	International Leadership	4.0
LEA6180	Strategic Negotiations	4.0
LEA6185	International Negotiations	4.0
MBA6501	Strategic Human Resources Management	4.0
MBA6505	Organizational Development and Change Management	4.0

Capstone: 4 Credits

Course Code	Title	Quarter Credits
LEA6999	Strategic Leadership and Implementation	4.0
	Total Credits	48

Public Administration

Public Administration

Degree Type
Master of Public Administration (MPA)

Program Student Learning Outcomes

- Communicate clearly, orally and in writing, their understanding of the challenges of government agencies and many public sector problems/issues and the multiple paths for solutions.
- Apply a broad conceptual framework to public administration issues, which will include economic, political, legal and social institutions and processes that affect the actions and decision of political leaders and public managers.
- Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in the field.
- Apply quantitative analysis and critical thinking skills.
- Demonstrate effective teamwork and communication skills in order to build strategic alliances within political and administrative structures.

Admission Requirements

Admissions criteria for the Master of Public Administration (MPA)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Columbia, Online Programs, Savannah, and Virginia Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

Program Student Learning Outcomes

Graduates will be able to:

1. Apply a broad conceptual framework to public administration issues, which will include economic, political, legal and social institutions and processes that affect the actions and decision of political leaders and public managers.
2. Communicate clearly, orally and in writing, their understanding of the challenges of government agencies and many public sector problems/issues and the multiple paths for solutions.
3. Demonstrate effective teamwork and communication skills in order to build strategic alliances within political and administrative structures.
4. Apply quantitative analysis and critical thinking skills.
5. Demonstrate attainment of discipline-specific knowledge and the practical skills to be effective in the field.

Master of Public Administration: 48 Credits

Core: 44 Credits

Course Code	Title	Quarter Credits
MBA6501	Strategic Human Resources Management	4.0
MPA5001	Foundations of Public Administration	4.0
MPA5005	Public and Non-profit Organizational Behavior	4.0
MPA5010	Public and Non-profit Budgeting and Accounting	4.0
MPA6001	Research and Data Analysis in Public Administration	4.0
MPA6100	Non-profit Fundraising and Volunteer Development	4.0
MPA6105	Grant Writing and Contract Administration	4.0
MPA6110	Management of Non-profit Organizations	4.0
MPA6115	Program Evaluation of Public and Non-profit Organizations	4.0
MPA6501	State and Local Government and Intergovernmental Relations	4.0
MPA6505	Legislative and Judicial Process	4.0

Capstone: 4 Credits

Course Code	Title	Quarter Credits
MPA6999	Strategic Challenges in Public Administration	4.0
	Total Credits	48

Healthcare Administration

Healthcare Administration

Degree Type
Master of Business Administration (MBA)

Program Student Learning Outcomes

- Demonstrate exceptional communication skills including the use of appropriate computer skills for writing, research, and analytic papers.
- Develop proficiency in critical thinking, information literacy skills and knowledge in healthcare specific research, problem-solving and case study analysis.

- Evaluate and analyze the impact that current healthcare policies may have on healthcare services.
- Integrate and apply the knowledge of business and healthcare concepts specific to structures and governance, finance, and the delivery of healthcare within the US healthcare system.

Admission Requirements

Admissions criteria for the Master of Business Administration in Healthcare Administration (MBA-HCA)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
  - A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.
- Or South University Doctor of Pharmacy students with a Pharm.D. cumulative GPA of 2.7 or higher who are approved for concurrent enrollment in the MBA-HCA program are eligible to enroll in classes after completing 120 hours of coursework, i.e. after Pharmacy Quarter 4.
- Completion of application for admission.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Atlanta, Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

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

Program Student Learning Outcomes

Graduates will be able to:

1. Integrate and apply the knowledge of business and healthcare concepts specific to structures and governance, finance, and the delivery of healthcare within the US healthcare system.
2. Evaluate and analyze the impact that current healthcare policies may have on healthcare services.
3. Develop proficiency in critical thinking, information literacy skills and knowledge in healthcare specific research, problem-solving and case study analysis.
4. Demonstrate exceptional communication skills including the use of appropriate computer skills for writing, research, and analytic papers.

Student Progression Policy

MBA-HCA Formative Progression Standards

Master of Business Administration, Healthcare Administration: 48 credits

In October 2025 all campuses, except Online Programs, will offer a hybrid 10-week quarter program.

Course Code	Title	Quarter Credits
MBA5001	Organizational Behavior and Communication	4.0
MBA5004	Managerial Economics	4.0
MBA5005	Law and Ethics for Managers	4.0
MBA5008	Quantitative Analysis and Decision Making	4.0
MBA5009	Managerial Environment	4.0
MBA6011	Strategic Marketing	4.0
MHC6301	Healthcare Structure, Organization, and Governance	4.0
MHC6305	Financial Management of Healthcare Organizations	4.0
MHC6999	Case Studies in Healthcare Administration	4.0

Choose three of the following:

Course Code	Title	Quarter Credits
MHA6050	Regulation and Policy in Healthcare	4.0
MHC6302	Public Health Organization and Management	4.0
MHC6303	Quality Performance and Management	4.0
MHC6306	Human Resource Management in Healthcare Organizations	4.0
	Total Credits	48

Healthcare Administration

Degree Type

Master of Healthcare Administration (MHA)

Program Student Learning Outcomes

- Integrate market research with strategic planning in healthcare, evaluating a wide array of business processes and tools in healthcare operations management.
- Demonstrate the ability to communicate and present information that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the healthcare industry.
- Evaluate the impact of healthcare policy and law on the delivery and services provided by the industry.
- Interpret the knowledge in healthcare management principles and content specific to finance, economics, strategy, human resources, information management, and ethics.
- Assess managerial and leadership challenges in healthcare.

Admission Requirements

Admissions criteria for the Master of Healthcare Administration (MHA)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs, Savannah, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Master of Healthcare Administration (MHA) degree program at South University is designed to prepare students from a variety of backgrounds to seek employment in healthcare management and leadership upon graduation. The 12-course (48 credits) program is founded with the philosophy that healthcare leaders require strong competencies in both healthcare and management to be successful. Specifically, competencies are addressed in contemporary healthcare management and leadership strategies, present healthcare systems and organizations, policy evaluation and planning techniques, financial management, and business operations. The curriculum is designed to provide students with a sound foundation in solving the problems of today's health systems, a greater understanding of management issues and to prepare them to seek employment in middle and senior management roles in health administration of hospitals and other health services organizations, as well as the private and public health infrastructure.

Program Student Learning Outcomes

Graduates will be able to:

1. Interpret the knowledge in healthcare management principles and content specific to finance, economics, strategy, human resources, information management, and ethics.
2. Evaluate the impact of healthcare policy and law on the delivery and services provided by the industry.
3. Integrate market research with strategic planning in healthcare, evaluating a wide array of business processes and tools in healthcare operations management.
4. Assess managerial and leadership challenges in healthcare.
5. Demonstrate the ability to communicate and present information that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the healthcare industry.

Master of Healthcare Administration: 48 Credits

Course Code	Title	Quarter Credits
MHA5010	Healthcare Management and Organizational Behavior	4.0
MHA5020	Healthcare Organizations and Administration	4.0
MHA5030	Current Economics in Healthcare	4.0
MHA6050	Regulation and Policy in Healthcare	4.0
MHA6060	Health Law and Ethics	4.0
MHA6080	Healthcare Planning and Marketing	4.0
MHA6100	Executive Leadership in Healthcare Organizations	4.0
MHA6120	Management Information Systems in Healthcare	4.0
MHC6303	Quality Performance and Management	4.0
MHC6305	Financial Management of Healthcare Organizations	4.0
MHC6306	Human Resource Management in Healthcare Organizations	4.0
MHA6999	Seminar in Healthcare Cases	4.0
	Total Credits	48

Healthcare Management

Healthcare Management

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Develop ethical and professional solutions for healthcare business challenges.
- Evaluate critical issues in acute and long-term care environments from the perspectives of the healthcare stakeholders.
- Integrate human resource, marketing, finance, and information management skills into the analysis for healthcare settings.
- Analyze real world business problems in healthcare organizations understanding the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.
- Analyze contemporary strategic planning and decision-making in healthcare to assess alternative management solutions in healthcare related problems and challenges.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters.

Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at, Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Science in Healthcare Management degree program is based on the premise that successful healthcare managers need to have strong business skills. This program is designed to provide students with the necessary foundation to seek entry-level employment in the healthcare services industry. The foundation of management theory and business course skills affords students the opportunity to use the analytic approaches in their healthcare management courses that can be transferred into the healthcare services environment.

Program Student Learning Outcomes

Graduates will be able to:

1. Analyze real world business problems in healthcare organizations understanding the framework in which healthcare services are produced, coordinated, consumed, and reimbursed.
2. Integrate human resource, marketing, finance, and information management skills into the analysis for healthcare settings.
3. Develop ethical and professional solutions for healthcare business challenges.
4. Analyze contemporary strategic planning and decision-making in healthcare to assess alternative management solutions in healthcare related problems and challenges.
5. Evaluate critical issues in acute and long-term care environments from the perspectives of the healthcare stakeholders.

Bachelor of Science in Healthcare Management: 180 Credits

Area I General Education Requirements: 48 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences (choose one)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0

Area II Foundation Requirements: 36 Credits

Course Code	Title	Quarter Credits
ACC1001	Accounting I	4.0
ACC1002	Accounting II	4.0
ACC1003	Accounting III	4.0
AHS1001	Medical Terminology	4.0
BUS1101	Introduction to Business	4.0
BUS2023	Business Communications	4.0
HCM1201	Introduction to Healthcare Insurance Coding, Billing, and Reimbursement	4.0
HCM2004	Introduction to Healthcare Management	4.0
MGT2037	Principles of Management	4.0

Area III Major Requirements: 96 Credits

Core

Course Code	Title	Quarter Credits
HCM2005	Healthcare Delivery and Organization	4.0
HCM3002	Economics of Healthcare	4.0
HCM3004	Ethics and Law for Administrators	4.0
HCM3005	Healthcare Finance	4.0
HCM3006	Healthcare Marketing and Strategy	4.0
HCM3008	Health Information Management Systems	4.0
HCM3010	Long-Term Care	4.0
HCM3020	Managed Care	4.0
HCM3046	Managing the Healthcare Workforce	4.0
HCM4002	Risk Management in Healthcare Settings	4.0
HCM4005	Managerial Epidemiology in Healthcare Administration	4.0
HCM4007	Leadership in Healthcare Organizations	4.0
HCM4012	Case Studies in Healthcare Administration	4.0
HCM4025	Strategic Management in Healthcare Organizations	4.0

Elective Pool (40 credit hours)

Choose ten courses from the following list:

Suggested Electives:

Course Code	Title	Quarter Credits
BUS1038	Business Law I	4.0
BUS3001	Ethics in Organizations	4.0
BUS3059	Quantitative Business Analysis	4.0
HCM3030	Federal and State Healthcare Programs	4.0
ITS1101	Foundations of Information Technology	4.0
ITS1103	Ethics and Information Technology	4.0
MGT3002	Organizational Behavior	4.0
MGT3035	Fundamentals of Project Management	4.0
MGT3045	Human Resources Management	4.0
MGT3102	Leadership	4.0
	Total Credits	180

Information Systems

Information Systems

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Students will communicate effectively in a variety of IS professional contexts.
- Students will analyze IS problems through enterprise architecture methodologies
- Students will utilize Information Systems (IS) resources (people, processes, technology, and data) to support enterprise strategy
- Students will evaluate IS professional decisions and actions based on legal and ethical principles

Admission Requirements

Admissions criteria for Master of Science in Information Systems (MSIS)

Graduate Admissions - Masters level

Prospective students are required to submit the following:

- Completion of application for admission
- Official transcripts for bachelor or graduate degree within 5 weeks of the class start date (refer to Conditional Acceptance). (All credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service). Please speak with an admissions representative for more information.

Note: See program notes and specific requirements below for each graduate - masters level degree program

Specific requirements for admission to classified graduate status are:

- A bachelor's degree from an accredited college or university.
- Completion of application for admission.
- A 2.0 overall grade point average or higher on completed requirements for the baccalaureate degree, or an earned graduate degree from an accredited institution.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Online Programs, Orlando, Richmond, Tampa, and Virginia Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Master of Science in Information Systems (MSIS) program prepares students for a career or advancement within the Information Systems (IS) profession, or related fields. The program is designed for professionals and continuing students with diverse

backgrounds. The MSIS program curriculum focuses on merging business and IS theories while emphasizing practical applications.

The core competencies of the MSIS program covers a wide range of topics, including business intelligence, data management, knowledge acquisition, information technology (IT) governance, service management, IS development and auditing, systems analysis and design, object-oriented enterprise modeling, information security, and risk management.

The program aims to equip students with analytical and critical-thinking skills to identify and solve problems within an interrelated systems context. Students learn to define problems and communicate solutions effectively by using oral, visual, and analytical means, as well as utilizing frameworks such as business cases, service level agreements, use cases, and corporate dashboards.

The MSIS program draws on recognized industry frameworks, best practices, and standards through alignment with certifications established by the Information Systems Audit and Control Association (ISACA®), the Information Technology Infrastructure Library (ITIL®), and the Project Management Institute (PMI®).

The program emphasizes project-based learning and students perform an IT/IS industry analysis of skills, certifications, technologies, and methodologies required in their targeted careers. This leads to the development of a portfolio of projects, which is vetted by industry experts. This approach is also supported by an elective internship course.

Program Student Learning Outcomes

After completion of the Master of Science in Information Systems, graduates will be able to:

1. Utilize Information Systems (IS) resources (people, processes, technology, and data) to support enterprise strategy.
2. Communicate effectively in a variety of IS professional contexts.
3. Evaluate IS professional decisions and actions based on legal and ethical principles
4. Analyze IS problems through enterprise architecture methodologies.

Master of Science in Information Systems: 48 Credits

The program is offered in 11-week quarters at the Tampa campus and, starting in Fall 2025, at the Austin campus. All other campuses operate on 10-week quarters.

Foundation of Business Courses (Choose 1): 4 Credits

Course Code	Title	Quarter Credits
LEA5125	Leadership Ethics, Culture, and Politics	4.0
MBA5001	Organizational Behavior and Communication	4.0
MBA5004	Managerial Economics	4.0
MBA5005	Law and Ethics for Managers	4.0
MBA5008	Quantitative Analysis and Decision Making	4.0

Foundation Information Systems and Technology: 12 Credits

Course Code	Title	Quarter Credits
MIS5010	Information Technology Infrastructure	4.0
MIS5020	Information Systems Fundamentals	4.0
MIS5030	Emerging Technologies	4.0

Core: 28 Credits

Course Code	Title	Quarter Credits
MIS6000	Principles of System Development	4.0
MIS6010	Project Management	4.0
MIS6020	Corporate Information Systems Management	4.0
MIS6210	Decision Support Systems	4.0
MIS6211	Data Management	4.0
MIS6230	IT Audit, Control, and Compliance	4.0
MIS6250	Organizational Information Security	4.0

Capstone: 4 Credits

Course Code	Title	Quarter Credits
MIS6995	Information Systems Capstone	4.0
	Total Credits	48

Information Technology

Information Technology

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
-
- Communicate effectively in a variety of professional contexts.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
-
- Emphasis specific student learning outcome: - Comprehensive emphasis graduates will also be able to use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals. - Cybersecurity emphasis graduates will also be able to apply security principles and practices to maintain operations in the presence of risks and threats. - Management emphasis graduates will also be able to support the delivery, use, and management of information systems within an information systems environment.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Montgomery, Online Programs, Richmond, Savannah, Tampa, and Virginia Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Science in Information Technology degree program focuses on preparing students with the knowledge and skills needed to understand the theoretical and applied uses of information technology in a variety of business settings. Case studies and

hands-on lab projects can help students gain the communication skills, critical thinking and technical competencies required in the current technology-oriented workplace.

Building upon a strong set of Information Technology foundational courses, the program gives students the opportunity to choose one of three areas of emphasis: Comprehensive, Cybersecurity or Management. The emphasis options give students the ability to focus on a specific IT discipline of interest or to obtain a broader skill set across multiple IT disciplines.

The Bachelor of Science in Information Technology degree program culminates in a capstone project that focuses on the student's overall course of study and allows the student the opportunity to apply the concepts and skills learned in real and simulated business situations.

The comprehensive emphasis is intended for students who are interested in acquiring a broad skill set in essential IT disciplines. The comprehensive option covers the knowledge areas of database development and administration, information systems security, multimedia and web development, and network administration and management. This emphasis is well suited for students who which to develop across-the-board IT competencies, are not set on any specific IT professional work role and seek the flexibility to pursue different IT career opportunities upon graduation.

The cybersecurity emphasis targets a growing demand for IT experts specialized in cybersecurity, to operate, maintain, protect and defend the mission-critical assets of organizations. This emphasis track is designed per the guidelines of the National Initiative for Cybersecurity Education (NICE) Cybersecurity Workforce Framework (CWF), a partnership between government, academia, and the private sector focused on cybersecurity education and workforce development. The program learning outcomes are mapped to the NICE CWF work categories, specialty areas, work roles, and knowledge areas, to achieve direct relevancy with cybersecurity jobs in demand. The program also aligns its learning outcomes with best practices from prominent professional certifications, such as Certified Information Systems Security Professional (CISSP) from the International Information Systems Security Certification Consortium (ISC) ², and Certified Ethical Hacker (CEH) from EC-Council. Throughout the program, students combine theoretical and hands-on practice using virtual-labs and cybersecurity training resources.

The Information Technology Management emphasis combines the development of essential IT skills (systems lifecycle management, networking, data management, and helpdesk administration), IT security skills, IT governance skills and IT operational skills, to enable the planning and implementation of reliable IT in an organization. This program prepares students to exercise a leadership role within the IT department of an organization by being able to apply an IT-as-a-service approach in the planning and management of the IT infrastructure and services.

Modern enterprises have expressed a growing need for professionals with Information Technology Management (IT Management) skills, due to the strategic role IT plays in today's organization. The role of the IT Manager has evolved from being merely a technology specialist, to being a custodian of the enterprise's IT infrastructure and resources, and a steward of IT governance and strategy. The IT Manager is also responsible for interpreting and implementing IT impacting rules and regulations like and managing critical IT services for the enterprise at large, its partners, and its customers.

In addition to strong foundational course work focused on IT competencies, the program emphasizes the skills required for managing IT budgets, projects and IT operations. The program includes core, major, and elective courses across emphasis tracks to help graduates build mastery in Industry Standards and prepare them for Industry Certifications:

- (ISC)2 CISSP
- CompTIA IT Fundamentals
- CompTIA Linux+
- CompTIA Network+
- CompTIA Project+
- CompTIA Security+
- ECC Certified Ethical Hacker (CEH)
- ECC Certified Incident Handler (CIH)
- ECC Certified Network Defender (CND)
- ECC Comp. Hacking Forensic Investigator (CHFI)
- ISACA CGEIT
- ITIL 4 Foundation

Note that courses that concentrate on industry certifications provide practice tests aiming at

preparedness for the certifications, including the option to obtain a certification or certificate via the courseware, but do not include sitting for the actual certifications. Students who seek the formal industry certifications will want to schedule them individually.

Mission

The mission of the Bachelor of Science in Information Technology program is to combine individualized meaningful learning experiences in diverse technology areas. The BSIT program aims to support the advancement of knowledge, skills and intellectual curiosity for lifelong learning and practice in information technology.

Program Learning Goals:

The learning goals of the Bachelor of Science in Information Technology program are as follows:

Develop technical expertise:

- Equip students with comprehensive technical knowledge and skills. This includes a deep understanding of programming languages, database management, networking, cybersecurity, and software development.

Foster critical thinking and problem-solving skills:

- Cultivate critical thinking and problem-solving abilities among students. Aim to develop students' abilities to analyze problems, propose effective solutions, and adapt to evolving technological landscapes.

Promote teamwork and collaboration:

- Foster teamwork and collaboration skills among students. Students will learn to effectively communicate, collaborate, and leverage diverse perspectives to achieve common goals.

Instill ethical and professional practices:

- Instill a strong sense of ethics and professionalism in students. This includes promoting responsible use of technology, adhering to industry standards and best practices, respecting privacy, and confidentiality, and understanding legal and ethical considerations related to IT.

Program Student Learning Outcomes

Upon completion of the BSIT Program, graduates will be able to:

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Emphasis specific student learning outcome:

- Comprehensive emphasis graduates will also be able to use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals.
- Cybersecurity emphasis graduates will also be able to apply security principles and practices to maintain operations in the presence of risks and threats.
- Management emphasis graduates will also be able to support the delivery, use, and management of information systems within an information systems environment.

Bachelor of Science in Information Technology with Emphasis: 180 credits

Area I General Education Requirements: 48 credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT1500	College Mathematics	4.0
MAT2058	Statistics	4.0

Natural and Physical Sciences (choose one)

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO1021	Biology II	4.0
CHM1010	General Chemistry	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences (choose one)

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Area II Foundation Requirements: 52 credits

Course Code	Title	Quarter Credits
ITS1101	Foundations of Information Technology	4.0
ITS1103	Ethics and Information Technology	4.0
ITS2103	Networking Fundamentals	4.0
ITS2104	Programming Logic	4.0
ITS2105	Programming I	4.0
ITS2110	Database Design and Development	4.0
ITS2507	Computer Law	4.0

Elective Pool (six courses or 24 credit hours)

Choose six courses of the suggested electives:

Course Code	Title	Quarter Credits
ITS4090	Applied Systems Analysis II	4.0
ITS4099	IT Research	4.0
ITS4105	Network Administration I	4.0
ITS4106	Network Administration II	4.0
ITS4107	Designing and Maintaining Network Implementations	4.0
ITS4108	Network Programming	4.0
ITS4110	Digital Audio and Imaging for Multimedia and Web	4.0
ITS4111	Web Authoring Tools	4.0
ITS4112	Web Programming	4.0
ITS4113	Database Systems for Website Applications	4.0
ITS4114	Advanced Database Design and Development	4.0
ITS4115	Database Administration	4.0
ITS4116	Database Programming	4.0
ITS4117	Web Stack Construction	4.0
ITS4200	Information Technology Internship	4.0
ITS4211	Network Security	4.0
ITS4221	Application Software Security	4.0
ITS4222	IT Governance	4.0
ITS4223	Information Technology Service Management	4.0
ITS4224	Foundations of Enterprise Architecture	4.0
ITS4232	Information Systems Security I	4.0
ITS4239	Incident Response	4.0
MIS3101	Application of Management Information Systems	4.0

Area III Major Requirements: 80 credits

Common Core: 32 credits

Course Code	Title	Quarter Credits
ITS3101	Advanced Operating Systems and Architecture	4.0
ITS3102	SQL Development	4.0
ITS3103	Advanced Networking	4.0
ITS3104	IT Security	4.0
ITS3110	Applied Systems Analysis	4.0
ITS4011	IT Project Management	4.0
ITS4103	IT Capstone	4.0
ITS4109	Server Technology	4.0

Select One Emphasis: 48 credits

Emphasis in Comprehensive

Course Code	Title	Quarter Credits
ITS2108	Human Computer Interface	4.0
ITS2111	Multimedia Web Development	4.0
ITS4090	Applied Systems Analysis II	4.0
ITS4099	IT Research	4.0
ITS4105	Network Administration I	4.0
ITS4115	Database Administration	4.0
ITS4211	Network Security	4.0
ITS4222	IT Governance	4.0
ITS4224	Foundations of Enterprise Architecture	4.0
MIS3101	Application of Management Information Systems	4.0

Choose two courses from the list below:

Course Code	Title	Quarter Credits
ITS3100	Software Engineering Fundamentals	4.0
ITS3105	Programming II	4.0
ITS4113	Database Systems for Website Applications	4.0
ITS4114	Advanced Database Design and Development	4.0
ITS4117	Web Stack Construction	4.0
ITS4200	Information Technology Internship	4.0

Emphasis in Cybersecurity

Course Code	Title	Quarter Credits
ITS2101	Applied Calculus for IT	4.0
ITS3105	Programming II	4.0
ITS4000	Cybersecurity Research	4.0
ITS4117	Web Stack Construction	4.0
ITS4211	Network Security	4.0
ITS4221	Application Software Security	4.0
ITS4232	Information Systems Security I	4.0
ITS4233	Information Systems Security II	4.0
ITS4234	Ethical Hacking I	4.0
ITS4235	Ethical Hacking II	4.0
ITS4236	Cyber Forensics	4.0
ITS4239	Incident Response	4.0

Emphasis in Management

Course Code	Title	Quarter Credits
ACC1001	Accounting I	4.0
BUS1101	Introduction to Business	4.0
BUS2023	Business Communications	4.0
FIN2030	Introduction to Finance	4.0
ITS4105	Network Administration I	4.0
ITS4222	IT Governance	4.0
ITS4223	Information Technology Service Management	4.0
ITS4224	Foundations of Enterprise Architecture	4.0
ITS4232	Information Systems Security I	4.0
MGT2037	Principles of Management	4.0
MIS3101	Application of Management Information Systems	4.0

Choose one course from the list below:

Course Code	Title	Quarter Credits
BUS3001	Ethics in Organizations	4.0
ITS3100	Software Engineering Fundamentals	4.0
ITS4099	IT Research	4.0
ITS4113	Database Systems for Website Applications	4.0
ITS4114	Advanced Database Design and Development	4.0
ITS4200	Information Technology Internship	4.0

Total Credits	180

College of Health Professions

The College of Health Professions offers degrees at the doctorate, master's, bachelor's, and associate's levels. Programs are designed to provide academic, administrative, technical, clinical, and ethical training for a variety of healthcare professions.

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

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

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

Anesthesia Science

Anesthesia Science

Degree Type
Master of Medical Science (MMSc)

Program Student Learning Outcomes

- Students will demonstrate the fundamental skills necessary for safe and efficacious delivery of anesthesia to a wide variety of patient populations and surgical specialties.
- Students will exhibit professionalism, including ethical and moral behavior as befits an Anesthesiologist Assistant.
- Students will communicate effectively through verbal and written communication as a member of the Anesthesia Care Team.
- Students will apply evidence-based medicine to clinical decision-making through the use of information literacy skills promoting lifelong learning.
- Students will apply knowledge in biomedical and anesthesia sciences to the safe and efficacious delivery of anesthesia.

Admission Requirements

Procedure for Admission to the Master of Medical Science in Anesthesia Science (Anesthesiologist Assistant) Program

Application Process

South University has partnered with the Central Application Service for Anesthesiologist Assistant (CASAA) to collect and manage applications to each Anesthesiologist Assistant Program. To apply, please follow the instructions outlined below.

- Visit the South University pages on the CASAA website for details about our program and application requirements.
- Visit http://casaa.liaisoncas.com to complete an online application for admission through CASAA.
- Please follow the instructions on the CASAA site regarding the submission of documents.

Admissions Cycle by Campus:

The dates for each campus' application cycle are posted on the university website and updated annually.

The applicant is solely responsible for completion of their individual application. The program is not responsible for deficiencies due to U.S. mail or failure of third parties to complete an applicant's request for transcripts, scores, letters of reference, etc.

The most qualified candidates for admission will be invited for an interview based upon when the application was completed and verified in CASAA. Applicants are encouraged to complete and submit their applications as early in the cycle as possible. Interviews are conducted in a rolling manner throughout the cycle, and the class begins to fill. In the final months of the cycle, the class may become full; at this point, applicants may be offered an interview for a position on the waitlist.

Students who are offered admission into a South University Anesthesiologist Assistant program are only permitted to accept an admission offer at one campus. Within 14 days of the student signing the admission acceptance form, it is the responsibility of the student to notify any other South University Anesthesiologist Assistant program(s) of their intent to withdraw. Admission acceptance fees are non-refundable, and do not transfer between South University Anesthesiologist Assistant programs or other South University programs of study.

Admission Requirements

General Admission Requirements

- Baccalaureate degree from a regionally accredited university.
- Required prerequisite courses are listed in the following table. Excluding English, the most advanced pre-requisite course in each subject area must have been completed within seven years of application date. Pre-requisite course subject areas: Biology, Chemistry, Biochemistry, Physics, and Math. Prerequisite courses completed prior to the seven-year window will be considered current in the following situations: official MCAT taken within one year of application demonstrating at least 50th percentile scores on each of the four sections (Chemical and Physical, Critical Analysis and Reasoning, Biological and Biochemical, and Psychological and Social Behavior).

- Official transcripts of all undergraduate and graduate course work. South University Anesthesiologist Assistant Programs accept credit for Advanced Placement courses. AP courses taken and successfully completed will be counted as one course credit toward completion of the respective pre-requisite subject. Grades earned in AP courses are not used in the calculation of the applicant's overall or prerequisite GPA.

Entrance Exams:

- Graduate Record Examination (GRE) or Medical College Admission Test (MCAT) taken within 5 years of application.
- Graduate Record Examination (GRE). The program must receive official score reports directly from the Educational Testing Service. Applicants should use the following GRE code for the respective campus: The code for South University, Savannah is 7450; the code for South University, Orlando is 3908; the code for South University, West Palm Beach is 2840.
- Medical College Admission Test. MCAT scores must be officially reported through CASAA.
- Verification of familiarity with the practice of anesthesia, including the environment in which day-to- day work occurs. The form is located on the admissions page of the South University Anesthesiologist Assistant program website.
- Three letters of recommendation are required to be submitted as part of the CASAA application. Recommended sources of reference include: employers/managers, professors, advisors, or research directors.
- CASAA applicant personal statement.

As the admissions process also takes into consideration the personality characteristics deemed essential to becoming an anesthesiologist assistant, material such as a noncognitive or personality assessment may be required.

Students wishing to enter the Anesthesiologist Assistant program in the College of Health Professions should be aware that applicants with a prior felony or serious misdemeanor conviction will not be considered. Acceptance into a South University program or its completion does not imply or guarantee that a student will be able to obtain subsequent licensure or certification.

Required Pre-requisite College Courses

(**substitutions are not permitted and survey courses or courses for non-science majors are not acceptable**).

	Knowledge Area	Duration
Required	English or English literature	1 Semester
Required	General Biology (upper level Biology courses will also fulfill this requirement); labs preferred but not required	2 Semesters
Required	General Chemistry; Labs are required	2 Semesters
Required	Organic Chemistry; Labs are required	1 Semester
Required	Biochemistry (upper level); labs preferred but not required	1 Semester
Required	General Physics; labs preferred but not required	2 Semesters
Required	Calculus	1 Semester
Required	Statistics or Biostatistics	1 Semester
Preferred (not required)	Cell and Molecular Biology, Anatomy, and Physiology	
Preferred (not required)	Full year of Organic Chemistry Trigonometry or Calculus based Physics	

Technical Standards

To undertake and successfully complete the Anesthesiologist Assistant program, as well as to function as an anesthetist after graduation, requires that an individual meet certain fundamental physical, cognitive, and behavioral standards. The requisite technical skills include, but are not limited to the following:

- Effectively communicating verbally with patients and their family members and with other healthcare professionals.
- Interacting with patients, including obtaining a history and performing a physical examination.
- Effectively communicating in writing, and by record keeping, those data and information essential to the practice of anesthesia and the care of patients.

- Reading and comprehending written parts of the medical record and other patient care documents in order to safely and effectively participate in the practice of anesthesia.
- Having sufficient knowledge, motor skill, and coordination to perform diagnostic and therapeutic tasks, including invasive procedures, on patients in a timely manner so as to ensure the safety and well-being of the patients. These tasks include but are not limited to peripheral and central venous catheterization, arterial puncture and cannulation, breathing bag-and-mask ventilation, laryngeal mask airway insertion and management, endotracheal intubation.
- Having sufficient strength, motor skill, and coordination to lift, move, and position patients as required for administration of anesthesia and performance of cardiopulmonary resuscitation.
- Having sufficient speed and coordination to quickly and safely react to emergent conditions throughout the hospital in order to assure patient safety.
- Recognizing and differentiating colors of signals displayed on monitors; being able to work in both light and dark conditions as exist in patient care areas (e.g., operating room, radiology suite, endoscopy suite); being able to recognize details of objects both near and far.
- Hearing, processing, and interpreting multiple conversations, monitor signals, alarms, and patient sounds simultaneously in fast-paced patient care settings (e.g., operating room, intensive care unit, emergency room).
- Having no impairment that would preclude continuous performance of all of the above activities or any and all of the other activities that are an integral part of an anesthesiologist assistant's participation in the anesthesia care team.

Applicant Selection

To determine which candidates are selected for admission, the Admissions Committee has established the following selection factors as components of determining admission into the South University Anesthesiologist Assistant Program. Applicants for admission are considered and ranked using multiple factors as described below:

- Academic achievement (overall GPA, prerequisite GPA, and science GPA)
- Entrance Exam Scores. Preference will be given to those with GRE scores (Quantitative and Verbal Reasoning) > 50th percentile and MCAT scores > 500
- Prerequisite coursework obtained from a four-year college or university designed for science majors
- Letters of reference
- Direct patient care experience
- Personal statement/essay
- Anesthesia/shadowing experiences
- Community service/volunteer activities
- Interview performance
- Results of noncognitive/personality assessment

Evidence of an applicant's interpersonal skills, problem-solving ability, professionalism, motivation, academic potential, communication, and knowledge of the AA profession/health care system are assessed by the Admissions Committee. The committee will determine the degree to which applicants demonstrate alignment with the South University AA Program mission and expectations.

Post-Acceptance Requirements

Prior to matriculation, each person accepted into the Anesthesiologist Assistant program must provide an official transcript indicating degree conferred and show completion of all required course work. Complete transcripts and an official record of undergraduate degree must be on file with the program before registration will be permitted for the first quarter.

A recent medical history, physical examination, and all immunization records required must be maintained in the individual student's compliance tracking portal from the time of matriculation until graduation. It is the student's responsibility to keep these records complete and up to date. Students who do not maintain these records as required will be referred to the Progress and Promotions committee for a professionalism standard violation.

Students entering senior year may be required to obtain an updated current history, physical examination, background check and drug screen depending on the rotation site.

Policy on Experiential Learning

No course credit is awarded for experiential learning to applicants of the Master of Medical Science in Anesthesia Science program.

Transfer of Credits Policy

South University Anesthesiologist Assistant Program does not accept transfer of credits from other anesthesiologist assistant programs or provide enrolled students with a waiver of credit (i.e. advanced placement) for any component of the required curricular coursework. Students may not transfer from one South Anesthesiologist Assistant campus to another.

All students must complete each course in the South University Anesthesiologist Assistant curriculum.

Insurance Requirements

Students in the Anesthesiologist Assistant program are required to have continuous health insurance coverage in force for the duration of their enrollment. Documentation of this insurance coverage must be stored and maintained in the student's compliance tracking account selected by the program. If at any time a student does not have insurance in force and current documentation listed in their compliance tracking account, they will cease participation in clinical education and be referred to the Progress and Promotions committee for a violation of the standards of Professionalism for the Anesthesiologist Assistant program.

Students using private health insurance must ensure that their plan covers treatment and monitoring for needle stick injuries and other documented exposure to blood borne pathogens for all clinical rotation locations. For the student's own personal safety, it is imperative that they have an adequate health plan or the resources to pay for necessary medical care in the event of a needle stick or exposure to pathogenic organisms.

Payment for all medical and psychiatric services, elective, and emergent, are the responsibility of the student regardless of the source of an illness or injury are the responsibility of the student regardless of what the source of an illness or injury may be. The student is responsible for payment of medical services including all laboratory and other diagnostic and therapeutic services rendered as part of a protocol into which a student is entered in the event of exposure to known or suspected pathogenic organisms. Each clinical site has a specific established protocol for exposure that the student must follow.

Background Checks

The Anesthesiologist Assistant program follows the College of Health Professions Background Check Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Students must complete a background check at their own expense using the agency identified by the AA Program prior to matriculation. No other background checks will be accepted. Students may be required to submit additional background checks during their enrollment as required by the clinical site.

Background checks confirm that students have no current record of criminal activity, and this information may be relayed to clinical sites for verification during their enrollment. Any new activity found as a result of such background checks in violation with the College of Health Professions Background Check Policy may affect the student's status in the program and the student will be referred to the Progress and Promotions Committee. Any violations that involve felony or serious misdemeanor convictions will result in immediate dismissal from the educational program. Students may appeal this decision based on verification of factual information according to the appeals process outlined in the student handbook.

Note: Applicants are not eligible for admittance to the AA program if they have a felony conviction, plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.

Drug Screening

Applicants who are accepted into the Anesthesiologist Assistant Program must complete a drug screen at their own cost using the agency identified by the AA Program Director. Applicants must submit the drug screen results to the program office prior to matriculation. The Anesthesiologist Assistant program follows the College of Health Professions Substance Abuse and Screening Policy located in the South University Catalog

(http://www.southuniversity.edu/admissions/academic-catalog). Students will be required to submit additional drug and alcohol screens throughout their enrollment, based on reasonable suspicion and as needed for clinical site placements.

Note: Applicants with positive drug screen results will not be admitted into the AA Program. Students who have a positive drug and alcohol screen result during enrollment will be referred to the AA Program's Progress and Promotions committee.

Applicants with Disabilities

In accordance with policies of South University, the program does not discriminate against any individual because of disability. Applicants must meet the requirements for technical standards as printed above. Students with disabilities should consult with the Dean of Student Affairs, who coordinates disability services.

Guidelines for Graduates of Colleges and Universities outside the United States

Please note that no exemptions will be made for required course work regardless of degrees or certification received outside the United States, experience, work background, or education.

In addition to the General Admission Requirements (above), the applicant who has graduated from a college or university outside the United States regardless of United States' residency status must do the following (not necessary for United States Territories):

- Official transcripts of all undergraduate and graduate course work taken outside the United States must be submitted to the program, along with the report from a credentialing organization (e.g., Educational Credential Evaluators, Incorporated) demonstrating equivalency to a bachelor's degree received at an American college or university and evaluating the transcript course-by-course for equivalency to required pre-requisites for admission to the Anesthesiologist Assistant program.
- A statement from a responsible person certifying that the applicant's financial resources are sufficient to meet necessary expenses (International Students only).
- Deficiencies in required course work must be made up by taking appropriate courses in a college or university in the United States.
- A statement from a qualified physician describing any emotional or physical illnesses suffered by the applicant during the preceding five (5) years or certifying freedom from such illnesses (International Students only). In addition to the General Admission Requirements (above) and the first three requirements of this section, the applicant who has been graduated from a college or university of a country for which English is not the primary language regardless of United States' residency status must do the following:

  Student must obtain minimum listed below for each section. Scores must be from exam taken within seven (7) years of application to the program. The program must receive an official score report directly from Educational Testing Services, Princeton, NJ.

Minimum Score per section	Paper Based Exam	Computer Based Exam	Internet Based Exam
Listening	60	25	26
Reading	56	22	22
Speaking			
Structure/Writing	58	24	20

Deferment Policy

South University reserves the right to grant a one (1) year enrollment deferral for the AA program to an accepted student under the following conditions:

1. The student has accepted a class position within the allotted time period and submitted the required deposit but has not yet begun the 1st quarter of enrollment.
2. The student submits a written request to the Program Director that specifies the reason for the request and confirms his or her intent to enroll in the program at the next class start. Acceptance or denial of a request for deferral is at the discretion of the Program Director.
3. A student who is granted a deferment must notify the Program Director in writing of their intent to enroll in the next matriculating class no later six months prior to the next scheduled cohort start date.

For additional admissions information please see the admissions section here..

Program Overview and Outcomes

Offered at Savannah, Orlando and West Palm Beach.

Note: The Master of Medical Science in Anesthesia Science Program at South University, Orlando has a site visit scheduled for pursuing initial accreditation by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org). This step in the process is neither a status of accreditation nor a guarantee that accreditation will be granted.

Mission

The mission of South University's Anesthesia Science (MMSc) degree program (Anesthesiologist Assistant Program program) is to prepare competent entry-level anesthesiologist assistants in the cognitive, psychomotor, and affective learning domains who will practice in the anesthesia care team model. Students will have the opportunity to learn to provide safe and efficacious anesthesia care to patients of all ages and degrees of illness for a complete range of surgical procedures.

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

Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence. South University cannot guarantee each graduate will pass the required licensure examinations. Outside agencies control the requirements for taking and passing certification/licensing exams and are subject to change without notice to South University. Students must pass the required licensure and obtain a professional license to work in their respective field.

Program Student Learning Outcomes

Graduates will be able to:

1. Demonstrate the fundamental skills necessary for safe and efficacious delivery of anesthesia to a wide variety of patient populations and surgical specialties.
2. Apply knowledge in biomedical and anesthesia sciences to the safe and efficacious delivery of anesthesia.
3. Exhibit professionalism, including ethical and moral behavior as befits an Anesthesiologist Assistant.
4. Practice effective verbal and written communication skills needed to be an effective member of the Anesthesia Care Team.
5. Promote lifelong learning and apply evidence-based medicine to clinical decision-making through the use of information literacy skills.

Student Progression Policy

Master of Medical Science in Anesthesia Science Progressions Policy

Master of Medical Science in Anesthesia Science: 169 Credits

Quarter I: 18 Credits

Course Code	Title	Quarter Credits
ANS5001	Clinical Anesthesia I	1.0
ANS5020	Medical Terminology	1.0
ANS5081	Principles of Airway Management I	2.0
ANS5100	Physics of Anesthesia	2.0
ANS5120	Introduction to Anesthesia Delivery Systems & Equipment	2.0
ANS5160	Introduction to Clinical Anesthesia	3.0
ANS5181	Anesthesia Laboratory I	1.0
ANS5191	Anesthesia Simulation I	1.0
ANS5931	Anatomy & Physiology I	4.0
ANS5941	Anatomy & Physiology Lab I	1.0

Basic life support certification will be accomplished during Quarter I

Quarter II: 20 Credits

Course Code	Title	Quarter Credits
ANS5012	Clinical Anesthesia II	4.0
ANS5182	Anesthesia Laboratory II	1.0
ANS5192	Anesthesia Simulation II	1.0
ANS5221	Principles of Instrumentation and Patient Monitoring I	2.0
ANS5345	Anesthesia Principles and Practice I	3.0
ANS5932	Anatomy & Physiology II	4.0
ANS5942	Anatomy & Physiology Lab II	1.0
PHA5001	General Pharmacology I	4.0

Quarter III: 20 Credits

Course Code	Title	Quarter Credits
ANS5013	Clinical Anesthesia III	5.0
ANS5183	Anesthesia Laboratory III	1.0
ANS5193	Anesthesia Simulation III	1.0
ANS5201	Cardiovascular Physiology for Anesthesia Practice I	2.0
ANS5222	Principles of Instrumentation and Patient Monitoring II	2.0
ANS5346	Anesthesia Principles and Practice II	3.0
ANS5421	Pharmacology in Anesthesia Practice I	2.0
PHA5002	General Pharmacology II	4.0

Quarter IV: 20 Credits

Course Code	Title	Quarter Credits
ANS5014	Clinical Anesthesia IV	5.0
ANS5184	Anesthesia Laboratory IV	1.0
ANS5194	Anesthesia Simulation IV	1.0
ANS5202	Cardiovascular Physiology for Anesthesia Practice II	3.0
ANS5300	Pulmonary Physiology for Anesthesia Practice	2.0
ANS5347	Anesthesia Principles and Practice III	3.0
ANS5422	Pharmacology in Anesthesia Practice II	2.0
ANS5510	AA Professional Seminar	1.0
ANS5601	Regional Anesthesia Practice I	2.0

Quarter V: 20 Credits

Course Code	Title	Quarter Credits
ANS5015	Clinical Anesthesia V	6.0
ANS5140	Pre-anesthetic Evaluation	3.0
ANS5302	Pulmonary Physiology for Anesthesia Practice II	2.0
ANS5348	Anesthesia Principles and Practice IV	3.0
ANS5502	Advanced Anesthesia Systems and Monitoring	2.0
ANS5520	Advanced Airway Management	2.0
ANS5602	Regional Anesthesia Practice II	2.0

Advanced Cardiac Life Support and PALS certification will be obtained during this quarter.

Note(s):

A Comprehensive Examination covering the material from the first five quarters will be administered to determine the preparedness of each student to advance to senior clinical year. Failure to successfully master the exam will result in remediation and necessary extension of the student's program by at least one Quarter.

Quarter VI: 18 Credits

Course Code	Title	Quarter Credits
ANS6011	Clinical Anesthesia I	16.0
ANS6021	Senior Seminar I	1.0
ANS6041	Anesthesia Review I	1.0

Quarter VII: 18 Credits

Course Code	Title	Quarter Credits
ANS6012	Clinical Anesthesia II	16.0
ANS6022	Senior Seminar II	1.0
ANS6042	Anesthesia Review II	1.0

Quarter VIII: 17 Credits

Course Code	Title	Quarter Credits
ANS6013	Clinical Anesthesia III	15.0
ANS6023	Senior Seminar III	1.0
ANS6043	Anesthesia Review III	1.0

Quarter IX: 18 Credits

Course Code	Title	Quarter Credits
ANS6014	Clinical Anesthesia IV	16.0
ANS6024	Senior Seminar IV	1.0
ANS6044	Anesthesia Review IV	1.0

Note(s):

The curriculum is dynamic and changes may be made to update and improve the curriculum at any time. Should the curriculum depart from that published above, on the recommendation of the curriculum committee, the Council of Deans and the Council of Presidents before matriculation, a letter identifying the changes will be mailed to all students that have been accepted into the incoming class. At this point, students may elect to continue with their planned matriculation accepting the changes in the curriculum, or cancel their registration and receive a full refund of their deposit without a penalty.

Generally, examinations for classroom and laboratory work will be administered outside of normal class periods. Occasionally, exams, review sessions, and special certification classes (Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support) may involve weekends. Clinical rotations may involve evenings, nights and weekends during the second year, depending upon the rotation and the clinical site. Clinical sites may require students to take in-house call. When a student, in their second year, participates in daytime operating room assignments and is expected to remain in-house for call or extended clinical opportunities that exceed midnight, the student will have the next 12 hours free of clinical obligations. By official request, special arrangements will be made for students who have religious obligations that may conflict with educational program activities.

Total Credits	169

Physician Assistant

Physician Assistant

Degree Type
Master of Science (MS)

Program Student Learning Outcomes

- Demonstrate the ability to interpret and integrate an evidence-based approach to clinical and professional practice through clinical reasoning, problem- solving, and decision-making processes to improve patient care practices.
- Demonstrate professionalism through personal behaviors, sensitivity, and accountability essential to patients, society, and the profession.
- Integrate behavioral, social, and medical knowledge established from the evolving biomedical and clinical sciences in recognizing, evaluating, and managing patient disease states across the lifespan during acute, chronic, preventative, and emergent encounters.
- Demonstrate the interpersonal and communication skills required to sustain effective, multi-directional information exchange within a diverse population of patients, their caregivers, and members of the healthcare team.
- Demonstrate the ability to elicit an accurate patient history, perform an appropriate physical examination, and perform appropriate clinical procedures using essential clinical and technical skills to provide quality patient care.
- Collaborate effectively as part of an interdisciplinary healthcare team through clinical reasoning and problem-solving skills to formulate a logical differential diagnosis, select and interpret appropriate diagnostic studies, and synthesize a comprehensive, patient-centered management plan for the promotion of wellness and disease prevention.

Admission Requirements

Procedure for Admission to the Master in Science Physician Assistant Program

Entrance to the Physician Assistant (PA) program is gained through a formal application review and interview. Application to the program is made through the Central Application Service for Physician Assistants (CASPA). Applicants must specifically designate the South University campus(es) to which their application should be submitted within the

CASPA system. Additional, campus-specific information regarding the application process can be obtained through the PA program web site or by calling the respective campus:

- (512) 516-8800 (Austin)
- (804) 727-6894 (Richmond)
- (912) 201-8025 (Savannah)
- (813) 393-3720 (Tampa)
- (561) 273-6520 (West Palm Beach)

Individuals whose applications are deemed competitive will be invited for a required interview. All programs utilize a rolling admissions process in which applicants are notified of their admission decision within 2 weeks after interviewing. Not all qualified applicants will receive an interview.

The application process includes submission of scores from the Graduate Record Examination (GRE).

Applicants must specifically designate the South University code for each applicable campus to which their GRE scores should be submitted electronically to CASPA directly from ETS (Educational Testing Service):

- 0174(Austin)
- 7147 (Richmond)
- 0467 (Savannah)
- 0454 (Tampa)
- 7108 (West Palm Beach)

Applications must be completed and verified in the CASPA application portal. Submission deadlines vary by campus. Please refer to the individual program's website for further details.

Applicants who are offered a seat into the Physician Assistant program are only permitted to reserve a seat at one campus. Within 14 calendar days of the applicant signing and submitting the acceptance form, it is the responsibility of the applicant to notify any other South University Physician Assistant program(s) of the applicant's intent to withdraw. Seat acceptance fees are non-transferable to other South University programs.

Note: Applicants should refer to the Physician Assistant Program policy on Acceptance Fee for more details.

Admission Criteria

Selection for the Physician Assistant program is highly competitive. Meeting the minimum requirements does not guarantee an interview or admission. Successful applicants will generally exceed the minimum criteria. The following criteria represent the minimum conditions established for applicants interested in applying to the South University Physician Assistant Master of Science degree programs:

- Applicants must have an earned bachelor's degree from a regionally accredited U.S. institution by August 1st of the admissions cycle.
- Applicants must have an overall GPA as calculated by the CASPA service of 3.0 or greater (on a 4.0 scale) (including undergraduate, post-baccalaureate, and graduate coursework)
- Applicants should have a Biology-Chemistry-Physics (BCP) science GPA of 3.0 (on a 4.0 scale) as calculated by the CASPA service.
- Applicants submit scores from the GRE general exam directly to the CASPA service for the designated South University campus(es) to which they are applying.
- At least three (3) letters of reference as part of the CASPA application must be submitted. At least one letter must be from a physician (MD/DO), Physician Assistant, or Nurse Practitioner with whom the applicant has worked or shadowed and to whom the applicant is not related. Impressive, well- articulated, and unequivocal letters attesting to the applicant's motivation, communication and interpersonal skills, professionalism, and future contribution towards health care are considered competitive. Applicants with letters of reference from licensed medical providers (e.g., MD, DO, NP, PA) are considered to be more competitive.

Pre-requisite Courses

Applicants must complete all prerequisite courses listed below with a grade of C or better at a regionally accredited U.S. college or university prior to submission of their application. The PA program accepts prerequisite coursework completed in an online, virtual, or campus-based format from a regionally accredited U.S. college or university.

Required	Pre-Requisite	Duration
	Anatomy and Physiology	2 courses (sequenced) • Human Anatomy & Physiology I and II with Lab **OR** • Human Anatomy with Lab and Human Physiology with Lab No course substitutions are accepted for this requirement
	General Biology	2 courses **Required:** • General Biology I (Lab recommended) • General Biology II (Lab recommended) **Alternative Substitution for Biology II only:** Cell Biology, Genetics, Molecular Biology, Immunology
	General Chemistry and Labs	2 courses **Required:** • General Chemistry I with Lab • General Chemistry II with Lab
	Microbiology with Lab	1 course No course substitutions are accepted for this requirement
	Organic Chemistry or Biochemistry	1 course Lab recommended, not required

Coursework which is designed for science majors is generally considered more competitive. In general, prerequisite coursework with titles that include "Essentials of," "Survey of," or "Introduction to," unless specifically designed for science majors, are considered less competitive.

Basic science courses should be those for science majors. The General Biology and Biochemistry courses are recommended to include a lab, but it is not required.

Only courses (excluding General Biology, Biochemistry, and Organic Chemistry) with an associated lab will be given credit for fulfilling prerequisite requirements. In the event that a laboratory is not offered with a prerequisite course, applicants may request the lab requirement for that course be waived by contacting the program. Lab waivers and/or course substitutions are granted at the discretion of the Admissions Committee. Applicants requesting such should be prepared to submit supporting documents, including, but not limited to, course descriptions and syllabi.

The South University Physician Assistant program accepts credit for Advanced Placement (AP) courses. AP courses taken and successfully completed will be counted as one course credit towards completion of the respective prerequisite subject. Grades earned in AP courses are not used in the calculation of the applicant's overall or prerequisite GPA.

The South University Physician Assistant program does not accept College Level Examination Program (CLEP) credit for any prerequisite requirements.

Please refer to the Transfer of Credit Policy for additional information. All students must complete each course in the South University Physician Assistant curriculum.

Master of Science Physician Assistant Technical Standards

In order to ensure that patients receive the best medical care possible, the faculty of the South University Physician Assistant program has identified certain skills and professional behaviors that are essential for successful progression of physician assistant students in the program. A student must possess skills and behaviors at a level of capability to perform a variety of duties required of a physician assistant as a health care professional.

Students with disabilities who can perform these skills and successfully execute professional behavior either unassisted, with dependable use of assistive devices, or by employing other reasonable accommodations are eligible to apply for enrollment in the program. Minimum performance standards include critical thinking, communication skills, observation skills, motor skills, and interpersonal abilities. Interested parties may contact the Physician Assistant program office for additional information about South University performance standards. These skills and behaviors include, but are not limited to:

Critical Thinking: A student must possess the intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. The ability to solve problems, a skill that is critical to the practice of medicine, requires the intellectual abilities of measurement, calculation,

reasoning, analysis and synthesis. Students must be able to perform demonstrations and experiments in the basic sciences.

Communication Skills: A student should also be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and to perceive nonverbal communications. The student must be able to communicate effectively and efficiently in oral and written forms.

Observation Skills: A student must be able to observe a patient accurately, both at a distance and in close proximity. This ability requires the functional use of vision and somatic sensation.

Motor Skills: A student should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic techniques. A student should be able to execute movements reasonably required to move from area to area, maneuver in small places, calibrate and use large and small equipment, position and move patients, and provide patients with general care and emergency treatment.

Interpersonal Abilities: A student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities required for the diagnosis and care of patients and the development of professionalism through mature, sensitive and effective relationships with patients, families, and colleagues.

Clinical Experience

Clinical experiences should provide the applicant with a knowledge of and orientation to the presentation, signs, and symptoms of a variety of ill or injured patients. Although clinical experience is not required, preference is given to applicants who have direct patient care experience (i.e., care that involves personal interaction with patients such as: physical therapist, respiratory therapist, emergency medical technician/ paramedic, nurse, medical assistant, certified nursing assistant, or other similar professions). However, there is no requirement for a predetermined number of hours (or months) of health care experience to be earned by an applicant.

Admissions Committee Selection Factors

Applicants for admission are considered using multiple selection factors. Applicants are awarded preference based upon the following:

- Academic achievement (overall GPA, BCP, GRE)
    - For overall GPA, BCP, and GRE preferences, please refer to the respective program's website.
- Quality of letters of reference from medical providers (e.g., MD, DO, NP, PA)
- Clinical experience that requires direct patient care
- Personal statement/essay.
- Healthcare provider mentorship/shadowing experiences.
- Community service
- Interview performance

Evidence of an applicant's interpersonal skills, problem-solving ability, professionalism, motivation, academic potential, communication, knowledge of the PA profession and the health care system with an alignment to the mission and vision of the program are assessed by the Admissions Committee in awarding preference.

Post-Acceptance Requirements

Accepted applicants will be required to complete the following items in order to obtain approval for matriculation in January:

- Satisfactory Criminal Background and Drug Screen Report
- Health/ Immunization Requirements
- Personal Health Insurance Documentation
- Baccalaureate Diploma Verification
- American Heart Association (AHA) Approved Basic Life Support (BLS) Certification
- FAFSA application (Free Application for Federal Student Aid) submission for those applying for financial aid
- There is a $1000 acceptance fee, which is non-refundable, for those applicants accepted into the Physician Assistant program at South University, Austin, South University, Savannah, South University, Tampa and South University, West Palm Beach. There is a $1000 acceptance fee, $900 of which is refundable, for those applicants

accepted into the Physician Assistant program at South University, Richmond. Acceptance fees are applied towards tuition.

Applicants seeking admissions to the Physician Assistant program must abide by the College of Health Professions Background Check Policy and Substance Abuse and Screening Policy. Acceptance into a South University program or its completion does not guarantee that a student will be able to obtain subsequent licensure or certification.

All Physician Assistant program students are responsible for meeting matriculation deadlines and requirements as published within the campus-specific Enrollment Guide.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Richmond, Savannah, Tampa and West Palm Beach.

Note: All Physician Assistant program policies apply to all students, principal faculty, and the program director regardless of location. (i.e., didactic or clinical)

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

Vision Statement
The South University Master of Science in Physician Assistant (MSPA) degree program strives to provide an educational environment that empowers students to practice evidence-based, patient-centered medical care. With an emphasis on increasing access to care, reducing health disparities, and engaging in community outreach, we aim to provide inclusive educational experiences for students, faculty, and staff. As future clinical leaders, the program's focus is to graduate physician assistants who will promote cultural humility and patient advocacy.

Mission Statement
The mission of the South University Physician Assistant (MSPA) is to educate a diverse student population and prepare graduates to practice the art and science of medicine while providing high-quality, equitable, and inclusive patient-centered healthcare.

Program Goals
The following are program goals for the South University Physician Assistant program:

- The program aims to foster a culture of inclusivity and equity for students, faculty, and staff by means of education and resources.
- The program will strive to adequately prepare graduating students to achieve a first-time pass rate that exceeds the national average upon completion of the Physician Assistant National Certification Examination (PANCE).
- The program will provide opportunities for local community service and outreach that foster commitment to reducing health disparities.

Physician Assistant Learning Outcomes (Graduate Competencies)

The following are the program learning outcomes (Graduate Competencies) for the South University Physician Assistant program.

Prior to graduation from the program, students will:

- PLO-1. Integrate behavioral, social, and medical knowledge established from the evolving biomedical and clinical sciences in recognizing, evaluating, and managing patient disease states across the lifespan during acute, chronic, preventative, and emergent encounters.
- PLO-2. Demonstrate the interpersonal and communication skills required to sustain effective, multi-directional information exchange within a diverse population of patients, their caregivers, and members of the healthcare team.
- PLO-3. Demonstrate the ability to elicit an accurate patient history, perform an appropriate physical examination, and perform appropriate clinical procedures using essential clinical and technical skills to provide quality patient care.
- PLO-4. Collaborate effectively as part of an interdisciplinary healthcare team through clinical reasoning and problem-solving skills to formulate a logical differential diagnosis, select and interpret appropriate diagnostic studies, and

synthesize a comprehensive, patient-centered management plan for the promotion of wellness and disease prevention.
- PLO-5. Demonstrate the ability to interpret and integrate an evidence-based approach to clinical and professional practice through clinical reasoning, problem- solving, and decision-making processes to improve patient care practices.
- PLO-6. Demonstrate professionalism through personal behaviors, sensitivity, and accountability essential to patients, society, and the profession.

Comprehensive Exams

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

Successful completion of the program requires satisfactory completion of a comprehensive summative evaluation. The comprehensive summative evaluation consists of three (3) distinct components: written examination, clinical skills performance, and professionalism evaluation. is the summative evaluation is administered up to four (4) months before the completion of the clinical training period.

The summative is designed to evaluate student's mastery of multiple student program learning outcomes (graduate competencies) in the cognitive, psychomotor, and affective domains. This evaluation is used to identify competence for entry into the Physician Assistant profession and thus eligibility for graduation. Students who do not successfully pass any component of the summative evaluation are required to participate in a remediation plan devised by the Student Progress and Promotions Committee. Failure to successfully remediate any component of the summative evaluation will require the student to decelerate to further demonstrate mastery of the required graduate competencies. Deceleration results in a student having a delay of graduation and assuming responsibility for additional tuition and fees. Students who are successful in their remediation and complete all program requirements for graduation will graduate at the end of the term in which all requirements are completed.

PA Certification

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

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

Student Progression Policy

Master of Science in Physician Assistant Program Progression Policy

Master of Science in Physician Assistant (MSPA) Degree: 174 Credits

Didactic Phase (Physician Assistant Course Sequence)

1st Quarter: 17 Credits

Course Code	Title	Quarter Credits
PAS5100	Physical Diagnosis I	3.0
PAS5102	Medical Interviewing and Documentation	3.0
PAS5125	Medical Anatomy and Physiology I	4.0
PAS5135	Laboratory Diagnostics	3.0
PAS5173	Professional Seminar I	2.0
PAS5200	Physical Diagnosis Lab I	1.0
PAS5225	Medical Anatomy and Physiology I Lab	1.0

2nd Quarter: 21 Credits

Course Code	Title	Quarter Credits
PAS5115	Physical Diagnosis II	3.0
PAS5126	Medical Anatomy and Physiology II	4.0
PAS5370	Medical Ethics	2.0
PAS5180	Clinical Medicine and Pharmacotherapeutics I	8.0
PAS5215	Physical Diagnosis Lab II	1.0
PAS5226	Medical Anatomy and Physiology II Lab	1.0
PAS5295	Applied Learning Experience I	1.0
PAS5480	Clinical Medicine and Pharmacotherapeutics I Lab	1.0

3rd Quarter: 18 Credits

Course Code	Title	Quarter Credits
PAS5124	Essentials of Behavioral Medicine	3.0
PAS5130	Diagnostic Methods	4.0
PAS5181	Clinical Medicine and Pharmacotherapeutics II	8.0
PAS5296	Applied Learning Experience II	2.0
PAS5481	Clinical Medicine and Pharmacotherapeutics II Lab	1.0

4th Quarter: 21 Credits

Course Code	Title	Quarter Credits
PAS5143	Special Populations in Primary Care I	3.0
PAS5160	Public Health and Evidence Based Medicine	4.0
PAS5365	Surgery and Procedures I	4.0
PAS5182	Clinical Medicine and Pharmacotherapeutics III	8.0
PAS5297	Applied Learning Experience III	1.0
PAS5482	Clinical Medicine and Pharmacotherapeutics III Lab	1.0

5th Quarter: 23 Credits

Course Code	Title	Quarter Credits
PAS5144	Special Populations in Primary Care II	4.0
PAS5366	Surgery and Procedures II	2.0
PAS5174	Professional Seminar II	3.0
PAS5183	Clinical Medicine and Pharmacotherapeutics IV	8.0
PAS5190	Essentials of Emergency Medicine	4.0
PAS5298	Applied Learning Experience IV	1.0
PAS5483	Clinical Medicine and Pharmacotherapeutics IV Lab	1.0

Didactic Phase Total: 100 Credits

Clinical Phase

Course Code	Title	Quarter Credits
PAS6200	Clinical Rotation I	8.0
PAS6205	Clinical Rotation II	8.0
PAS6210	Clinical Rotation III	8.0
PAS6215	Clinical Rotation IV	8.0
PAS6220	Clinical Rotation V	8.0
PAS6225	Clinical Rotation VI	8.0
PAS6230	Clinical Rotation VII	8.0
PAS6235	Clinical Rotation VIII	8.0
PAS6320	Special Topics in Clinical Practice I	2.0
PAS6330	Special Topics in Clinical Practice II	2.0
PAS6340	Special Topics in Clinical Practice III	2.0
PAS6350	Physician Assistant Senior Seminar	4.0

Clinical Phase Total: 74

The courses below are offered on an as needed basis:

Course Code	Title	Quarter Credits
PAS5499	Independent Study I	8.0
PAS5599	Independent Study II	8.0

Note(s):

No physician assistant credits from another institution may transfer into the didactic or clinical phase. Master

of Science in Physician Assistant students must complete the entire 27-month program (174 credit hours) at South University.

Total Credits	174

Medical Assisting

Medical Assisting (Columbia, Montgomery, and Savannah)

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

- Students will utilize communication and inter-personal relationship skills.
- Students will explain anatomy, physiology, and pathophysiology principles.
- Students will explain and perform medical assisting administration procedures.
- Students will describe and perform medical assisting clinical procedures.
- Students will explain the importance of medical law and ethics.
- Students will identify skills required to develop and maintain professionalism.
- Students will solve problems using basic math and science skills.
- Students will memorize medical terminology and apply it correctly while performing processes.
- Students will apply psychology principles.

Admission Requirements

Procedure for Admission to the Associate of Science in Medical Assisting Program

In addition to general admission to the University, students should be able to meet the following technical standards for the Medical Assisting Program.

1. Background Check:
   Students must complete a background check at their own expense using the agency identified by the MA Program Director. No other background checks will be accepted. The background check must be completed at least three weeks prior to the intended start date of the first MA Practicum clinical placement. Students with a positive background check will not be allowed to start AHS2098 Medical Assisting Practicum and will be referred to the MA Progression Committee. The MA program follows the College of Health Professions Background Check Policy and Substance Abuse and Screening Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants are not eligible for admittance into any portion of the MA program if they have a felony conviction, plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.
2. Drug Screen:
   Students must complete drug screen at their own expense using the agency identified by the MA Program Director. No other drug screens will be accepted. The screen must be completed at least three weeks prior to the intended start date of the first MA Practicum clinical placement. Students with a positive drug screen will not be allowed to start the MA Practicum and will be referred to the MA Progression Committee. The MA program follows the College of Health Professions Substance Abuse and Screening Policy located in the South University Catalog (http://www.southuniversity.edu/admissions/academic-catalog).
3. Technical Standards:
   Students must meet the technical standards, which describe the physical abilities and behavioral characteristics required of students for full participation and successful completion of the MA program, as well as to function as a fully qualified medical assistant after graduation. Prospective MA students should review these

standards and determine if they have any limitations that may interfere with their ability to satisfy any of these requirements.

The technical standards are:

- **Sensory**
  Medical Assisting students must be able to read charts, graphs, instrument scales and medication orders, prepare and maintain medical records, and use their senses of hearing and touch to recognize emergencies and to assess the patient's physical condition.
- **Communication**
  The Medical Assisting student must be able to read and write effectively in order to transmit information to all members of the healthcare team. The student must also be able to assess nonverbal communication and respond appropriately.
  Additional requirements include the ability to interview and record patient histories, provide patient care instructions, use correct telephone technique, collect, prioritize and convey information.
- **Fine Motor Skills**
  The Medical Assisting student must manifest all the fine motor skills necessary to safely and accurately use medical instruments and perform diagnostic and clinical procedures (e.g. obtaining the patient's blood pressure, heart rate and temperature, drawing blood and administering non-intravenous injections). The student must be able to perform basic secretarial skills, including using a keyboard and the operation of common office equipment.
- **Gross Motor Skills**
  The Medical Assisting student must be able to support patients when ambulating, assist patients in and out of a wheelchair, and on and off an examination table. Students must be able to reach equipment and supplies and respond appropriately to emergency situations in a timely manner.
- **Psychological Stability**
  The Medical Assisting student must demonstrate the ability to handle difficult interpersonal situations in a calm and tactful manner. The student must also be able to maintain a composed, competent, and confident demeanor during emergency situations.

MA Clinical Practicum Policies

1. Proof of Immunization:
   MA students are required to provide evidence of the initiation or completion of the Hepatitis B immunization series and current flu shot. The student must upload all original lab results and evidence of immunization through the background screening and compliance tracking agency identified by the MA Program at least three weeks prior to the intended start date of AHS2098 Medical Assisting Practicum. Additional vaccinations may be required by clinical sites. All associated fees are the responsibility of the student.
2. CPR/ First Aid and Physical Exam:
   Students must provide verification of a health care provider level CPR/First Aid certification at their own expense prior to the start of the AHS2098 Medical Assisting Practicum clinical courses in the technical phase of the MA program. A Physical Exam and tuberculosis assessment may be required by some clinical sites prior to the MA Practicum. All associated fees are the responsibility of the student.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Columbia, Montgomery, and Savannah.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

The medical assisting program is devoted to a competency-based education with emphasis on the students' mastery of clinical and administrative competencies. These competencies are validated through performance on tests, terminal performance objectives, and a clinical externship. Their training

culminates in a required 160-hour, supervised practicum at a local medical practice during their last quarter of study.

Program Student Learning Outcomes

The Program minimum expectation is to prepare competent entry level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as follows:

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

Student Progression Policy

Associate of Science in Medical Assisting Formative Progression Standards

Associate of Science in Medical Assisting: 92 Credits

Curriculum for Columbia and Savannah.

Area I General Education Requirements: 32 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Mathematics

Course Code	Title	Quarter Credits
MAT1500	College Mathematics	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Area II Foundation Requirements: 28 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
AHS1085	Musculoskeletal, Nervous, and Integumentary Systems	4.0
AHS1086	Cardiovascular and Respiratory Systems	4.0
AHS1087	Endocrine, Urinary, and Reproductive Systems	4.0
AHS1088	Lymphatic, Immune, and Digestive Systems	4.0
AHS1089	Introduction to Healthcare Documentation, Law, and Ethics	4.0
AHS1090	Professional Development for Healthcare Professionals	4.0

Area III Major Program Requirements: 32 Credits

Course Code	Title	Quarter Credits
AHS2005	Clinical Competencies I	4.0
AHS2006	Clinical Competencies II	4.0
AHS2007	Clinical Laboratory Competencies	4.0
AHS2087	Medical Office Procedures	4.0
AHS2090	Medical Insurance and Coding	4.0
AHS2092	Computers in the Medical Office	4.0

Capstone

Course Code	Title	Quarter Credits
AHS2095	Medical Assisting Certification Review	2.0
AHS2098	Medical Assisting Practicum	6.0

Associate of Science in Medical Assisting: 92 Credits

Curriculum for Montgomery.

Area I General Education Requirements: 28 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
COM2006	Interpersonal Communication	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Mathematics

Course Code	Title	Quarter Credits
MAT1500	College Mathematics	4.0

Area II Foundation Requirements Online: 32 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
AHS1085	Musculoskeletal, Nervous, and Integumentary Systems	4.0
AHS1086	Cardiovascular and Respiratory Systems	4.0
AHS1087	Endocrine, Urinary, and Reproductive Systems	4.0
AHS1088	Lymphatic, Immune, and Digestive Systems	4.0
AHS1089	Introduction to Healthcare Documentation, Law, and Ethics	4.0
AHS1090	Professional Development for Healthcare Professionals	4.0
AHS1091	Medical Asepsis and Electrocardiography	4.0

Area III Major Program Requirements Hybrid: 32 Credits

Course Code	Title	Quarter Credits
AHS2005	Clinical Competencies I	4.0
AHS2006	Clinical Competencies II	4.0
AHS2007	Clinical Laboratory Competencies	4.0
AHS2087	Medical Office Procedures	4.0
AHS2090	Medical Insurance and Coding	4.0
AHS2092	Computers in the Medical Office	4.0
AHS2095	Medical Assisting Certification Review	2.0
AHS2098	Medical Assisting Practicum	6.0
	Total Credits	92

Medical Assisting (Online)

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

- Students will explain the importance of of medical law and ethics.
- Students will identify skills required to develop and maintain professionalism.
- Students will solve problems using basic math and science skills.
- Students will memorize medical terminology and apply it correctly while performing processes.
- Students will apply psychology principles.
- Students will effectively utilize communication and inter-personal relationship skills.
- Students will explain anatomy, physiology, and pathophysiology principles.
- Students will explain knowledge of medical assisting administration procedures.
- Students will describe medical assisting clinical procedures.

Admission Requirements

Procedure for Admission to the Associate of Science in Medical Assisting Program

In addition to general admission to the University, students should be able to meet the following technical standards for the Medical Assisting Program.

1. Background Check:
   Students must complete a background check at their own expense using the agency identified by the MA Program Director. No other background checks will be accepted. The background check must be completed at least three weeks prior to the intended start date of the first MA Practicum clinical placement. Students with a positive background check will not be allowed to start AHS2098 Medical Assisting Practicum and will be referred to the MA Progression Committee. The MA program follows the College of Health Professions Background Check Policy and Substance Abuse and Screening Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants are not eligible for admittance into any portion of the MA program if they have a felony conviction, plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.
2. Drug Screen:
   Students must complete drug screen at their own expense using the agency identified by the MA Program Director. No other drug screens will be accepted. The screen must be completed at least three weeks prior to the intended start date of the first MA Practicum clinical placement. Students with a positive drug screen will not be allowed to start the MA Practicum and will be referred to the MA Progression Committee. The MA program follows the College of Health Professions Substance Abuse and Screening Policy located in the South University Catalog (http://www.southuniversity.edu/admissions/academic-catalog).
3. Technical Standards:
   Students must meet the technical standards, which describe the physical abilities and behavioral characteristics required of students for full participation and successful completion of the MA program, as well as to function as a fully qualified medical assistant after graduation. Prospective MA students should review these standards and determine if they have any limitations that may interfere with their ability to satisfy any of these requirements.

The technical standards are:

- **Sensory**
  Medical Assisting students must be able to read charts, graphs, instrument scales and medication orders, prepare and maintain medical records, and use their senses of hearing and touch to recognize emergencies and to assess the patient's physical condition.
- **Communication**
  The Medical Assisting student must be able to read and write effectively in order to transmit

information to all members of the healthcare team. The student must also be able to assess nonverbal communication and respond appropriately.
Additional requirements include the ability to interview and record patient histories, provide patient care instructions, use correct telephone technique, collect, prioritize and convey information.

- **Fine Motor Skills**
  The Medical Assisting student must manifest all the fine motor skills necessary to safely and accurately use medical instruments and perform diagnostic and clinical procedures (e.g. obtaining the patient's blood pressure, heart rate and temperature, drawing blood and administering non-intravenous injections). The student must be able to perform basic secretarial skills, including using a keyboard and the operation of common office equipment.
- **Gross Motor Skills**
  The Medical Assisting student must be able to support patients when ambulating, assist patients in and out of a wheelchair, and on and off an examination table. Students must be able to reach equipment and supplies and respond appropriately to emergency situations in a timely manner.
- **Psychological Stability**
  The Medical Assisting student must demonstrate the ability to handle difficult interpersonal situations in a calm and tactful manner. The student must also be able to maintain a composed, competent, and confident demeanor during emergency situations.

MA Clinical Practicum Policies

1. Proof of Immunization:
   MA students are required to provide evidence of the initiation or completion of the Hepatitis B immunization series and current flu shot. The student must upload all original lab results and evidence of immunization through the background screening and compliance tracking agency identified by the MA Program at least three weeks prior to the intended start date of AHS2098 Medical Assisting Practicum. Additional vaccinations may be required by clinical sites. All associated fees are the responsibility of the student.
2. CPR/ First Aid and Physical Exam:
   Students must provide verification of a health care provider level CPR/First Aid certification at their own expense prior to the start of the AHS2098 Medical Assisting Practicum clinical courses in the technical phase of the MA program. A Physical Exam and tuberculosis assessment may be required by some clinical sites prior to the MA Practicum. All associated fees are the responsibility of the student.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The online Associate of Science in Medical Assisting program is not accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org).

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

The medical assisting program is devoted to a competency-based education with emphasis on the students' mastery of clinical and administrative competencies. These competencies are validated through performance on tests, terminal performance objectives, and a clinical externship. Their training culminates in a required 160-hour, supervised practicum at a local medical practice during their last quarter of study.

Program Student Learning Outcomes

The Program minimum expectation is to prepare competent entry level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains as follows:

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

Student Progression Policy

Associate of Science in Medical Assisting Formative Progression Standards

Associate of Science in Medical Assisting: 92 Credits

Curriculum for Online Programs only

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Area I General Education Requirements: 28 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
COM2006	Interpersonal Communication	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Mathematics

Course Code	Title	Quarter Credits
MAT1500	College Mathematics	4.0

Area II Foundation Requirements: 32 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
AHS1085	Musculoskeletal, Nervous, and Integumentary Systems	4.0
AHS1086	Cardiovascular and Respiratory Systems	4.0
AHS1087	Endocrine, Urinary, and Reproductive Systems	4.0
AHS1088	Lymphatic, Immune, and Digestive Systems	4.0
AHS1089	Introduction to Healthcare Documentation, Law, and Ethics	4.0
AHS1090	Professional Development for Healthcare Professionals	4.0
AHS1091	Medical Asepsis and Electrocardiography	4.0

Area III Major Requirements: 32 Credits

Course Code	Title	Quarter Credits
AHS2005	Clinical Competencies I	4.0
AHS2006	Clinical Competencies II	4.0
AHS2007	Clinical Laboratory Competencies	4.0
AHS2087	Medical Office Procedures	4.0
AHS2090	Medical Insurance and Coding	4.0
AHS2092	Computers in the Medical Office	4.0

Capstone

Course Code	Title	Quarter Credits
AHS2095	Medical Assisting Certification Review	2.0
AHS2098	Medical Assisting Practicum	6.0
	Total Credits	92

Occupational Therapy Assistant

Occupational Therapy Assistant

Degree Type
Associate of Applied Science (AAS)

Program Student Learning Outcomes

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

Admission Requirements

Procedure for Admission into the Professional Phase of the Associate of Science or Associate of Applied Science in Occupational Therapy Assistant Program

Admission into the Occupational Therapy Assistant (OTA) program is a two-step process:

1. Candidates are eligible to enter the general education phase of the OTA program as "OTA students" by meeting South University's General Undergraduate Admission Requirements.
2. Candidates must complete prerequisite coursework and meet all requirements outlined below to be eligible for admission to the professional phase of the OTA program.

Students may transfer prerequisite courses into the program before entering the professional phase if approved by the registrar. The coursework that is transferred to South University must permit the student to obtain a 2.85 CGPA by the time the student applies for admission into the OTA professional phase. Students who transfer coursework into South University but cannot mathematically attain a CGPA of 2.85 by the time they would enter the professional phase will not be admitted to the OTA program.

Transfer credit will not be accepted for South University courses with an OTA prefix.

Note: This policy does not apply to South University OTA students (in good standing) transferring between campuses.

Admission Requirements for the Professional Phase of the Occupational Therapy Assistant Program

Applicants must apply for admission into the professional phase of the Occupational Therapy Assistant (OTA) program. Applicants must submit a complete application packet and meet all admission requirements as stated below to enter the ranking process. The professional phase slots will be filled by applicants with the greatest academic potential for success as determined by the ranking process. Applicants with the highest numerical ranking will be admitted to the professional phase of the program.

The criteria to determine admission to the OTA program include:

1. Application must be submitted seven (7) weeks prior to the start of the professional phase of the program.
2. Applicants must meet the Essential Functions of the OTA program.
3. Applicants must have a minimum grade of 'C' or above in all prerequisites, except for the following course, in which students must achieve a minimum grade of 'B' or above: OTA1003 Introduction to Occupational Therapy Assistant. (OTA1001 Introduction to Occupational Therapy is an acceptable substitution.)
4. Applicants must achieve a minimum CGPA of 2.85 or greater in prerequisite coursework. All prerequisite coursework must be successfully completed prior to entry into the Professional Phase of the OTA program.

Applicants must have successfully completed the following courses in the past seven years from the intended start date of the Professional Phase of the OTA program: Medical Terminology, Anatomy and Physiology I (lecture and lab) and Anatomy and Physiology II (lecture and lab). Applicants must have successfully completed OTA1003 Introduction to Occupational Therapy Assistant in the past two years from the intended start of the Professional Phase of the OTA Program. (OTA1001 Introduction to Occupational Therapy is an acceptable substitution.)

Ranking of Applicants for Admission into the Professional OTA Curriculum will be based upon the following criteria:

1. Cumulative GPA in required prerequisite coursework (2.85 or greater required).
2. Science GPA (2.0 or greater required). Science coursework will not be accepted if greater than 7 years old.
   a. AHS1001 Medical Terminology
   b. BIO1011 Anatomy and Physiology I
   c. BIO1012 Anatomy and Physiology I Lab
   d. BIO1013 Anatomy and Physiology II
   e. BIO1014 Anatomy and Physiology II Lab

NOTE: If a qualified student is not accepted or if a student is unable to matriculate into the Professional OTA Curriculum, they may use that same application to apply into the next cohort on that same campus within one year from the date of application submission. After that time, the student must apply as a new student.

Essential Functions for the OTA Program

The following are considered to be essential functions related to the profession of occupational therapy to be successful in the Occupational Therapy Assistant (OTA) program and in future employment as a Certified Occupational Therapy Assistant (COTA).

It is the responsibility of the OTA Program at South University to inform students considering a career as a COTA about the essential functions required both in the academic program and in the workforce. Factors and requirements will vary, depending on the specific area of practice and work setting.

Students must demonstrate safe and continuous application of these essential functions or of any and all others that are integral to the success of the OTA student and future occupational therapy practitioner. Students will display professional behaviors, assess their own performance with respect to the behaviors, and be ready to make behavioral changes as directed by academic and clinical faculty.

In addition, the OTA Progressions Committee may become involved in issues related to a student's performance of the essential functions. The OTA Progressions Committee may make recommendations to the OTA Program Director that result in, but are not limited to, a lower course grade, the creation of a remediation plan, exclusion from a course, dismissal from a Level I or Level II Fieldwork experience, professional behavior probation or dismissal from the OTA program and/or South University.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations.

All students must demonstrate competency in the following essential functions related to the profession of occupational therapy:

Behavioral/Emotional Functions

Adaptation: The ability to respond with flexibility to change or difference.

Emotional Stability: The ability to control one's own emotions, differentiate between different emotions and identify each appropriately; use emotions to guide thinking and direct behavior.

Interpersonal Skills: The ability to interact effectively with others.

Safety: Maintain the well-being of others in compliance with policies and procedures.

Ethics: The ability to distinguish between right and wrong, to comply with authority and with policies and procedures.

Professional Behavior and Appearance: The ability to adjust behavior and appearance in response to given circumstances.

Cognitive Functions

Critical Thinking: The ability to define and resolve issues by asking questions, gathering and analyzing information.

Time Management: The ability to identify and prioritize tasks to be accomplished and maintain work pace appropriate to given work load.

Math, Reading Comprehension: The ability to apply basic math functions, calculate time and simple measurements; comprehend written words.

Perception: The ability to be aware of things in relation to others and to discriminate between those relationships.

Communication Functions

Verbal: The ability to speak using the English language, clearly communicating and clarifying information.

Written: The ability to communicate legibly and concisely in English, using proper grammar, punctuation, spelling, style and formatting.

Listening, Comprehending, Responding: The ability to hear, understand and respond appropriately to what was communicated.

Sensory Functions

Hearing: The auditory ability to detect sound within 10 feet away, sufficient to monitor clients and interact with others.

Touch: The ability to come into physical contact with something and perceive that it is there.

Vision: The ability to look at and see something or someone close-up and from a distance greater than 20 feet, noting verbal and nonverbal postures or behaviors.

Physical Functions

Fine motor dexterity: The ability to coordinate small muscle groups during movement, usually involving coordination between the hands, fingers and eyes to manipulate small objects.

Gross motor skills: The ability to coordinate large muscle groups to move and to stabilize the head, trunk, arms and legs to reach, lift, push, pull, stand, balance, walk, run, bend, kneel and crouch; possess minimum grip strength of 30 pounds in one or both hands, and the ability to stand up to 30 minutes at a time, push up to 250 pounds and lift/transfer up to 250 pounds.

Mobility: The ability to independently move easily from point A to point B.

Endurance: The ability to exert self and remain active for a long period of time (e.g., 45 minutes); stamina.

Environmental Functions

Working conditions: The ability to recognize, avoid and prevent safety and health hazards in the work setting.

For additional admissions information please see the admissions section here.

The Occupational Therapy Assistant program at South University, Richmond, Virginia Beach, and Tampa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6211, and its web address is http://www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Program Overview and Outcomes

The occupational therapy assistant works under the supervision of the occupational therapist to help individuals regain or accommodate to decreased range of motion, muscle strength, coordination, perception and activities of daily living, which includes dressing, eating, toileting, hygiene and home management.

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

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org. Graduates are required to pass the national certification exam and be licensed within the state to work as an OTA. Please refer to the Professional Licensure section of the University catalog.

The Professional Phase of the Occupational Therapy Assistant program is delivered on campus at each of the campuses where the program is offered. It is offered on the Richmond and Tampa campuses as a hybrid modality. Students enrolled in the hybrid modality meet both face-to-face in the classroom and asynchronously online over the 11-week term. Please refer to the program curriculum in the academic catalog for further details.

Program Student Learning Outcomes

The OTA program goals address student competency in the following areas

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)

3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student's communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession's philosophy, standards and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations and the public. (professionalism thread)
7. Provide the student with a challenging curriculum is designed to prepare graduates to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA program to have input into the development and evaluation of the OTA program to ensure the program remains true to its mission and philosophy. (information literacy thread)

Accreditation

The Occupational Therapy Assistant program at South University, Richmond, Virginia Beach, and Tampa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6211, and its web address is http://www.acoteonline.org.

Student Progression Policy

AAS in Occupational Therapy Assistant Program Progression Standards

Associate of Applied Science in Occupational Therapy Assistant: 109 Credits

Offered in the eight-quarter sequence at South University, Richmond only.

This program is a technical program, and credits generally earned in this program are not applicable to other degrees.

Area I General Education Requirements: 32 Credits

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Area II Foundation Requirements: 11 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
OTA1003	Introduction to Occupational Therapy Assistant	3.0
PSY2022	Human Growth and Development	4.0

Area III Professional Curriculum Requirements Hybrid: 66 Credits

Course Code	Title	Quarter Credits
OTA1011	Medical Conditions	3.0
OTA1020	Occupational Analysis I	4.0
OTA1031	Occupational Therapy in Mental Health	5.0
OTA1039	Level I Fieldwork in Mental Health	1.0
OTA1045	Professional Documentation	1.0
OTA2020	Occupational Analysis II	4.0
OTA2031	Occupational Therapy for Children and Adolescents	5.0
OTA2039	Level I Fieldwork for Children and Adolescents	1.0
OTA2041	Movement for Human Occupation	4.0
OTA2051	Occupational Therapy for Adults and the Elderly	5.0
OTA2059	Level I Fieldwork for Adults and the Elderly	1.0
OTA2060	Occupational Therapy Management	4.0
OTA2071	Community Practice	2.0
OTA2080	Professional Issues	2.0
OTA2380	Level II Fieldwork A	8.0
OTA2385	Fieldwork Seminar A	4.0
OTA2390	Level II Fieldwork B	8.0
OTA2395	Fieldwork Seminar B	4.0
	Total Credits	109

Occupational Therapy Assistant

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

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

Admission Requirements

Procedure for Admission into the Professional Phase of the Associate of Science or Associate of Applied Science in Occupational Therapy Assistant Program

Admission into the Occupational Therapy Assistant (OTA) program is a two-step process:

1. Candidates are eligible to enter the general education phase of the OTA program as "OTA students" by meeting South University's General Undergraduate Admission Requirements.
2. Candidates must complete prerequisite coursework and meet all requirements outlined below to be eligible for admission to the professional phase of the OTA program.

Students may transfer prerequisite courses into the program before entering the professional phase if approved by the registrar. The coursework that is transferred to South University must permit the student to obtain a 2.85 CGPA by the time the student applies for admission into the OTA professional phase. Students who transfer coursework into South University but cannot mathematically attain a CGPA of 2.85 by the time they would enter the professional phase will not be admitted to the OTA program.

Transfer credit will not be accepted for South University courses with an OTA prefix.

Note: This policy does not apply to South University OTA students (in good standing) transferring between campuses.

Admission Requirements for the Professional Phase of the Occupational Therapy Assistant Program

Applicants must apply for admission into the professional phase of the Occupational Therapy Assistant (OTA) program. Applicants must submit a complete application packet and meet all admission requirements as stated below to enter the ranking process. The professional phase slots will be filled by applicants with the greatest academic potential for success as determined by the ranking process. Applicants with the highest numerical ranking will be admitted to the professional phase of the program.

The criteria to determine admission to the OTA program include:

1. Application must be submitted seven (7) weeks prior to the start of the professional phase of the program.
2. Applicants must meet the Essential Functions of the OTA program.
3. Applicants must have a minimum grade of 'C' or above in all prerequisites, except for the following course, in which students must achieve a minimum grade of 'B' or above: OTA1003 Introduction to Occupational Therapy Assistant. (OTA1001 Introduction to Occupational Therapy is an acceptable substitution.)
4. Applicants must achieve a minimum CGPA of 2.85 or greater in prerequisite coursework. All prerequisite coursework must be successfully completed prior to entry into the Professional Phase of the OTA program.

Applicants must have successfully completed the following courses in the past seven years from the intended start date of the Professional Phase of the OTA program: Medical Terminology, Anatomy and Physiology I (lecture and lab) and Anatomy and Physiology II (lecture and lab). Applicants must have successfully completed OTA1003 Introduction to Occupational Therapy Assistant in the past two years from the intended start of the Professional Phase of the OTA Program. (OTA1001 Introduction to Occupational Therapy is an acceptable substitution.)

Ranking of Applicants for Admission into the Professional OTA Curriculum will be based upon the following criteria:

1. Cumulative GPA in required prerequisite coursework (2.85 or greater required).
2. Science GPA (2.0 or greater required). Science coursework will not be accepted if greater than 7 years old.
    a. AHS1001 Medical Terminology
    b. BIO1011 Anatomy and Physiology I
    c. BIO1012 Anatomy and Physiology I Lab
    d. BIO1013 Anatomy and Physiology II
    e. BIO1014 Anatomy and Physiology II Lab

NOTE: If a qualified student is not accepted or if a student is unable to matriculate into the Professional OTA Curriculum, they may use that same application to apply into the next cohort on that same campus within one year from the date of application submission. After that time, the student must apply as a new student.

Essential Functions for the OTA Program

The following are considered to be essential functions related to the profession of occupational therapy to be successful in the Occupational Therapy Assistant (OTA) program and in future employment as a Certified Occupational Therapy Assistant (COTA).

It is the responsibility of the OTA Program at South University to inform students considering a career as a COTA about the essential functions required both in the academic program and in the workforce. Factors and requirements will vary, depending on the specific area of practice and work setting.

Students must demonstrate safe and continuous application of these essential functions or of any and all others that are integral to the success of the OTA student and future occupational therapy practitioner. Students will display professional behaviors, assess their own performance with respect to the behaviors, and be ready to make behavioral changes as directed by academic and clinical faculty.

In addition, the OTA Progressions Committee may become involved in issues related to a student's performance of the essential functions. The OTA Progressions Committee may make recommendations to the OTA Program Director that result in, but are not limited to, a lower course grade, the creation of a remediation plan, exclusion from a course, dismissal from a Level I or Level II Fieldwork experience, professional behavior probation or dismissal from the OTA program and/or South University.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. South University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations.

All students must demonstrate competency in the following essential functions related to the profession of occupational therapy:

Behavioral/Emotional Functions

Adaptation: The ability to respond with flexibility to change or difference.

Emotional Stability: The ability to control one's own emotions, differentiate between different emotions and identify each appropriately; use emotions to guide thinking and direct behavior.

Interpersonal Skills: The ability to interact effectively with others.

Safety: Maintain the well-being of others in compliance with policies and procedures.

Ethics: The ability to distinguish between right and wrong, to comply with authority and with policies and procedures.

Professional Behavior and Appearance: The ability to adjust behavior and appearance in response to given circumstances.

Cognitive Functions

Critical Thinking: The ability to define and resolve issues by asking questions, gathering and analyzing information.

Time Management: The ability to identify and prioritize tasks to be accomplished and maintain work pace appropriate to given work load.

Math, Reading Comprehension: The ability to apply basic math functions, calculate time and simple measurements; comprehend written words.

Perception: The ability to be aware of things in relation to others and to discriminate between those relationships.

Communication Functions

Verbal: The ability to speak using the English language, clearly communicating and clarifying information.

Written: The ability to communicate legibly and concisely in English, using proper grammar, punctuation, spelling, style and formatting.

Listening, Comprehending, Responding: The ability to hear, understand and respond appropriately to what was communicated.

Sensory Functions

Hearing: The auditory ability to detect sound within 10 feet away, sufficient to monitor clients and interact with others.

Touch: The ability to come into physical contact with something and perceive that it is there.

Vision: The ability to look at and see something or someone close-up and from a distance greater than 20 feet, noting verbal and nonverbal postures or behaviors.

Physical Functions

Fine motor dexterity: The ability to coordinate small muscle groups during movement, usually involving coordination between the hands, fingers and eyes to manipulate small objects.

Gross motor skills: The ability to coordinate large muscle groups to move and to stabilize the head, trunk, arms and legs to reach, lift, push, pull, stand, balance, walk, run, bend, kneel and crouch; possess minimum grip strength of 30 pounds in one or both hands, and the ability to stand up to 30 minutes at a time, push up to 250 pounds and lift/transfer up to 250 pounds.

Mobility: The ability to independently move easily from point A to point B.

Endurance: The ability to exert self and remain active for a long period of time (e.g., 45 minutes); stamina.

Environmental Functions

Working conditions: The ability to recognize, avoid and prevent safety and health hazards in the work setting.

For additional admissions information please see the admissions section here.

The Occupational Therapy Assistant program at South University, Richmond, Virginia Beach, and Tampa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6211, and its web address is http://www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org.

Program Overview and Outcomes

The occupational therapy assistant works under the supervision of the occupational therapist to help individuals regain or accommodate to decreased range of motion, muscle strength, coordination, perception and activities of daily living, which includes dressing, eating, toileting, hygiene and home management.

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

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's

ability to sit for the NBCOT certification examination or attain state licensure. More information on ACOTE may be obtained at http://www.acoteonline.org. Graduates are required to pass the national certification exam and be licensed within the state to work as an OTA. Please refer to the Professional Licensure section of the University catalog.

The Professional Phase of the Occupational Therapy Assistant program is delivered on campus at each of the campuses where the program is offered. It is offered on the Richmond and Tampa campuses as a hybrid modality. Students enrolled in the hybrid modality meet both face-to-face in the classroom and asynchronously online over the 11-week term. Please refer to the program curriculum in the academic catalog for further details.

Program Student Learning Outcomes

The OTA program goals address student competency in the following areas

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

Accreditation

The Occupational Therapy Assistant program at South University, Richmond, Virginia Beach, and Tampa are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6211, and its web address is http://www.acoteonline.org.

Student Progression Policy

AS in Occupational Therapy Assistant Program Progression Standards

Associate of Science in Occupational Therapy Assistant: 109 Credits

Offered at Tampa.

Area I General Education Requirements: 32 Credits

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Area II: Foundation Requirements: 11 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
OTA1003	Introduction to Occupational Therapy Assistant	3.0
PSY2022	Human Growth and Development	4.0

Area III Professional Curriculum Requirements Hybrid: 66 Credits

Course Code	Title	Quarter Credits
OTA1011	Medical Conditions	3.0
OTA1020	Occupational Analysis I	4.0
OTA1031	Occupational Therapy in Mental Health	5.0
OTA1039	Level I Fieldwork in Mental Health	1.0
OTA1045	Professional Documentation	1.0
OTA2020	Occupational Analysis II	4.0
OTA2031	Occupational Therapy for Children and Adolescents	5.0
OTA2039	Level I Fieldwork for Children and Adolescents	1.0
OTA2041	Movement for Human Occupation	4.0
OTA2051	Occupational Therapy for Adults and the Elderly	5.0
OTA2059	Level I Fieldwork for Adults and the Elderly	1.0
OTA2060	Occupational Therapy Management	4.0
OTA2071	Community Practice	2.0
OTA2080	Professional Issues	2.0
OTA2380	Level II Fieldwork A	8.0
OTA2385	Fieldwork Seminar A	4.0
OTA2390	Level II Fieldwork B	8.0
OTA2395	Fieldwork Seminar B	4.0
	Total Credits	109

Physical Therapist Assistant

Physical Therapist Assistant

Degree Type
Associate of Applied Science (AAS)

Program Student Learning Outcomes

- Students communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.

- Students provide effective education to patients, caregivers, and members of the healthcare team.
- Students recognize the importance of maintaining competence in applicable areas of physical therapy practice.
- Students provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
- Students demonstrate the ability to work within the guidelines and standards established by regulatory, professional, and organizational entities.
- Students demonstrate behaviors consistent with the Core Values of the profession of physical therapy.
- Students demonstrate the ability to appropriately and efficiently utilize resources to provide high-value physical therapy services.

Admission Requirements

Procedure for Admission to the Associate of Science or Associate of Applied Science in Physical Therapist Assistant Program

Admission into the Physical Therapist Assistant (PTA) program is a two-step process:

1. Candidates are eligible to enter the general education phase of the PTA program as "PTA students" by meeting South University's General Undergraduate Admission Requirements.
2. Candidates must complete prerequisite coursework and meet all requirements outlined below to be eligible for admission to the professional phase of the PTA program.

Students may transfer prerequisite courses into the program before entering the professional phase if approved by the registrar. The coursework that is transferred to South University must permit the student to obtain a 2.75 CGPA by the time the student applies for admission into the PTA Professional Phase. Students who transfer coursework into South University, but cannot mathematically attain a CGPA of 2.75 by the time they would enter the professional phase, will not be admitted to the PTA program.

Transfer credit will not be accepted for courses in the South University PTA Professional Phase Curriculum.

Note: This does not apply to South University PTA students (in good standing) transferring between campuses.

Students from South University who are in another major will be permitted to transfer into the general education phase of the PTA program if they meet all requirements as stated in the PTA Program Change Policy. Applicants must satisfy technical standards for the PTA program in order to be admitted.

Admission Requirements for the Professional Phase of the Physical Therapist Assistant Program

Effective as of January 1, 2025.
Applicants must apply for admission into the professional phase of the Physical Therapist Assistant (PTA)
program. Applicants must submit a complete application packet and meet all admission requirements as stated below to enter the ranking process. The professional phase slots will be filled by applicants with the greatest academic potential for success as determined by the ranking process. Applicants with the highest numerical ranking will be admitted to the professional phase of the program.

The criteria to determine admission to the PTA program include:

1. Application must be submitted seven (7) weeks prior to the start of the professional phase of the program.
2. Applicants must meet the Essential Functions and Technical Standards (listed in the application for admission and the program student handbook) of the program in order to enter the ranking process.
3. Applicants must complete a health screening, at their own cost, utilizing a program-specific physical exam form, verifying medical clearance.
4. Applicants must complete a background check at their own cost using the agency identified by the PTA Program Director. Applicants must meet timelines and requirements as detailed in the application packet. The PTA program follows the College of Health Professions Background Check Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants are not eligible for admittance into the Professional Phase of the PTA program if they have a felony conviction,

plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.

5. Applicants must complete a drug screen at their own cost using the agency identified by the PTA Program Director. Applicants must meet timelines and requirements as detailed in the application packet. The PTA program follows the College of Health Professions Substance Abuse and Screening Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants with positive drug screen results will not be admitted into Professional Phase of the PTA Program. Applicants may be eligible to reapply to a future admissions cycle (see PTA Program Director).
6. Applicants must complete 20 hours of observations of the practice of physical therapy and submit documentation on program-provided forms.
7. Applicants must achieve a 2.75 CGPA or greater in prerequisite coursework. All prerequisite coursework must be successfully completed prior to entry into the Professional Phase of the PTA Program.
8. Applicants must have a minimum grade of 'C' or better in all prerequisites.
9. The following science prerequisite courses must be completed within 7 years of the start date of the Professional Phase of the program.
    a. AHS1001 Medical Terminology
    b. BIO1011 Anatomy and Physiology I
    c. BIO1012 Anatomy and Physiology I Lab
    d. BIO1013 Anatomy and Physiology II
    e. BIO1014 Anatomy and Physiology II Lab
10. Applicants must submit ATI Test of Essential Academic Skills (TEAS) scores. Scores will not be accepted if greater than 5 years old. A score of "proficient" is preferred.
11. Ranking will be based upon:
    a. Cumulative GPA in required prerequisite coursework (2.75 or greater required).
    b. Science GPA (see 8 a-e above)).
    c. The ATI Test of Essential Academic Skills (TEAS) (score of "Proficient" is preferred).
    d. Repeating a course to achieve a higher grade is associated with penalty point deductions from the ranking score.
12. The number of students entering the professional phase is established in accordance with regulations set forth by the program's accrediting body.

Post-Acceptance Requirements

All accepted PTA applicants are responsible for meeting assigned deadlines for completion of post-acceptance requirements as published within the campus-specific PTA Enrollment Guide. Failure to submit the following post-acceptance requirements will deem a student ineligible for clinical education courses, which may result in dismissal from the program.

Accepted PTA students must:

1. Complete an American Heart Association Basic Life Support (BLS) CPR certification course and provide a copy of a valid certification/card. The certification/card must remain valid throughout all clinical rotations.
2. Submit proof of required immunizations as identified in the PTA Enrollment Guide through the compliance platform.
3. Submit a Level 2 background check (Florida students only). This must be performed at the student's own cost, using the agency identified by the PTA Program Director.
4. Understand that additional drug screening, background checks, immunizations, tuberculosis screening, and/or medical clearance may be required by some clinical sites. All associated fees are the responsibility of the student.

Professional Standards for Physical Therapist Assistant Students

The following standards reflect expectations of a student in the Physical Therapist Assistant (PTA) Program for the performance of common physical therapy functions. In adopting these standards, the PTA Program is mindful of the patient's right to safe function in a broad variety of clinical situations while receiving physical therapy interventions. The PTA student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations while administering physical therapy

interventions. These standards do not encompass all that may be required for employment of the PTA Program graduate. In order to verify the students' ability to perform these essential functions, students are required to demonstrate the following technical standards throughout the curriculum.

The faculty is the sole judge of a student's ability to meet these standards through successful completion of the requirements of the program and individual courses.

1. Critical Thinking/Problem Solving Skills. Ability to collect, interpret and integrate information and use that information to make appropriate decisions.
2. Interpersonal Skills. Ability to collaboratively work with all PTA students and with program faculty and patients in the classroom, lab, and clinical setting.
3. Coping Skills. Ability to respond appropriately to stressful environments or during impending deadlines.
4. Communication Skills. Ability to communicate effectively in English using verbal, nonverbal and written formats with faculty, other students, patients, families, and healthcare workers.
5. Mobility/Motor Skills. Sufficient motor ability to execute the movement and skills required for safe and effective physical therapy treatment in various clinical settings.
6. Sensory Abilities. Sufficient visual, auditory, and tactile ability to monitor and assess health needs.
7. Behavioral Skills. Ability to demonstrate professional behaviors and a strong work ethic.

The Physical Therapist Assistant program fully supports the provision of reasonable accommodations to students with special needs. Program requirements will not be altered. Instead, it is the policy of South University to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements. It is the students' responsibility to contact the Dean of Student Affairs/Office of Disability Support Services with documentation to support their need for accommodations. Students are encouraged to contact the Dean of Student Affairs and/or Program Director as early as possible to discuss their particular situation.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. If an applicant can perform the Technical Standards listed above, the applicant is "otherwise qualified" under the law and must be treated the same as a person without a disability. A person who cannot perform the Technical Standards is not "otherwise qualified" and may be denied access to the program without discrimination.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

In keeping with the stated purpose of South University, the Physical Therapist Assistant (PTA) program strives to produce physical therapist assistants who, under the direction and supervision of physical therapists, reflect the highest standards of practice and conduct within the profession of physical therapy.

A physical therapist assistant is an educated health care provider who works under the supervision of a licensed physical therapist. Duties include assisting the physical therapist in implementing treatment programs according to the plan of care, training patients in exercise and activities of daily living, conducting treatments using special equipment, administering modalities and other treatment procedures and reporting to the physical therapist on the patient's responses. (www.apta.org)

Program Student Learning Outcomes

Graduates will be able to:

1. Provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
2. Communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.
3. Provide effective education to patients, caregivers, and members of the healthcare team.
4. Demonstrate the ability to appropriately and efficiently utilize resources to provide high- value physical therapy services.
5. Recognize the importance of maintaining competence in applicable areas of physical therapy practice.

6. Demonstrate the ability to work within the guidelines and standards established by regulatory, professional, and organizational entities.
7. Demonstrate behaviors consistent with the Core Values of the profession of physical therapy.

Graduation from a CAPTE accredited physical therapist assistant education program or its equivalency and passage of the National Physical Therapy Exam (NPTE) is required for licensure. Graduation from this program does not guarantee licensure as a PTA, and it is the student's responsibility to be aware of the licensure requirements in each state. Complete information on practice acts and regulations can be obtained from the individual state licensing boards or through The Federation of State Boards of Physical Therapy (www.fsbpt.org). Specific information regarding application for licensure will be available to the student during the last term of study.

Student Progression Policy

AAS in Physical Therapist Assistant Program Progression Standards

Associate of Applied Science in Physical Therapist Assistant: 110 Credits

Offered at Richmond and Virginia Beach.

This program is a technical program and credits generally earned in this program are not applicable to other degrees.

Area I General Education: 32 Credits

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0

Choose one of the following required electives:

Course Code	Title	Quarter Credits
ENG1200	Composition II	4.0
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Choose one of the following:

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1500	College Mathematics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities (choose one):

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Area II Foundation Requirements: 4 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0

Area III Professional Phase: 74 Credits

Richmond and Virginia Beach follow an 8-quarter sequence of courses (day classes).

(PTA1001 can be taken prior to acceptance into the professional phase in Austin, Columbia, Richmond, Tampa, and Virginia Beach.)

Course Code	Title	Quarter Credits
PTA1001	Introduction to Physical Therapist Assistant	4.0
PTA1003	Pathophysiology	4.0
PTA1005	Kinesiology	6.0
PTA1006	Testing and Measurement for the Physical Therapist Assistant	6.0
PTA2000	Habilitation/Rehabilitation	6.0
PTA2024	Therapeutic Interventions I	6.0
PTA2025	Therapeutic Interventions II	6.0
PTA2046	Advanced Habilitation/ Rehabilitation	6.0
PTA2047	Essentials of Clinical Care	2.0
PTA2050	Professional Seminar	4.0
PTA2048	Clinical Externship I	8.0
PTA2049	Current Rehabilitation Issues	4.0
PTA2099	Clinical Externship II	12.0
	Total Credits	110

Physical Therapist Assistant

Degree Type
Associate of Science (AS)

Program Student Learning Outcomes

- Students communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.
- Students provide effective education to patients, caregivers, and members of the healthcare team.
- Students recognize the importance of maintaining competence in applicable areas of physical therapy practice.
- Students provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
- Students demonstrate the ability to work within the guidelines and standards established by regulatory, professional, and organizational entities.
- Students demonstrate behaviors consistent with the Core Values of the profession of physical therapy.
- Students demonstrate the ability to appropriately and efficiently utilize resources to provide high-value physical therapy services.

Admission Requirements

Procedure for Admission to the Associate of Science or Associate of Applied Science in Physical Therapist Assistant Program

Admission into the Physical Therapist Assistant (PTA) program is a two-step process:

1. Candidates are eligible to enter the general education phase of the PTA program as “PTA students” by meeting South University’s General Undergraduate Admission Requirements.
2. Candidates must complete prerequisite coursework and meet all requirements outlined below to be eligible for admission to the professional phase of the PTA program.

Students may transfer prerequisite courses into the program before entering the professional phase if approved by the registrar. The coursework that is transferred to South University must permit the student to obtain a 2.75 CGPA by the time the student applies for admission into the PTA Professional Phase. Students who transfer coursework into South University, but cannot mathematically attain a CGPA of 2.75 by the time they would enter the professional phase, will not be admitted to the PTA program.

Transfer credit will not be accepted for courses in the South University PTA Professional Phase Curriculum.

Note: This does not apply to South University PTA students (in good standing) transferring between campuses.

Students from South University who are in another major will be permitted to transfer into the general education phase of the PTA program if they meet all requirements as stated in the PTA Program Change Policy. Applicants must satisfy technical standards for the PTA program in order to be admitted.

Admission Requirements for the Professional Phase of the Physical Therapist Assistant Program

Effective as of January 1, 2025.

Applicants must apply for admission into the professional phase of the Physical Therapist Assistant (PTA)
program. Applicants must submit a complete application packet and meet all admission requirements as stated below to enter the ranking process. The professional phase slots will be filled by applicants with the greatest academic potential for success as determined by the ranking process. Applicants with the highest numerical ranking will be admitted to the professional phase of the program.

The criteria to determine admission to the PTA program include:

1. Application must be submitted seven (7) weeks prior to the start of the professional phase of the program.
2. Applicants must meet the Essential Functions and Technical Standards (listed in the application for admission and the program student handbook) of the program in order to enter the ranking process.
3. Applicants must complete a health screening, at their own cost, utilizing a program-specific physical exam form, verifying medical clearance.
4. Applicants must complete a background check at their own cost using the agency identified by the PTA Program Director. Applicants must meet timelines and requirements as detailed in the application packet. The PTA program follows the College of Health Professions Background Check Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants are not eligible for admittance into the Professional Phase of the PTA program if they have a felony conviction, plea, or adjudication withheld, or any disqualifying misdemeanor, for which a pardon or exemption for disqualification has not been received, including but not limited to rape or sexual abuse or molestation, and abuse, endangerment, or neglect of a child, disabled person, or elderly person.
5. Applicants must complete a drug screen at their own cost using the agency identified by the PTA Program Director. Applicants must meet timelines and requirements as detailed in the application packet. The PTA program follows the College of Health Professions Substance Abuse and Screening Policy located in the South University Catalog (www.southuniversity.edu/admissions/academic-catalog). Applicants with positive drug screen results will not be admitted into Professional Phase of the PTA Program. Applicants may be eligible to reapply to a future admissions cycle (see PTA Program Director).
6. Applicants must complete 20 hours of observations of the practice of physical therapy and submit documentation on program-provided forms.
7. Applicants must achieve a 2.75 CGPA or greater in prerequisite coursework. All prerequisite coursework must be successfully completed prior to entry into the Professional Phase of the PTA Program.
8. Applicants must have a minimum grade of 'C' or better in all prerequisites.
9. The following science prerequisite courses must be completed within 7 years of the start date of the Professional Phase of the program.
    a. AHS1001 Medical Terminology
    b. BIO1011 Anatomy and Physiology I
    c. BIO1012 Anatomy and Physiology I Lab
    d. BIO1013 Anatomy and Physiology II
    e. BIO1014 Anatomy and Physiology II Lab
10. Applicants must submit ATI Test of Essential Academic Skills (TEAS) scores. Scores will not be accepted if greater than 5 years old. A score of "proficient" is preferred.
11. Ranking will be based upon:
    a. Cumulative GPA in required prerequisite coursework (2.75 or greater required).
    b. Science GPA (see 8 a-e above)).
    c. The ATI Test of Essential Academic Skills (TEAS) (score of "Proficient" is preferred).
    d. Repeating a course to achieve a higher grade is associated with penalty point deductions from the ranking score.
12. The number of students entering the professional phase is established in accordance with regulations set forth by the program's accrediting body.

Post-Acceptance Requirements

All accepted PTA applicants are responsible for meeting assigned deadlines for completion of post-acceptance requirements as published within the

campus-specific PTA Enrollment Guide. Failure to submit the following post-acceptance requirements will deem a student ineligible for clinical education courses, which may result in dismissal from the program.

Accepted PTA students must:

1. Complete an American Heart Association Basic Life Support (BLS) CPR certification course and provide a copy of a valid certification/card. The certification/card must remain valid throughout all clinical rotations.
2. Submit proof of required immunizations as identified in the PTA Enrollment Guide through the compliance platform.
3. Submit a Level 2 background check (Florida students only). This must be performed at the student's own cost, using the agency identified by the PTA Program Director.
4. Understand that additional drug screening, background checks, immunizations, tuberculosis screening, and/or medical clearance may be required by some clinical sites. All associated fees are the responsibility of the student.

Professional Standards for Physical Therapist Assistant Students

The following standards reflect expectations of a student in the Physical Therapist Assistant (PTA) Program for the performance of common physical therapy functions. In adopting these standards, the PTA Program is mindful of the patient's right to safe function in a broad variety of clinical situations while receiving physical therapy interventions. The PTA student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations while administering physical therapy interventions. These standards do not encompass all that may be required for employment of the PTA Program graduate. In order to verify the students' ability to perform these essential functions, students are required to demonstrate the following technical standards throughout the curriculum.

The faculty is the sole judge of a student's ability to meet these standards through successful completion of the requirements of the program and individual courses.

1. Critical Thinking/Problem Solving Skills. Ability to collect, interpret and integrate information and use that information to make appropriate decisions.
2. Interpersonal Skills. Ability to collaboratively work with all PTA students and with program faculty and patients in the classroom, lab, and clinical setting.
3. Coping Skills. Ability to respond appropriately to stressful environments or during impending deadlines.
4. Communication Skills. Ability to communicate effectively in English using verbal, nonverbal and written formats with faculty, other students, patients, families, and healthcare workers.
5. Mobility/Motor Skills. Sufficient motor ability to execute the movement and skills required for safe and effective physical therapy treatment in various clinical settings.
6. Sensory Abilities. Sufficient visual, auditory, and tactile ability to monitor and assess health needs.
7. Behavioral Skills. Ability to demonstrate professional behaviors and a strong work ethic.

The Physical Therapist Assistant program fully supports the provision of reasonable accommodations to students with special needs. Program requirements will not be altered. Instead, it is the policy of South University to provide reasonable accommodations to students with special needs who request them so that they can meet the program requirements. It is the students' responsibility to contact the Dean of Student Affairs/Office of Disability Support Services with documentation to support their need for accommodations. Students are encouraged to contact the Dean of Student Affairs and/or Program Director as early as possible to discuss their particular situation.

Both Section 504 of the Rehabilitation Act, 29 U.S.C.A. Section 794, and the Americans with Disabilities Act prohibit discrimination against "otherwise qualified" persons with a disability. If an applicant can perform the Technical Standards listed above, the applicant is "otherwise qualified" under the law and must be treated the same as a person without a disability. A person who cannot perform the Technical Standards is not "otherwise qualified" and may be denied access to the program without discrimination.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

In keeping with the stated purpose of South University, the Physical Therapist Assistant (PTA) program strives to produce physical therapist assistants who, under the direction and supervision of physical therapists, reflect the highest standards of practice and conduct within the profession of physical therapy.

A physical therapist assistant is an educated health care provider who works under the supervision of a licensed physical therapist. Duties include assisting the physical therapist in implementing treatment programs according to the plan of care, training patients in exercise and activities of daily living, conducting treatments using special equipment, administering modalities and other treatment procedures and reporting to the physical therapist on the patient's responses. (www.apta.org)

Program Student Learning Outcomes

Graduates will be able to:

1. Provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
2. Communicate using effective and culturally competent verbal, nonverbal, written, and digital communication.
3. Provide effective education to patients, caregivers, and members of the healthcare team.
4. Demonstrate the ability to appropriately and efficiently utilize resources to provide high- value physical therapy services.
5. Recognize the importance of maintaining competence in applicable areas of physical therapy practice.
6. Demonstrate the ability to work within the guidelines and standards established by regulatory, professional, and organizational entities.
7. Demonstrate behaviors consistent with the Core Values of the profession of physical therapy.

Graduation from a CAPTE accredited physical therapist assistant education program or its equivalency and passage of the National Physical Therapy Exam (NPTE) is required for licensure. Graduation from this program does not guarantee licensure as a PTA, and it is the student's responsibility to be aware of the licensure requirements in each state. Complete information on practice acts and regulations can be obtained from the individual state licensing boards or through The Federation of State Boards of Physical Therapy (www.fsbpt.org). Specific information regarding application for licensure will be available to the student during the last term of study.

Student Progression Policy

AS in Physical Therapist Assistant Program Progression Standards

Associate of Science in Physical Therapist Assistant: 110 Credits

Offered at Austin, Columbia, Montgomery, Savannah, Tampa, and West Palm Beach.

Area I General Education: 32 Credits

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0

Choose one of the following required electives:

Course Code	Title	Quarter Credits
ENG1200	Composition II	4.0
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Choose one of the following:

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1500	College Mathematics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities (Choose one):

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0

Area II Foundation Requirements: 4 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0

Area III Professional Phase: 74 Credits

The Montgomery, Savannah, and West Palm Beach campuses follow a 9-quarter sequence of courses (evening classes)

Course Code	Title	Quarter Credits
PTA1001	Introduction to Physical Therapist Assistant	4.0
PTA1003	Pathophysiology	4.0
PTA1005	Kinesiology	6.0
PTA1006	Testing and Measurement for the Physical Therapist Assistant	6.0
PTA1008	Modalities	6.0
PTA2000	Habilitation/Rehabilitation	6.0
PTA2021	Therapeutic Exercise and Orthopedic Applications	6.0
PTA2046	Advanced Habilitation/ Rehabilitation	6.0
PTA2050	Professional Seminar	4.0
PTA2057	Physical Therapy through the Lifespan	2.0
PTA2058	Clinical Externship I	9.0
PTA2059	Current Rehabilitation Issues	3.0
PTA2099	Clinical Externship II	12.0

Area III Professional Phase: 74 Credits

The Austin, Columbia, and Tampa campuses follow an 8-quarter sequence of courses:

PTA1001 can be taken prior to acceptance into the professional phase in Austin, Columbia, Richmond, Tampa, and Virginia Beach.)

Course Code	Title	Quarter Credits
PTA1001	Introduction to Physical Therapist Assistant	4.0
PTA1003	Pathophysiology	4.0
PTA1005	Kinesiology	6.0
PTA1006	Testing and Measurement for the Physical Therapist Assistant	6.0
PTA2000	Habilitation/Rehabilitation	6.0
PTA2024	Therapeutic Interventions I	6.0
PTA2025	Therapeutic Interventions II	6.0
PTA2046	Advanced Habilitation/ Rehabilitation	6.0
PTA2047	Essentials of Clinical Care	2.0
PTA2048	Clinical Externship I	8.0
PTA2049	Current Rehabilitation Issues	4.0
PTA2050	Professional Seminar	4.0
PTA2099	Clinical Externship II	12.0
	Total Credits	110

College of Nursing and Public Health

Limited Access Program

Nursing is a limited access program. Qualified applicants are considered for selection after successful completion of all prerequisite courses and all admission requirements. (Please refer to Procedure for Admission to the Doctor of Nursing Practice Program in the Admission section of this catalog). The nursing program supports the South University policy of nondiscrimination.

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

Nursing

Nursing

Degree Type
Bachelor of Science in Nursing (BSN)

Program Student Learning Outcomes

- Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
- Demonstrate professionalism using ethical and legal standards of practice in the decision-making process to assist with the development of quality improvement in the healthcare setting(s).
- Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Synthesize current scientific research, theories, and concepts from nursing and other in the practice of professional nursing practice.
- Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced-based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.

Admission Requirements

Procedure for Admission to the Bachelor of Science in Nursing Program

General Entry into the Bachelor of Science in Nursing (BSN) Program

Admission into the BSN degree program is a two step process:

- Students interested in pursuing the BSN degree are eligible for general entry to the Bachelor Science in Nursing Program by meeting requirements for entry into South University.
- Students must meet all prerequisite requirements to be considered for admission to the professional phase of the Bachelor of Science in Nursing.

Admission to the Professional Phase of the Bachelor of Science in Nursing

Effective as of January 1, 2025.
The criteria used to determine admission to the Bachelor of Science in Nursing degree program include:

- Completion of the application for admission.
- Completion of 90 quarter hours (QH) of science and general education courses as required for admission to BSN degree program with a grade of C or better. Science courses are not accepted if the courses are older than 7 years at the start date of the professional phase of the program. This includes science courses taken at South University and transfer credits from outside institutions.
- A cumulative GPA (CGPA) of 2.75 or better on a 4.0 scale in the nursing pre-requisite courses. *Note: South University, Columbia requires a 3.0 or better.*

- A GPA of 2.75 or better in the following science courses: BIO1011 Anatomy and Physiology I and BIO1012 Anatomy and Physiology I Lab; BO1013 Anatomy and Physiology II and BIO1014 Anatomy and Physiology II Lab; BIO2070 Microbiology and BIO2073 Microbiology Laboratory; CHM1010 General Chemistry; BIO2015 Human Pathophysiology. *Note: South University, Columbia requires a 3.0 or better.*
- A grade of "C" or better in all general education courses.
- Entrance test results (TEAS test only – see Assessment Through Standardized Testing section for detailed information).
- A completed, approved Level I and Level II background check.
- Completed application for admission to the BSN degree program form.
- Official transcripts from every college or university attended, including courses taken at South University.
- Meet the Core Performance Standards and essential functions related to the profession of nursing as described in this catalog.
- Completion of prerequisites courses at South University will be considered in the ranking process.

Provisional admission may be granted if the student is completing prerequisites in the term before matriculation into the nursing program. On the day of matriculation into the nursing, the student must meet the admission criteria as outlined above. Failure to meet requirements of admission will result in rescinding the provisional admission status.

Acceptance into the Professional Phase of the Bachelor of Science Nursing

Upon acceptance into the Nursing Program, the student must submit:

- Completed current physical examination record with required immunizations, titers, lab results, and tuberculosis assessment.
- Urine drug screen
- Evidence of health insurance

Pre-Licensure (BSN) Laptop Computer Requirement

Laptop computers are required for use in testing. All students are required to have a laptop computer with Internet access that meets university specifications.

Comprehensive Background Check

Please see the General Admissions Policies section here.

Acceptance into a South University educational program, or it's completion, does not imply or guarantee that a student will be able to obtain licensure or certification.

The Nursing Program Director may be required to submit written documentation regarding the student status to boards of nursing and clinical agencies as early as receipt of the student's CONPH application. Students may be required to obtain additional background checks as requested by clinical agencies or boards of nursing.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, High Point, Montgomery, Orlando, Richmond, Savannah, Tampa, Virginia Beach, and West Palm Beach.

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

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

Examination Registered Nurse (NCLEX-RN) in order to obtain licensure and begin practice as a registered nurse. *

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

Program Student Learning Outcomes

Upon completion of the program, student will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines in the practice of professional nursing practice.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
4. Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.
5. Demonstrate professionalism using ethical and legal standards of practice in the decision-making process to assist with the development of quality improvement in the healthcare setting(s).

Student Progression Policy

BSN Professional Phase Progression Standards

Bachelor of Science in Nursing: 180 Credits

Area I General Education Requirements: 68 Credits

Professional Development

Course Code	Title	Quarter Credits
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose three additional courses from the list below:

Course Code	Title	Quarter Credits
ENG1300	Composition III	4.0
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
PSY1001	General Psychology	4.0
PSY2022	Human Growth and Development	4.0
SOC1001	Introduction to Sociology	4.0

Note(s):

**PSY2022* is required by CCNE for all BSN students. Per the Department of Behavioral Sciences, the course meets the South University General Education requirements for Social and Behavioral Sciences for Nursing students ONLY.*

Area II Foundation Requirements: 22 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
BIO2015	Human Pathophysiology	4.0
	BIO2070 and BIO2071 or BIO2073	**6**
BIO2070	Microbiology	4.0
BIO2071	Microbiology Lab	2.0
BIO2073	Microbiology Laboratory	2.0
CHM1010	General Chemistry	4.0
NTR2050	Nutrition	4.0

Area III Major Requirements: 90 Credits

Core

Course Code	Title	Quarter Credits
NSG3001	Introduction to the Profession of Nursing	4.0
NSG3008	Principles of Assessment Lab	3.0
NSG3009	Principles of Assessment	3.0
NSG3022	Pharmacotherapeutics I	3.0
NSG3023	Fundamentals of Nursing	3.0
NSG3024	Fundamentals of Nursing Skills Lab	4.0
NSG3027	Fundamentals of Nursing Practice	2.0
NSG3032	Pharmacotherapeutics II	3.0
NSG3036	Introduction to Nursing Research	3.0
NSG3037	Caring for Adults I	4.0
NSG3038_P	Caring for Adults I-Practice	4.0
NSG3045	Caring for Adults II - Practice	3.0
NSG3046	Caring for Adults II	3.0
NSG3047	Caring for Women and Neonates	3.0
NSG3048_P	Caring for Women and Neonates-Practice	4.0
NSG3068	Caring for Diverse & Vulnerable Populations I	3.0
NSG4052	Caring for Adults III	2.0
NSG4053_P	Caring for Adults III - Practice	3.0
NSG4056	Caring for Children	3.0
NSG4057_P	Caring for Children - Practice	4.0
NSG4058	Caring for Persons with Psychiatric/Mental Health Problems	3.0
NSG4059_P	Caring for Persons with Psychiatric/Mental Health Problems - Practice	4.0
NSG4060	Caring for Adults IV	2.0
NSG4061_P	Caring for Adults IV - Practice	3.0
NSG4069_P	Caring for Diverse and Vulnerable Populations II	2.0
NSG4070	Legal and Ethical Issues in Nursing	2.0
NSG4071	Transition into Professional Nursing	6.0
NSG4073	Transition into Professional Nursing Preceptorship	4.0

Application Process and Deadline

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

Assessment through Standardized Tests

Achievement Examinations and NCLEX-RN Preparation

The South University Nursing Faculty is committed to assisting students to achieve success on the National Council Licensing Examination-Registered Nurse (NCLEX-RN). Successful completion of this examination is required for entry into the practice of professional nursing. In addition to faculty prepared examinations, nursing students take a series of achievement examinations throughout the various courses in the nursing program to prepare for taking the NCLEX-RN. The examinations are used to measure student nursing knowledge, acquired nursing skills and competencies. Students failing to achieve the national average on any achievement test must provide evidence of remediation to their faculty advisors.

South University provides students with ample educational resources including library resources, CDs, DVDs, computer software programs, and access to a variety of nursing education websites such as atitesting.com. Students are required to attend NCLEX-RN review courses during the final quarter of the program.

Standardized Testing Policy

The following standardized testing policy describes the use of the standardized testing products as a component of admission, progression, and graduation in nursing program at South University. This policy has been developed to establish guidelines to prepare students for the NCLEX-RN licensure examination and to identify at-risk students. All students have the

opportunity for review and remediation to enhance their success in the program and on NCLEX-RN after graduation.

1. Admission for Professional Phase

The ATI Test of Essential Academic Skills (TEAS) is a requirement of the admission process.

The TEAS exams is used to determine academic preparedness of pre-licensure nursing students in Reading, Math, Science, and English and Language Usage.

Applicants must achieve a "Proficient" level on the most current ATI TEAS exam to be considered for admission to the nursing program. Applicants must wait a minimum of 30 days between testing dates for the TEAS exam and no more than three times in 6 months. TEAS results greater than 14 months prior to admission acceptance into the professional phase will not be considered.

If the TEAS exam is taken at another institution or virtually, all exam attempts must be sent electronically through ATI.

Total Credits	180

Nursing (RN to BSN)

Degree Type
Bachelor of Science in Nursing (BSN)

Program Student Learning Outcomes

- Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
- Demonstrate professionalism using ethical and legal standards of practice in the decision-making process to assist with the development of quality improvement in the healthcare setting(s).
- Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Synthesize current scientific research, theories, and concepts from nursing and other in the practice of professional nursing practice.
- Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced-based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.

Admission Requirements

Procedure for Admission to the RN to BSN Program

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria used to determine admission to the RN to BSN degree program include:

- Completion of the application for admission.
- Satisfy one of the following:
  - Earned an associate's degree in nursing from an accredited institution,
  - have an equivalent accredited associated degree in nursing from a foreign institution, or
  - hold a nursing diploma AND a bachelors degree from an accredited institution
- A cumulative GPA of 2.00 or better on a 4.00 scale.
- Submission of official transcripts from every college or university attended within 5 weeks after the initial start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). *Note: An unencumbered license(s) must be maintained throughout the program.*

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

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

Program Student Learning Outcomes

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

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines in the practice of professional nursing practice.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
4. Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.
5. Demonstrate professionalism using ethical and legal standards of practice in the decision-making process to assist with the development of quality improvement in the healthcare setting(s).

Student Progression Policy

BSN Professional Phase Progression Standards

RN to BSN: 180 Credits

A block transfer will apply per the General Education Course Transfer Credit RN to Bachelor of Science in Nursing (BSN and RN to Master of Science in Nursing (MSN) policy.

General Education Requirements: 78 general education credits transferred from transfer of credit policy

Area I: General Education: 86 Credits

Natural Sciences/Mathematics and Statistics

Included in Transfer of Credit from Associate of Nursing Degree or Bachelor's Degree

Arts and Humanities: Choose one 4.0 credit course.

Course Code	Title	Quarter Credits
	Arts and Humanities Elective Pool	

Arts and Humanities Electives

ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM1003	Appreciation of the Arts	4.0
HUM1200	Social Responsibility and the Self	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences: Choose one 4.0 credit course.

Course Code	Title	Quarter Credits
	Social and Behavioral Sciences Elective Pool	

Social and Behavioral Sciences Electives

ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL1150	Contemporary Issues	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Nursing (45 transfer credits + 49 credits from South University): 94 Credits

Course Code	Title	Quarter Credits
NSG3007	Foundations for Professional Nursing	4.0
NSG3012	Principles of Assessment for RNs	4.0
NSG3029	Foundations of Nursing Research	4.0
NSG3039	Information Management and Technology	4.0
NSG4028	Concepts of Teaching and Learning	4.0
NSG4029	Leadership in a Diverse Society	4.0
NSG4068	Trends in Healthcare Policy	4.0
NSG4074	Health Promotion and Clinical Prevention	4.0
NSG4076	RN to BSN Capstone Synthesis	5.0

Elective Pool: (12 credits) Choose 3 courses below:

Course Code	Title	Quarter Credits
HSC2010	Medical Sociology	4.0
HSC3002	Environmental Health	4.0
HSC3004	Complementary and Alternative Health	4.0
HSC4010	Epidemiology and Disease Control	4.0
HSC4030	Women and Minority Health Issues	4.0
NSG4055	Illness and Disease Management Across the Life Span	4.0
NSG4067	Gerontological Nursing	4.0
PHE4015	Introduction to Global Health	4.0
PHE4030	Foundation of Health Communication	4.0
	Total Credits	180

Nursing Practice

Degree Type
Doctor of Nurse Practice (DNP)

Program Student Learning Outcomes

- Demonstrate organizational and care systems leadership for quality improvement through advancing nursing practice.
- Use contemporary healthcare science to advocate through policy change for resolution of complex healthcare problems and disparities.
- Integrate information technology and informatics to provide scalable solutions for real-world systems problems.
- Evaluate scientific findings health promotion and disease prevention and impact on transformative care and outcomes.
- Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.

Admission Requirements

Procedure for Admission to the Doctor of Nursing Practice Program

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria used to determine admission to the Doctor of Nursing Practice program include:

- Completion of an application for admission.
- Completion of a master's degree in nursing (MSN) from an accredited institution.
- A cumulative GPA of 3.00 or higher on a 4.0 scale.
- Submission of official documentation of the actual number of verified clinical hours completed during the post-baccalaureate program of study within 5 weeks after the initial start date. This requirement may come in the form of the credentialing documents used to verify the hours for certification examination or a statement from the graduate degree-granting institution verifying the actual number of hours completed during the master's program.
- Submission of official transcripts from all post-secondary institutions attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid unencumbered single-state and/or a valid unencumbered Enhanced Nurse Licensure Compact (eNLC) multistate license as a registered nurse in all U.S. states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program.
- Submission of a minimum paper-based TOEFL (Test of English as a Foreign Language) score of 600 or the electronic-based score of 250 for applicants for whom English is a Second Language (ESL).

Once all required admissions documents and information are submitted, the application will be reviewed and evaluated for an admission decision.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Savannah, Tampa, and Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Program Description

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

The DNP program is offered as a post-master's program, providing a pathway for master's prepared nurses to achieve doctoral level competencies consistent with a clinical program of study. Coursework in the program emphasizes current topics in nursing, experiences, and scholarship. The program is offered in an online format that supports ongoing education for working nurses. Courses are provided online or in a blended format with the practice component (i.e.,

advanced nursing field experiences which are guided by agency mentors) provided located in the students' geographical regions.

In 2004 the American Association of Colleges of Nursing (AACN) endorsed the DNP degree and proposed that the DNP is the terminal degree for nursing practice. The Essentials for Doctoral Education for Advanced Nursing Practice (AACN, 2006) outlines the eight competencies that are the foundation for all DNP graduates, regardless of specialty. The South University College of Nursing is uniquely qualified to provide the framework for this practice doctorate degree. As an integrated, national system of higher education, the exposure to outstanding faculty, and industry-standard practice opportunities in the student's geographical area provides a dynamic environment for DNP students to grow into new leadership roles and clinical arenas.

For more information about the Doctor of Nursing Practice within the nursing profession, please visit the American Association of Colleges of Nursing website at http://www.aacn.nche.edu/DNP/index.htm.

Program Student Learning Outcomes

Graduates should be able to:

1. Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.
2. Demonstrate organizational and care systems leadership for quality improvement through advancing nursing practice.
3. Use contemporary healthcare science to advocate through policy change for resolution of complex healthcare problems and disparities.
4. Evaluate scientific findings for health promotion and disease prevention and impact on transformative care and outcomes.
5. Integrate information technology and informatics to provide scalable solutions for real-world systems problems.

Student Progression Policy

Doctor of Nursing Practice Programs Progression Standards

Doctor of Nursing Practice: 66 credits

Program credits are determined based on evaluation of MSN program of study and clinical/practicum hour attainment.

Foundation: 28 Credits

Course Code	Title	Quarter Credits
NSG7000	Organization and Systems Leadership for Nursing	4.0
NSG7005	Clinical Prevention and Population Health	4.0
NSG7010	Healthcare Policy	4.0
NSG7015	Financial Management and Resource Utilization	4.0
NSG7020	Evidence, Effectiveness, and Clinical Quality	4.0
PHE5015	Principles of Epidemiology	4.0
PHE5020	Biostatistical Methods	4.0

Clinical Field Experience: up to 34 Credits*

Course Code	Title	Quarter Credits
NSG7200	Advanced Nursing Field Experience I	6.0
NSG7205	Advanced Nursing Field Experience II	6.0
NSG7210	Advanced Nursing Field Experience III	6.0

Required for students who have less than 460 post baccalaureate clinical hours:

Course Code	Title	Quarter Credits
NSG7221	Practice Immersion Experience I	6.0
NSG7222	Practice Immersion Experience II	6.0
NSG7223	Practice Immersion Experience III	4.0

**Practice Immersion Experience courses are eligible for PLA (Prior Learning Assessment) based on post-*

baccalaureate clinical experiences. Students are required to have a minimum of 1000 documented hours of post baccalaureate clinical experience to earn the DNP degree.

Capstone in Applied Practice: 4 Credits

Course Code	Title	Quarter Credits
NSG8100	Capstone in Applied Practice I	1.0
NSG8105	Capstone in Applied Practice II	1.0
NSG8110	Capstone in Applied Practice III	1.0
NSG8115	Capstone in Applied Practice IV	1.0
	Total Credits	66

Nursing (RN to MSN)

Degree Type
Master of Science in Nursing (MSN)

Program Student Learning Outcomes

- Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
- Demonstrate professionalism using ethical and legal standards of practice in the decision-making process to assist with the development of quality improvement in the healthcare setting(s).
- Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Synthesize current scientific research, theories, and concepts from nursing and other in the practice of professional nursing practice.
- Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced-based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.

Admission Requirements

Procedure for Admission to the RN to Master of Science in Nursing Degree Program

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information. The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission.
- Satisfy one of the following:
  - Earned an associate's degree in nursing from an accredited institution,
  - have an equivalent accredited associate's degree in nursing from a foreign institution, or
  - hold a nursing diploma AND a bachelor's degree from an accredited institution.
- A cumulative CGPA of 2.5 or better on a 4.0 scale.
- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure).

  Note: In order to progress into Graduate level nursing courses, a student must have a 3.0 cumulative GPA. Students with a cumulative GPA of less than 3.0 may transition to the RN to BSN program to complete their BSN and then apply for the MSN program.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

**Note: Students interested in a BSN should confer with their Academic Counselor or Program Director.*

The RN to Master of Science in Nursing program allows students with strong academic backgrounds to reduce the number of courses required in the undergraduate component of the program. Students substitute certain graduate courses for undergraduate nursing courses. The program includes integrated practica experience, didactic instruction, and a summative project to assess individual student learning outcomes.

Graduates will be required to sit for the national certification exam and obtain professional licensure in the state where the graduate plans to seek employment. Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence.

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines in the practice of professional nursing practice.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Apply critical thinking skills in establishing priorities, delegating responsibility, formulating decisions, and maintaining accountability in the practice of professional nursing through the application of nursing standards.
4. Demonstrate proficiency using the nursing process and systematic inquiry to deliver evidenced based, comprehensive, and holistic nursing care which promotes health and quality of life for diverse populations.
5. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvements.
6. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
7. Demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice.

Student Progression Policy

RN to MSN Program Progression Standards

RN to Master of Science in Nursing

A block transfer of 78 quarter credits applies per the General Education Course Transfer Credit RN to Bachelor of Science in Nursing (BSN and RN to Master of Science in Nursing (MSN) policy.

Area I: General Education: 86 Credits

Natural Sciences/Mathematics and Statistics

78 quarter credits included in Transfer of Credit for Associate of Nursing Degree or Bachelor's Degree.

Arts and Humanities

Choose one 4.0 credit hour course:

Course Code	Title	Quarter Credits
	Arts and Humanities Elective Pool	

Arts and Humanities Electives

ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
ENG2020	Introduction to Film Studies	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM1003	Appreciation of the Arts	4.0
HUM1200	Social Responsibility and the Self	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
	Social and Behavioral Sciences Elective Pool	

Social and Behavioral Sciences Electives

ECO2071	Principles of Microeconomics	4.0
ECO2072	Principles of Macroeconomics	4.0
POL1150	Contemporary Issues	4.0
POL2076	American Government	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0
SOC2010	Social Problems	4.0

Undergraduate Nursing (45 transfer credits + 40 credits from South University): 85 Credits

Course Code	Title	Quarter Credits
NSG3007	Foundations for Professional Nursing	4.0
NSG3012	Principles of Assessment for RNs	4.0
NSG3029	Foundations of Nursing Research	4.0
NSG3039	Information Management and Technology	4.0
NSG4028	Concepts of Teaching and Learning	4.0
NSG4029	Leadership in a Diverse Society	4.0
NSG4068	Trends in Healthcare Policy	4.0
NSG4074	Health Promotion and Clinical Prevention	4.0

Elective Pool: (8 Credits) Choose 2 courses below:

Course Code	Title	Quarter Credits
HSC2010	Medical Sociology	4.0
HSC3002	Environmental Health	4.0
HSC3004	Complementary and Alternative Health	4.0
HSC4010	Epidemiology and Disease Control	4.0
HSC4030	Women and Minority Health Issues	4.0
NSG4055	Illness and Disease Management Across the Life Span	4.0
NSG4067	Gerontological Nursing	4.0
PHE4015	Introduction to Global Health	4.0
PHE4030	Foundation of Health Communication	4.0

Graduate Nursing (Students must complete foundation credits and one specialization) MSN Foundation: 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Adult-Gerontology Primary Care Nurse Practitioner: 44 Credits for Specialization, 227 Total Credits for Program

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate and document for various differential and presumptive diagnoses in the adult or gerontological patient with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
2. Develop plans of care based on theories of ageing, assessment findings, and best-practices to provide holistic, patient-centered care for the adult gerontological populations.
3. Collaborate with interprofessional associates to provide culturally competent, and sensitive patient-centered care for the adult gerontological client.

Course Code	Title	Quarter Credits
NSG5003	Advanced Pathophysiology	4.0
NSG6005	Advanced Pharmacology	4.0
NSG6020	Advanced Health and Physical Assessment	6.0
NSG6021	Pre-Clinical Evaluation	0.0
NSG6205	Decision Making for the Advanced Practice Nurse I	4.0
NSG6206	Decision Making for the Advanced Practice Nurse II	4.0
NSG6320	Practicum I: Adult and Gerontology: Adults and Gerontology	6.0
NSG6330	Practicum II: Adult and Gerontology: Reproductive Health	6.0
NSG6340	Practicum III Adult Health: Gerontology	6.0
NSG6998_A	Transition to the Professional Nurse Practitioner Role	6.0

**If the student receives a failing grade in NSG6021, the student must enroll in and pass the following four (4)-credit hour course: NSG6023 Nurse Practitioner Enhancement.*

**If the student is unsuccessful in NSG6998_A please refer to Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students*

Specialization in Family Nurse Practitioner: 50 Credits for Specialization, 233 Total Credits for Program

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate and document for various differential and presumptive diagnoses in patients across the lifespan with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
2. Develop plans of care based on theories of development, assessment findings, and best-practices to provide holistic, patient-centered care across the lifespan.
3. Collaborate with interprofessional associates to provide culturally competent, and sensitive patient-centered care for individuals and families across the lifespan.

Course Code	Title	Quarter Credits
NSG5003	Advanced Pathophysiology	4.0
NSG6005	Advanced Pharmacology	4.0
NSG6020	Advanced Health and Physical Assessment	6.0
NSG6021	Pre-Clinical Evaluation	0.0
NSG6205	Decision Making for the Advanced Practice Nurse I	4.0
NSG6206	Decision Making for the Advanced Practice Nurse II	4.0
NSG6420	Practicum I Family Health: Adults and Gerontology	6.0
NSG6430	Practicum II Family Health: Women's Health	6.0
NSG6435	Practicum III Family Health: Pediatrics	6.0
NSG6440	Practicum IV Family Health: Primary Care	6.0
NSG6998_F	Transition to the Professional Nurse Practitioner Role	4.0

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following four (4)-credit course NSG6023 Nurse Practitioner Enhancement*

**If the student is unsuccessful in NSG6998_F please refer to Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students*

Specialization in Nurse Administrator: 32 Credits for Specialization, 215 Total Credits for Program

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Develop strategic plans and systems which guides practices that support patient centered care for culturally diverse populations.
2. Organize inclusive interprofessional relationships which assist in the development of innovative and effective care for diverse communities and settings.
3. Construct quality improvement plans which integrate concepts of economics and fiscal stewardship in the leadership and management of a variety of healthcare settings.

Course Code	Title	Quarter Credits
LEA5100	Leadership, Organization Theory and Change	4.0
MBA5009	Managerial Environment	4.0
MHC6306	Human Resource Management in Healthcare Organizations	4.0
NSG6601	Managing Complex Healthcare Systems	4.0
NSG6605	Quality Outcomes and Financial Management in Healthcare Organizations	4.0
NSG6620	Practicum I: Quantitative Skills in Nursing Administration	4.0
NSG6630	Practicum II: Qualitative Skills in Nursing Administration	4.0
NSG6999	Graduate Project in Nursing	4.0

Specialization in Nurse Educator: 30 Credits for Specialization, 213 Total Credits for Program

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Contribute too all phases of the curriculum development for a variety of educational and healthcare settings.
2. Develop quality healthcare contributions through the development of evidence-based policies for creating change and advancing the profession.
3. Develop educational quality improvement plans which contribute to the creation of evidence that underlies best practices in teaching and learning.

Course Code	Title	Quarter Credits
NSG6003	Teaching and Learning Strategies in Nursing	4.0
NSG6102	Evaluation of Educational Outcomes in Nursing	4.0
NSG6103	Curriculum Design and Evaluation in Nursing Education	4.0
NSG6104	Pharmacology, Pathophysiology, & Physical Assessment for the Nurse Educator	6.0
NSG6203	Practicum in Nursing Education I	4.0
NSG6204	Practicum in Nursing Education II	4.0
NSG6999	Graduate Project in Nursing	4.0

Note: Students who have successfully completed Pharmacology, Pathophysiology and Physical Assessment courses can receive credit towards NSG6104. Students must have successfully completed all three courses with a B or better to receive this credit.

Specialization in Nursing Informatics: 32 Credits for Specialization, 215 Total Credits for Program

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate principles and concepts of project management for the implementation of information systems in the provision of patient-centered care for various healthcare settings.
2. Extract data from clinical data sets to provide evidenced-based support for identification of potential problems and trends.
3. Evaluate documentation within healthcare information systems to provide insight for quality improvement and strategic planning.

Course Code	Title	Quarter Credits
MBA5009	Managerial Environment	4.0
MIS5010	Information Technology Infrastructure	4.0
MIS5020	Information Systems Fundamentals	4.0
NSG6650	Introduction to Nursing Informatics	4.0
NSG6652	Issues and Trends in Nursing Informatics	4.0
NSG6670	Practicum I: Database Management in Nursing Informatics	4.0
NSG6680	Practicum II: Project Management in Nursing Informatics	4.0
NSG6999	Graduate Project in Nursing	4.0
	Total Credits	213-233

Nursing Specialization in Adult-Gerontology Primary Care Nurse Practitioner

Degree Type
Master of Science in Nursing (MSN)

Program Student Learning Outcomes

- Students will demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice
- Students will collaborate directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Students will synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
- Students will formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- Students will model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare system improvements.
- Students will develop plans of care based on theories of aging, assessment findings, and best-practices to provide holistic, patient-centered care for adult or gerontological populations.
- Students will formulate and document for various differential and presumptive diagnoses in the adult or gerontological patient with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
- Students will organize interprofessional associations to provide culturally competent, and sensitive patient-centered care for the adult or gerontological patient.

Admission Requirements

Procedure for Admission to Master of Science in Nursing Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A bachelor's degree in nursing (BSN) from an accredited institution with a cumulative GPA of 2.5 or better on a 4.0 scale; or a master's degree in nursing (MSN/MN) from an accredited institution.
- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a Registered Nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments and clinical rotations, for entry and maintenance of admission to the program. (Note that military, federal, and foreign educated nurses must meet their state/territory requirement for nursing licensure).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Master of Science in Nursing (MSN)

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

All applicants to the MSN program must hold a valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

Graduates will be required to sit for the national certification exam and obtain professional licensure in the state where the graduate plans to seek employment. Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence.

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

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvement.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Demonstrate ethical and legal standards of practice in the decision-making process to assist with delivery of quality care associated with a specialty area of advanced nursing practice.

Master of Science in Nursing (Specialization in Adult- Gerontology Primary Care Nurse Practitioner)

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Master of Science in Nursing with a specialization in Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) degree program is designed to prepare advanced practice nurses for the current and evolving primary healthcare system. The South University College of Nursing program focuses on advanced health sciences knowledge and skills to prepare advanced clinicians to deliver leading edge, primary healthcare to adolescents through the entire adult-gerontology age spectrum. AGPCNP students share select course content with fellow students in the Family Nurse Practitioner (FNP) programs where appropriate. This structure exposes students to a

variety of expert specialty faculty and supports development of inter-specialty relationships in client management.

The South University program is designed to prepare graduates to provide the full range of primary care services to individuals from adolescence, adulthood, older adults, to the frail elderly. Competencies include provision of preventive care as well as diagnosis and management of common acute and chronic health problems. In addition to direct patient care, students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population health care issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANPCP).

Graduates will be required to sit for the national certification exam and obtain professional licensure in the state where the graduate plans to seek employment. Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence.

The South University College of Nursing Master of Science in Nursing with a specialization Adult-Gerontology Primary Care Nurse Practitioner degree program meets the core competencies for Adult-Gerontology Primary Care Nurse Practitioner as outlined by the National Organization for Nurse Practitioner Faculties (NONPF). These competencies include:

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

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate and document for various differential and presumptive diagnoses in the adult or gerontological patient with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
2. Develop plans of care based on theories of ageing, assessment findings, and best-practices to provide holistic, patient-centered care for the adult gerontological populations.
3. Collaborate with interprofessional associates to provide culturally competent, and sensitive patient-centered care for the adult gerontological client.

Master of Science in Nursing (Specialization in Adult-Gerontology Primary Care Nurse Practitioner): 56 Credits

MSN Foundation Courses: 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Adult-Gerontology Primary Care Nurse Practitioner: 44 Credits

Course Code	Title	Quarter Credits
NSG5003	Advanced Pathophysiology	4.0
NSG6005	Advanced Pharmacology	4.0
NSG6020	Advanced Health and Physical Assessment	6.0
NSG6021	Pre-Clinical Evaluation	0.0
NSG6205	Decision Making for the Advanced Practice Nurse I	4.0
NSG6206	Decision Making for the Advanced Practice Nurse II	4.0
NSG6320	Practicum I: Adult and Gerontology: Adults and Gerontology	6.0
NSG6330	Practicum II: Adult and Gerontology: Reproductive Health	6.0
NSG6340	Practicum III Adult Health: Gerontology	6.0
NSG6998_A	Transition to the Professional Nurse Practitioner Role	6.0

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following four (4) credit course: NSG6023 Nurse Practitioner Enhancement.*

**If the student is unsuccessful in NSG6998_A please refer to Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students*

	Total Credits	58

Nursing Specialization in Family Nurse Practitioner

Degree Type
Master of Science in Nursing (MSN)

Program Student Learning Outcomes

- Students will demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice
- Students will collaborate directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Students will synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
- Students will formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- Students will model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare system improvements.
- Develop plans of care based on theories of development, assessment findings, and best-practices to provide holistic, patient-centered care across the lifespan.
- Formulate and document for various differential and presumptive diagnoses for patients, with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
- Organize interprofessional associations to provide culturally competent, and sensitive patient-centered care for individuals and families across the lifespan.

Admission Requirements

Procedure for Admission to Master of Science in Nursing Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A bachelor's degree in nursing (BSN) from an accredited institution with a cumulative GPA of 2.5 or better on a 4.0 scale; or a master's degree in nursing (MSN/MN) from an accredited institution.

- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a Registered Nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments and clinical rotations, for entry and maintenance of admission to the program. (Note that military, federal, and foreign educated nurses must meet their state/territory requirement for nursing licensure).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Master of Science in Nursing (MSN)

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

All applicants to the MSN program must hold a valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

Graduates will be required to sit for the national certification exam and obtain professional licensure in the state where the graduate plans to seek employment. Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence.

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

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvement.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Demonstrate ethical and legal standards of practice in the decision-making process to assist with delivery of quality care associated with a specialty area of advanced nursing practice.

Master of Science in Nursing (Specialization in Family Nurse Practitioner)

Offered at Online Programs and Tampa.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

The South University program is designed to prepare graduates to provide the full range of primary care services to individuals during the ante- partum period, infancy, childhood and adolescence through the adult lifespan. Competencies include provision of preventive care to children and adults as well as the diagnosis and management of common acute and chronic health problems. In addition to direct patient care, students also participate in clinical translational efforts, education, and policy activities relevant to advanced practice nursing and diverse population healthcare issues. National certification is available upon program completion through the national certifying bodies (ANCC; AANPCP).

Graduates will be required to sit for the national certification exam and obtain professional licensure in the state where the graduate plans to seek employment. Please see the Professional Licensure Disclosure in the South University Academic Catalog for the determinations if our program meets the professional licensure requirements in your state of residence.

The South University College of Nursing Master of Science in Nursing with a specialization in Family Nurse Practitioner degree program meets the Core Competencies for Family Nurse Practitioners outlined by the National Organization for Nurse Practitioner Faculties (NONPF). Upon graduation and entry into practice, family nurse practitioners are proficient in the following areas:

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

The plan of study and required courses for the Master of Science in Nursing with a specialization in Family Nurse Practitioner degree program includes the Master's Core requirements (20 credits) with the addition of the following clinical course requirements (42 credits):

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate and document for various differential and presumptive diagnoses in patients across the lifespan with meticulous detail, so coders and billers can apply the correct codes for appropriate reimbursement.
2. Develop plans of care based on theories of development, assessment findings, and best-practices to provide holistic, patient-centered care across the lifespan.
3. Collaborate with interprofessional associates to provide culturally competent, and sensitive patient-centered care for individuals and families across the lifespan.

Master of Science in Nursing (Specialization in Family Nurse Practitioner): 62 Credits

MSN Foundation Courses: 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Family Nurse Practitioner: 50 Credits

Course Code	Title	Quarter Credits
NSG5003	Advanced Pathophysiology	4.0
NSG6005	Advanced Pharmacology	4.0
NSG6020	Advanced Health and Physical Assessment	6.0
NSG6021	Pre-Clinical Evaluation	0.0
NSG6205	Decision Making for the Advanced Practice Nurse I	4.0
NSG6206	Decision Making for the Advanced Practice Nurse II	4.0
NSG6420	Practicum I Family Health: Adults and Gerontology	6.0
NSG6430	Practicum II Family Health: Women's Health	6.0
NSG6435	Practicum III Family Health: Pediatrics	6.0
NSG6440	Practicum IV Family Health: Primary Care	6.0
NSG6998_F	Transition to the Professional Nurse Practitioner Role	4.0

Note(s):

**If the student receives a failing grade in NSG6021, the student must enroll in and successfully pass the following four (4) credit course: NSG6023 Nurse Practitioner Enhancement.*

**If the student is unsuccessful in NSG6998_F please refer to Program Progression Policy for Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Students*

Total Credits	62

Nursing Specialization in Nurse Administrator

Degree Type

Master of Science in Nursing (MSN)

Program Student Learning Outcomes

- Students will demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice
- Students will collaborate directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Students will synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
- Students will formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- Students will model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare system improvements.
- Organize inclusive interprofessional relationships which assist in the development of innovative and effective care for diverse communities and settings.
- Develop strategic plans and systems which guides practices that support patient centered care for culturally diverse populations.
- Construct quality improvement plans which integrate concepts of economics and fiscal stewardship in the leadership and management of a variety of healthcare settings.

Admission Requirements

Procedure for Admission to Master of Science in Nursing Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A bachelor's degree in nursing (BSN) from an accredited institution with a cumulative GPA of 2.5 or better on a 4.0 scale; or a master's degree in nursing (MSN/MN) from an accredited institution.
- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a Registered Nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments and clinical rotations, for entry and maintenance of admission to the program. (Note that military, federal, and foreign educated nurses must meet their state/territory requirement for nursing licensure).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Master of Science in Nursing (MSN)

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

All applicants to the MSN program must hold a valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

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

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvement.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Demonstrate ethical and legal standards of practice in the decision-making process to assist with delivery of quality care associated with a specialty area of advanced nursing practice.

Master of Science in Nursing (Specialization in Nurse Administrator)

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

Program curriculum for the MSN with a Specialization in Nurse Administrator concentration includes key attributes from the American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (1996), The American Organization of Nurse Executives (AONE) Nurse Executive Competencies (2005), and the American Nurses Association (ANA) Scope of Practice for Nurse Administrators (2009).

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Develop strategic plans and systems which guides practices that support patient centered care for culturally diverse populations.
2. Organize inclusive interprofessional relationships which assist in the development of innovative and effective care for diverse communities and settings.
3. Construct quality improvement plans which integrate concepts of economics and fiscal stewardship in the leadership and management of a variety of healthcare settings.

Master of Science in Nursing (Specialization in Nurse Administrator): 44 Credits

Core 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Nurse Administrator: 32 Credits

Course Code	Title	Quarter Credits
MBA5009	Managerial Environment	4.0
LEA5100	Leadership, Organization Theory and Change	4.0
MHC6306	Human Resource Management in Healthcare Organizations	4.0
NSG6601	Managing Complex Healthcare Systems	4.0
NSG6605	Quality Outcomes and Financial Management in Healthcare Organizations	4.0
NSG6620	Practicum I: Quantitative Skills in Nursing Administration	4.0
NSG6630	Practicum II: Qualitative Skills in Nursing Administration	4.0
NSG6999	Graduate Project in Nursing	4.0
	Total Credits	44

Nursing Specialization in Nurse Educator

Degree Type

Program Student Learning Outcomes

- Students will model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare system improvements.
- Develop quality healthcare contributions through the development of evidence-based policies for creating change and advancing the profession.
- Contribute too all phases of curriculum development for a variety of educational and healthcare settings.
- Develop educational quality improvement plans which contribute to the creation of evidence that underlies best practices in teaching and learning.
- Students will demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice
- Students will collaborate directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Students will synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
- Students will formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.

Admission Requirements

Procedure for Admission to Master of Science in Nursing Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A bachelor's degree in nursing (BSN) from an accredited institution with a cumulative GPA of 2.5 or better on a 4.0 scale; or a master's degree in nursing (MSN/MN) from an accredited institution.
- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a Registered Nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments and clinical rotations, for entry and maintenance of admission to the program. (Note that military, federal, and foreign educated nurses must meet their state/territory requirement for nursing licensure).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Master of Science in Nursing (MSN)

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

All applicants to the MSN program must hold a valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

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

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvement.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Demonstrate ethical and legal standards of practice in the decision-making process to assist with delivery of quality care associated with a specialty area of advanced nursing practice.

Master of Science in Nursing (Specialization in Nurse Educator)

Offered at Online Programs and Tampa.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

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

Nurse educators are responsible for designing, implementing, evaluating and revising academic and continuing education programs for nurses. These include formal academic programs that lead to a degree or certificate, or more informal continuing education programs designed to meet individual learning needs. Students will complete 300 practicum hours during progression through the program.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Contribute too all phases of the curriculum development for a variety of educational and healthcare settings.
2. Develop quality healthcare contributions through the development of evidence-based policies for creating change and advancing the profession.
3. Develop educational quality improvement plans which contribute to the creation of evidence that underlies best practices in teaching and learning.

Master of Science in Nursing (Specialization in Nurse Educator): 42 Credits

MSN Core 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Nurse Educator: 30 Credits

Course Code	Title	Quarter Credits
NSG6003	Teaching and Learning Strategies in Nursing	4.0
NSG6102	Evaluation of Educational Outcomes in Nursing	4.0
NSG6103	Curriculum Design and Evaluation in Nursing Education	4.0
NSG6104	Pharmacology, Pathophysiology, & Physical Assessment for the Nurse Educator	6.0
NSG6203	Practicum in Nursing Education I	4.0
NSG6204	Practicum in Nursing Education II	4.0
NSG6999	Graduate Project in Nursing	4.0
	Total Credits	42

Nursing Specialization in Nursing Informatics

Degree Type
Master of Science in Nursing (MSN)

Program Student Learning Outcomes

- Students will demonstrate ethical and legal standards of practice in the decision-making process to assist with the delivery of quality care associated with a specialty area of advanced nursing practice
- Students will collaborate directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
- Students will synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
- Students will formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
- Students will model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare system improvements.
- Extract data from clinical data sets to provide evidenced based support for identification of potential problems and trends.
- Formulate principles and concepts of project management for the implementation of information systems in the provision of patient-centered care for various healthcare settings.
- Evaluate documentation within healthcare information systems to provide insight for quality improvement and strategic planning.

Admission Requirements

Procedure for Admission to Master of Science in Nursing Programs

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The criteria to determine admission to the Master of Science in Nursing degree program include:

- Completion of the application for admission
- A bachelor's degree in nursing (BSN) from an accredited institution with a cumulative GPA of 2.5 or better on a 4.0 scale; or a master's degree in nursing (MSN/MN) from an accredited institution.
- Submission of official transcripts from every college or university attended within 5 weeks of the class start date (refer to Conditional Acceptance).
- A valid and unencumbered license as a Registered Nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments and clinical rotations, for entry and maintenance of admission to the program. (Note that military, federal, and foreign educated nurses must meet their state/territory requirement for nursing licensure).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Master of Science in Nursing (MSN)

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

All applicants to the MSN program must hold a valid and unencumbered license as a registered nurse in all US states or territory in which the student is licensed, including the state in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must meet this state requirement for nursing licensure). An unencumbered license(s) must be maintained throughout the program. Additionally, all applicants must successfully complete a criminal background check and a drug screening. Clinical affiliation agencies may require additional personal testing.

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

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

Program Student Learning Outcomes

Upon completion of the program, students will:

1. Synthesize current scientific research, theories, and concepts from nursing and other disciplines for application in advanced nursing roles.
2. Collaborates directly with other healthcare professionals using various resources and technologies in various aspects of the advanced nursing leadership role.
3. Model a professional leadership role to formulate comprehensive plans of action for ongoing contributions to healthcare systems improvement.
4. Formulate a plan for ongoing contributions to improvement of healthcare delivery and development of health policy in a cost-effective manner.
5. Demonstrate ethical and legal standards of practice in the decision-making process to assist with delivery of quality care associated with a specialty area of advanced nursing practice.

Master of Science in Nursing (Specialization in Nursing Informatics)

Offered at Online Programs.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The 21st century nurse informaticist will transform care of patients and communities by optimizing information management and communication. These activities include the design and use of informatics solutions and technology to support all areas of nursing practice, including the direct provision of care, establishing effective administrative systems, designing useful decision support systems, managing and delivering educational experiences, enhancing lifelong learning, and supporting nursing research. The Master of Science in Nursing program with a specialization in Nursing Informatics at South University is designed to prepare the next generation of nursing leaders to develop the knowledge, skills, and abilities to develop and implement information management systems in a variety of settings including home health and hospice agencies, nursing homes, public and community health agencies, physician offices, ambulatory care centers, medical device vendors, large and small software companies, web content providers, disease management companies, and government agencies. Students will complete 240 practicum hours during progression through the program.

Program curriculum for the MSN with a specialization in Nursing Informatics includes key attributes from the

American Association of Colleges of Nursing (AACN) Essentials of Masters Education for Advanced Practice Nursing (2011), the Alliance for Nursing Informatics (2010), and the ANA Scope and Standards of Practice (2008). Students completing this program will be eligible to sit for the AACC certification examination.

Specialization Program Student Learning Outcomes

Upon completion of the program, students will:

1. Formulate principles and concepts of project management for the implementation of information systems in the provision of patient-centered care for various healthcare settings.
2. Extract data from clinical data sets to provide evidenced-based support for identification of potential problems and trends.
3. Evaluate documentation within healthcare information systems to provide insight for quality improvement and strategic planning.

Master of Science in Nursing (Specialization in Nursing Informatics): 44 Credits

MSN Core 12 Credits

Course Code	Title	Quarter Credits
NSG5000	Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice	4.0
NSG6002	Health Policy and Health Promotion in Advanced Nursing Practice	4.0
NSG6101	Nursing Research Methods	4.0

Specialization in Nursing Informatics: 32 Credits

Course Code	Title	Quarter Credits
MBA5009	Managerial Environment	4.0
MIS5010	Information Technology Infrastructure	4.0
MIS5020	Information Systems Fundamentals	4.0
NSG6650	Introduction to Nursing Informatics	4.0
NSG6652	Issues and Trends in Nursing Informatics	4.0
NSG6670	Practicum I: Database Management in Nursing Informatics	4.0
NSG6680	Practicum II: Project Management in Nursing Informatics	4.0
NSG6999	Graduate Project in Nursing	4.0
	Total Credits	44

Public Health

Public Health

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Compare governmental and non-governmental healthcare systems and public health initiatives in the United States and globally.
- Explain the philosophy and essential services of public health at the local, state, national and global level.
- Demonstrate an understanding of health disparities and determinants of health in both healthcare settings and the community.
- Demonstrate the ability to apply, evaluate and synthesize public health information including evidence-based practice and approaches.
- Formulate approaches to planning, assessing, implementing, and evaluating public health programs

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.

2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Austin, Columbia, Montgomery, Online Programs, Orlando, Richmond, Savannah, Tampa, Virginia Beach and West Palm Beach.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Bachelor of Science in Public Health degree program is designed to provide students with the knowledge and practical skills required of a public health professional and advocate for population health. The curriculum is designed to provide a broad general education, strong foundation in the human health and disease sciences, and core areas of public health. The curriculum aligns with the competencies expected of a public health practitioner by providing courses in health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. Students develop the ability to apply core concepts to assess the health needs of diverse populations at the local, national and international levels, plan and evaluate programs, and communicate and advocate health promotion.
Graduates are prepared to contribute to delivery of the essential services of public health in health agencies at the government or community-based level and in the private sector, continue to learn throughout their professional careers, and to pursue graduate study in public health and the health sciences.

Program Student Learning Outcomes

Graduates should be able to:

1. Explain the philosophy and essential services of public health at the local, state, national and global level.
2. Demonstrate the ability to apply, evaluate and synthesize public health information including evidence-based practice and approaches.
3. Compare governmental and non-governmental healthcare systems and public health initiatives in the United States and globally.
4. Demonstrate an understanding of health disparities and determinants of health in both healthcare settings and the community.
5. Formulate approaches to planning, assessing, implementing and evaluating public health programs

Bachelor of Science in Public Health: 182 Credits

Area I General Education Requirements: 68 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose two additional courses from the list below:

Course Code	Title	Quarter Credits
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0

Area II Major Foundation Requirements: 16 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
CHM1010	General Chemistry	4.0
NTR2050	Nutrition	4.0
PSY2022	Human Growth and Development	4.0

Area III Major Requirements: 98 Credits

Core

Course Code	Title	Quarter Credits
BIO1020	Biology I	4.0
BIO2015	Human Pathophysiology	4.0
	BIO2070 and BIO2071 or BIO2073	**6**
BIO2070	Microbiology	4.0
BIO2071	Microbiology Lab	2.0
BIO2073	Microbiology Laboratory	2.0
HCM2005	Healthcare Delivery and Organization	4.0
HSC2010	Medical Sociology	4.0
HSC3002	Environmental Health	4.0
HSC4010	Epidemiology and Disease Control	4.0
HSC4021	Health Promotion and Wellness	4.0
HSC4040	Emergency and Disaster Management	4.0
PHE2001	Introduction to Public Health	4.0
PHE3001	Legal and Ethical Issues in Public Health	4.0
PHE3025	Research Methods in Public Health	4.0
PHE3050	Public Health Policy	4.0
PHE3070	Medical and Public Health Informatics	4.0
PHE4015	Introduction to Global Health	4.0
PHE4030	Foundation of Health Communication	4.0
PHE4055	Public Health Planning and Evaluation	4.0
PHE4070	Management and Administration of Public Health Systems	4.0
PHE4120	Health Disparities and Minority Health	4.0
PHE4200	Capstone in Public Health	4.0

Elective Pool (16 credits):

Choose four courses from the suggested electives:

Course Code	Title	Quarter Credits
BUS2023	Business Communications	4.0
HCM3006	Healthcare Marketing and Strategy	4.0
HCM3008	Health Information Management Systems	4.0
HSC3004	Complementary and Alternative Health	4.0
HCM3020	Managed Care	4.0
HCM3030	Federal and State Healthcare Programs	4.0
HSC4000	Contemporary Issues in Aging	4.0
HSC4030	Women and Minority Health Issues	4.0
UVC4000	Career Exploration Seminar	4.0
	Total Credits	182

Public Health

Degree Type

Master of Public Health (MPH)

Program Student Learning Outcomes

- 5. Develop written and oral public health content that is culturally competent and audience-appropriate.
- 2. Apply evidence-based approaches that utilize quantitative and qualitative methods to inform program planning, implementation, and evaluation.
- 6. Apply leadership skills to build partnerships or coalitions that advocate for policies and programs to address community health challenges.
- 4. Design culturally sensitive community-based health programs that address racism, structural bias, and social determinants of health to achieve health equity.
- 1. Explain the history, philosophy, and core functions of Public Health.
- 3. Evaluate the organization, structure, and function of Public Health and healthcare systems both nationally and globally.

Admission Requirements

Procedure for Admission to the Master of Public Health

The criteria used in determining admissions to the Master of Public Health degree program include:

- Completion of a bachelor's degree from an accredited institution, with a cumulative grade point average (CGPA) of at least 2.5 (on a scale of 4.0) OR
- An earned graduate degree from an accredited institution with a CGPA of 3.0 or higher.
- Completion of an undergraduate statistics course or equivalent (approved by the Public Health Department Chair/Program Director) with a grade of "C" or better is required for Master of Public Health. Students accepted provisionally into the program without having completed and earn a "C" or better in the required Statistics course must complete the course within one quarter after their acceptance date or will be dismissed. Students cannot appeal the dismissal from the university as a result of failure to meet the conditions of provisional admission.
- Submission of official transcripts from all postsecondary institutions attended within 5 weeks of the class start date (refer to Conditional Acceptance).

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Online Programs, Savannah and Virginia Beach campuses, with all classes offered in an online format. Fully online programs may include an in-person clinical or practicum experience.

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

The Master of Public Health (MPH) degree program at South University is a 56-credit program designed to educate students and working professionals about areas of critical importance to local, national, and international public health challenges. The MPH program is organized around a curriculum which consists of core competencies, principal courses, and a practicum experience. The core courses cover the five main areas of public health competencies. The principal courses are designed to cover a broad range of topics to help develop each student's knowledge, skills, and abilities in public health practice and to further develop the skillsets of working professionals in the public health field. Lastly the students take part in a practicum experience that synthesizes information learned throughout the program and as such should be taken as the last course in the program.

Mission Statement

Our public health program is dedicated to preparing an inclusive community of practitioners, educators, and scholars who are committed to working in their communities to promote health equity for all.

Vision Statement

A future where everyone regardless of their background, location, or income, has the potential to lead the healthiest life possible

Core Values

Health Equity: The program is committed to creating an environment where all individuals can reach their full health potential. Students are empowered to address health challenges across various populations, equipping them with the skills to improve the quality of life and access to healthcare. This includes understanding the difference between health equality and equity, recognizing and addressing the lack of resources such as funding, transportation, and social conditions that impact health outcomes.

Community-Based: The program emphasizes a community-based approach to public health. It focuses on local communities, particularly those with limited resources and in need of greater capacity. Students are trained to work closely with community members, informing policy makers, and engaging distance-based stakeholders with limited accessibility. The program aims to address health disparities and support populations that have historically been underserved or marginalized.

Practice Approach: The program prioritizes training students to work in professional practice. It prepares students to tackle real-world situations and meet the needs of communities through assessment and partnership with community members. Students are encouraged to become change agents and actively engage in community-based participatory practices.

They are equipped to explain public health concepts effectively within the community setting and contribute to practical solutions.

Inclusion: The program is committed to fostering an inclusive environment that supports students from non-traditional backgrounds and those with limited access to opportunities. It seeks to ensure that participatory engagement within the program reflects the communities students relate to. The program actively seeks to include students who may be overlooked or lack access to other public health programs, providing them with the necessary means to pursue education and contribute to the field.

Program Goals:

Teaching: Provide a competency-based curriculum that equips students to practice in communities, to promote public health, and to address health equity issues.

Service: Empower students to work with communities and implement public health practices with cultural humility and respect

Scholarship: Promote health equity in communities by engaging in scholarly activities and preparing students to apply scholarship in public health practice.

Program Student Learning Outcomes
Upon completion of the program Students will:

1. Explain the history and philosophy, and core functions of Public Health.
2. Apply evidence-based approaches that utilize quantitative and qualitative methods to inform program planning, implementation, evaluation
3. Evaluate the organization, structure and function of Public Health and healthcare systems both nationally and globally.
4. Design culturally sensitive community-based health programs that address racism, structural bias, and social determinants of health to achieve health equity.
5. Develop written and oral public health content that is culturally competent and audience appropriate.
6. Apply leadership skills to build partnerships or coalitions that advocate for policies and programs to address community health challenges.

Student Progression Policy

Master of Public Health Program Progressions Policy

Master of Public Health Degree Program: 56 Credits

Core Courses: 20 Credits

Course Code	Title	Quarter Credits
PHE5001	Social and Behavioral Aspects of Public Health	4.0
PHE5000	Public Health Foundations	4.0
PHE5010	Environmental and Occupational Health	4.0
PHE5015	Principles of Epidemiology	4.0
PHE5020	Biostatistical Methods	4.0

Principal Courses: 32 Credits

Course Code	Title	Quarter Credits
PHE6201	Public Health Policy Research	4.0
PHE6202	Program Planning and Evaluation	4.0
PHE6206	Global Community Health	4.0
PHE6210	Health Promotion and Disease Prevention	4.0
PHE6220	Evidence-based Public Health Practice	4.0
PHE6250	Case Studies in Public Health	4.0
PHE6402	Public Health Law and Ethics	4.0
PHE6404	Grant and Contract Proposal Writing in Public Health	4.0

Practicum Experience: 4 Credits

Course Code	Title	Quarter Credits
PHE6980	Practicum in Public Health	4.0
	Total Credits	56

Health Sciences

Health Sciences

Degree Type
Bachelor of Science (BS)

Program Student Learning Outcomes

- Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
- Identify and apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
- Effectively apply organizational and management skills that incorporate knowledge of the political, financial, economic, and public health issues which impact the healthcare delivery system.
- Effectively search, analyze and report on healthcare related data through the application of information technology and health management information systems.
- Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
- Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery system issues and challenges.

Admission Requirements

General Undergraduate Admission Requirements

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be admitted to any of the undergraduate programs at South University, the prospective student must provide proof of high school graduation as recognized by the state of residence on the date the degree was earned, or the equivalent in which a diploma was earned, with a minimum CGPA of 1.5 on a 4.0 scale within 5 weeks of the start date (refer to Conditional Acceptance). Students providing a GED must meet the minimum required test score deemed as passing in each section as required at the time of testing.

The prospective student must also complete the university administered placement tests within the first quarter of attendance. South University accepts the International Baccalaureate Program diploma as meeting the requirement for high school graduation. Credentials earned outside the United States must be evaluated by a NACES or AICE-member credential evaluation service. Please speak with an admissions representative for more information.

Students with less than the minimum CGPA of 1.49 on a 4.0 scale may meet admissions requirements by submitting a minimum combined SAT (Evidence-Based Reading and Writing, and Math) score of 700 or 900 on the SAT requiring an essay portion, a combined ACT score of 18, or meet the criteria established for acceptance as a transfer student.

Students with a CGPA between 1.49 to 1.0 on a 4.0 scale may be admitted provisionally for two quarters. Failure to achieve a 1.5 CGPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/Financial Aid Dismissal Policy.

Students with less than a 1.0 on a 4.0 scale do not meet the admissions requirements for South University.

Acceptable verification of high school graduation or the equivalent would include a high school transcript (official or unofficial), or GED scores and state-authorized examination scores (ex. HiSET, TASC). In states that maintain a database that serves as an official registry of high school and GED graduates, an excerpt from the official database documenting the student's graduation or GED completion may be used.

Campuses in South Carolina must be provided with official high school transcripts or GED scores.

Please see the policy on GPA Calculation for Admission for additional information

Conditional Acceptance

Students may be conditionally accepted by submitting unofficial copies of documentation required for the admission requirements. Conditional acceptance is allowed for 5 weeks beyond the start of the student's first session. Failure to provide acceptable, official documentation, as stated in the admissions requirements, within 5 weeks from the start date will result in the following:

- Removal from class
- Cancelation of enrollment
- No final course grades
- No transcript

Students who do not provide acceptable documents for full, unconditional acceptance within the 5 week period will not be responsible for tuition and related fees. South University may grant exceptions to the 5 week period for unusual situations or circumstances. All exceptions must be submitted to the Office of the University Registrar for approval.

Admission of Transfer Students

Note: Not all Online Program offerings are available to residents of all U.S. states. Please contact an admissions representative for further information.

To be eligible for admission, transfer students must complete the application procedures and satisfy the following criteria:

1. Submit a completed application for admission.
2. Have earned 24 or more credit hours, or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution.
3. Submit official transcripts (including verifiable faxed transcripts) from all colleges and universities attended.
4. Submit self-certification of high school graduation or GED completion.

For transfer of credit practices refer to the applicable section under the Academic Affairs section of this catalog.

To be admitted as a Transfer student into South University the prospective student must have earned 24 or more quarter credit hours or the equivalent (e.g. 16 semester hours), with a cumulative GPA of 1.5 from an acceptable accredited collegiate institution. Official transcripts from the collegiate institution(s) must be received within 5 weeks of the start date (refer to Conditional Acceptance), and who are not required to take ENG0099 and/or MAT0099, will be exempt from taking the UVC1000 Strategies for Success. Students will select another 4 credit course in consultation with their Academic Advisor or Academic Counselor to fulfill the degree requirements.

Students with 24 or more quarter credits with a CGPA of between 1.49 to 1.0 may be admitted provisionally for two quarters. Failure to achieve a 1.5 GPA in the first two quarters of attendance will result in dismissal. Students may appeal the dismissal by following the Procedures for Appealing Academic/ Financial Aid Dismissal Policy.

Students who are citizens of countries other than the United States should refer to the section entitled International Student Admissions Policy.

Students who are transferring from or to a school within the University of North Carolina or the North Carolina Community College System should be aware of the Comprehensive Articulation Agreement approved by both governing Boards on March 1, 1996 and revised in September of 2008. This agreement may be found in its entirety at the following website.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Offered at Columbia, Richmond and Virginia Beach.

The Bachelor of Science in Health Sciences degree program is designed to provide a firm foundation for competency development in health sciences or in public health that prepares graduates to seek entry-level employment in a range of positions in the healthcare industry. Such employment occurs at facilities including health practitioners' offices, hospitals, home healthcare services, outpatient care services, nursing care facilities, health insurance companies, and state and government healthcare programs. The program is designed to prepare students for graduate study and the recognition of the need and ability to engage in continued personal and professional growth in the healthcare field.

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

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

Program Student Learning Outcomes

Graduates should be able to:

1. Utilize the principles and theories of the natural, social, behavioral, and health sciences to serve as competent and considerate healthcare professionals.
2. Demonstrate effective and culturally sensitive written, oral and interpersonal communication skills with individuals, groups and peers in a variety of healthcare settings.
3. Identify and apply exemplary ethical and professional behaviors in various healthcare positions and organizations.
4. Apply creative and critical thinking skills to identify, explore, and develop alternative solutions for a range of healthcare delivery system issues and challenges.
5. Effectively search, analyze and report on healthcare related data through the application of information technology and health management information systems.
6. Effectively apply organizational and management skills that incorporate knowledge of the political, financial, economic, and public health issues which impact the healthcare delivery system.

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

1. Describe the interaction between resource management, organizational theory, marketing and public policy to safeguard and sustain the public health of individuals and populations.
2. Apply principles of public health planning collaboratively with health service providers, policy makers, and healthcare consumers in the implementation and evaluation of health promotion programs.
3. Identify and analyze current and emerging issues facing the health of diverse communities and populations.
4. Describe and critically evaluate public health research questions to proactively develop and design innovative healthcare programs.
5. Prepare for continued studies in advanced Public Health degree programs.

Bachelor of Science in Health Sciences: 182 Credits

Area I General Education Requirements: 68 Credits

Professional Development

Course Code	Title	Quarter Credits
ITS1000	Computer and Internet Literacy	4.0
UVC1000	Strategies for Success	4.0

Basic Communications

Course Code	Title	Quarter Credits
ENG1100	Composition I	4.0
ENG1200	Composition II	4.0

Choose one additional course from the list below:

Course Code	Title	Quarter Credits
COM2006	Interpersonal Communication	4.0
SPC1026	Public Speaking	4.0

Mathematics and Statistics

Course Code	Title	Quarter Credits
MAT1001	College Algebra I	4.0
MAT1005	College Algebra II	4.0
MAT2058	Statistics	4.0

Natural Sciences

Course Code	Title	Quarter Credits
	BIO1011 and BIO1012	**6**
BIO1011	Anatomy and Physiology I	4.0
BIO1012	Anatomy and Physiology I Lab	2.0
	BIO1013 and BIO1014	**6**
BIO1013	Anatomy and Physiology II	4.0
BIO1014	Anatomy and Physiology II Lab	2.0

Arts and Humanities

Course Code	Title	Quarter Credits
HUM1200	Social Responsibility and the Self	4.0

Choose two additional courses from the list below:

Course Code	Title	Quarter Credits
ENG2002	World Literature I: From the Ancient World to the Middle Ages	4.0
ENG2003	World Literature II: From Enlightenment to Modernity	4.0
ENG2011	Introduction to American Literature: 1865 to present	4.0
HIS1101	U.S. History I: Colonial to 1865	4.0
HIS1102	U.S. History II: 1865 to Present	4.0
HUM1001	History of Art through the Middle Ages	4.0
HUM1002	History of Art from the Middle Ages to Modern Times	4.0
HUM2101	World Civilization I: Prehistory to 1500 C.E.	4.0
HUM2102	World Civilization II: 1500 to Present	4.0
PHI2301	Introduction to Philosophy	4.0
REL1001	World Religions	4.0

Social and Behavioral Sciences

Course Code	Title	Quarter Credits
ECO2071	Principles of Microeconomics	4.0
PSY1001	General Psychology	4.0
SOC1001	Introduction to Sociology	4.0

Area II Major Foundation Requirements: 16 Credits

Course Code	Title	Quarter Credits
AHS1001	Medical Terminology	4.0
CHM1010	General Chemistry	4.0
NTR2050	Nutrition	4.0
PSY2022	Human Growth and Development	4.0

Area III Major Requirements: 98 Credits

Core

Course Code	Title	Quarter Credits
BIO2015	Human Pathophysiology	4.0
	BIO2070 and BIO2071 or BIO2073	**6**
BIO2070	Microbiology	4.0
BIO2071	Microbiology Lab	2.0
BIO2073	Microbiology Laboratory	2.0
HCM2005	Healthcare Delivery and Organization	4.0
HCM3010	Long-Term Care	4.0
HCM3020	Managed Care	4.0
HCM3030	Federal and State Healthcare Programs	4.0
HSC2010	Medical Sociology	4.0
HSC3002	Environmental Health	4.0
HSC3004	Complementary and Alternative Health	4.0
HSC3015	Behavioral Health	4.0
HSC4000	Contemporary Issues in Aging	4.0
HSC4010	Epidemiology and Disease Control	4.0
HSC4021	Health Promotion and Wellness	4.0
HSC4040	Emergency and Disaster Management	4.0
HSC4060	Working with Healthcare Professionals	4.0
PHE2001	Introduction to Public Health	4.0
PHE3001	Legal and Ethical Issues in Public Health	4.0
PHE3070	Medical and Public Health Informatics	4.0
PHE4120	Health Disparities and Minority Health	4.0

Elective Pool (five courses or 20 credit hours)
Recommended electives include:

Course Code	Title	Quarter Credits
ECO2072	Principles of Macroeconomics	4.0
HCM3002	Economics of Healthcare	4.0
HSC3070	Medical Informatics	4.0
MGT3045	Human Resources Management	4.0
PHE3025	Research Methods in Public Health	4.0
PHE3040	Healthcare Law	4.0
PHE3050	Public Health Policy	4.0
PHE4015	Introduction to Global Health	4.0
PHE4030	Foundation of Health Communication	4.0
PHE4055	Public Health Planning and Evaluation	4.0
PHE4070	Management and Administration of Public Health Systems	4.0
PHE4095	Special Topics in Public Health	4.0
	Total Credits	182

School of Pharmacy

Offered at Savannah

South University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, - 190 South LaSalle Street, #2850; Chicago, IL 60603; (312) 664-3575; www.acpe-accredit.org.

South University's Doctor of Pharmacy program is one of four Schools of Pharmacy in the state of Georgia and one of a few ACPE-accredited Doctor of Pharmacy degree programs in the country to offer an enhanced curriculum.

School of Pharmacy Mission Statement

To prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service.

Pharmacy

Pharmacy

Degree Type
Doctor of Pharmacy (PharmD)

Program Student Learning Outcomes

- 1.1: Apply principles of chemistry, biochemistry, and pharmacology to medication safety and efficacy. 1.2: Apply the principles of pharmaceutical science and calculations to drug design and drug delivery systems. 1.3: Apply pharmacokinetic, pharmacodynamic, and pharmacogenomic principles to therapeutic strategies. 1.4: Compare and contrast the physiology and biochemistry of normal body system function to that of abnormal function. 1.5: Critically analyze literature related to drugs and diseases to enhance clinical decision-making.
- 2.1: Collect subjective and objective patient information to identify medication and medical-related problems. 2.2: Assess and analyze information to determine effectiveness of therapy, identify problems, and prioritize needs to achieve optimal patient care. 2.3: Design an individual patient-centered care plan in collaboration with the patient and other health care professionals that is evidence-based and cost-effective to maximize desired effects. 2.4: Implement the care plan in collaboration with the patient, caregiver, and other healthcare professionals. 2.5: Follow-up and monitor the care plan to evaluate its effectiveness and modify the plan as needed.
- 3.1: Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals. 3.2: Manage pharmacy resources to optimize pharmacotherapy outcomes for individual patients. 3.3: Educate patients and health care providers.
- 4.1: Demonstrate skills needed to participate in, or provide, preventive services. 4.2: Apply research processes to ensure informed decision-making.
- 5.1 Examine personal attributes that may enhance or limit personal and professional growth. 5.2 Demonstrate responsibility for creating and achieving shared goals, regardless of

organizational position. 5.3 Engage in innovative and creative methods to accomplish goals. 5.4 Demonstrate professional citizenship in the delivery of patient care, distribution of medications, and the promotion of wellness and disease prevention. 5.5 Advocate for the profession and patients. 5.6 Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. 5.7 Demonstrate problem-solving skills including the ability to think critically, exercise professional judgment, and articulate and defend a decision
5.8 Exhibit behaviors and values that are consistent with the trust bestowed to the profession by patients, other healthcare providers, and society
5.9 Demonstrate knowledge of and compliance with federal and state laws/regulations governing the practice of pharmacy

- 6.1: Demonstrate the ability to create a business plan and/or strategy to launch a new service, product, or business line or improve an existing one. 6.2: Demonstrate the ability to apply performance improvement strategies to monitor the quality of a service, product, or business. 6.3: Demonstrate the ability to apply business and financial management tools to monitor the performance of a service, product, or business.

Admission Requirements

Procedure for Admission to the Doctor of Pharmacy Program

South University School of Pharmacy will accept only applications that are submitted through PharmCAS at: https://www.pharmcas.org/.

Admission Cycle

Students are accepted into the Doctor of Pharmacy degree program once each June.

General Admission

For optimum consideration during an admissions cycle, prospective students are encouraged to submit a completed application to PharmCAS as early as possible. Direct applications to South University will not be
processed. Admission to the program is competitive and will be granted on a rolling basis for applications postmarked no later than March 1 of each year.

Admission Criteria

Consideration for admission will be based on the applicant's potential for academic and professional achievement and an assessment of written and verbal communication skills, critical thinking skills, integrity, dedication, motivation, character and maturity. To be considered for admission to the Doctor of Pharmacy degree program a prospective student must:

1. Complete or be in the process of completing a minimum of two years of pre-pharmacy course requirements (60 semester hours) at an acceptable accredited collegiate institution. The student must earn a grade of C
(2.0) or better in each prerequisite course. All pre-pharmacy coursework presented in the table below must be completed before matriculation to Doctor of Pharmacy degree program on or before May 25th of the program entrance year.

Pre-pharmacy Requirements*

English Composition/English Literature
3 sem. hrs. (1 sem. or 4.5-qtr. hrs.)

Arts & Humanities/Social & Behavioral Sciences
12 sem. hrs. (4 sem. or 18 qtr. hrs.)

Biology I[c]
4 sem. hrs. (1 sem. or 6 qtr. hrs.)

General Chemistry I[c]
4 sem. hrs. (1 sem. or 6 qtr. hrs.)

General Chemistry II[c]
4 sem. hrs. (1 sem. or 6 qtr. hrs.)

Organic Chemistry I[c]
4 sem. hrs. (1 sem. or 6 qtr. hrs.)

Organic Chemistry II[c]
4 sem. hrs. (1 sem. or 6 qtr. hrs.)

Human Anatomy/Physiology I[e, f]
3 sem hrs. (1 sem or 4.5 qtr. hrs.)

Human Anatomy/Physiology II[e, f]
3 sem hrs. (1 sem or 4.5 qtr. hrs.)

College Algebra or higher[d]
3 sem. hrs. (1 sem. or 5 qtr. hrs.)

Other Math and Science Courses[e]
16 sem. hrs. (5 sem. or 24 qtr. hrs.)

a. Recommended courses in these disciplines include psychology, sociology, anthropology, philosophy, history, literature, art, music, theater, drama, business, education, government, and foreign languages.
b. General Biology II, Botany, Zoology, or similar health-foundational biology are also acceptable. These courses must include a laboratory. Applicants with an undergraduate degree or higher in biological science are exempted from Biology I and II pre-requisite requirements.
c. These courses must include laboratory. Applicants with an undergraduate degree or higher in Chemistry are exempted from Chemistry I and II pre-requisite requirements.
d. Calculus preferred.
e. Preferred courses: Microbiology, Statistic, Genetics, Cell Biology, Immunology, Molecular Biology, Biochemistry, or Physics.

Notes:It is recommended that the student take two science courses and at least five courses (a minimum of 17 semester hours of credit) each semester to ensure appropriate preparation for the academic challenge of the School of Pharmacy.

Course substitutions may be considered at the discretion of the Assistant Dean for Admissions of the School of Pharmacy.

2. Earn a recommended cumulative grade point average of 2.80 (minimum 2.50) on a 4.0 scale. (A science GPA of 3.0 or better is recommended.)
3. Submit a completed Pharmacy application through www.pharmcas.org. Applications mailed directly to South University will not be accepted.
4. Submit a minimum of two letters of recommendation directly to PharmCas; however, three letters are preferred.
5. Demonstrate the oral and written communication skills required to interact with patients and professional colleagues, and expected of a professional doctoral level student.
6. Complete the South University School of Pharmacy's on campus personal interview with members of the Faculty and the Admissions Committee (by invitation only).
7. Provide directly to PharmCAS all transcripts. Transcripts for all college coursework must be submitted since academic performance for all college coursework undertaken by the student will be evaluated.
8. Applicants for whom English is a Second Language must submit to Pharm CAS a minimum paper-based TOEFL score of 550 or the electronic-based score of 79-80 to be considered for the program or completes (with a passing grade in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English.
9. International students with a current F1 Visa are eligible to apply for admission. It is preferred to have completed 30 semester hours at a regionally accredited college/university in the United States. Required pre-requisite Course work completed at international (non-US) institutions is accepted if it meets the admission requirements. Applicants who have attended international institutions must order a foreign transcript evaluation from World Education Services (WES) through the PharmCAS application. The evaluation report must include institution information, course tile, credit hours, and grades. Credit will be given only for applicable courses that can be used to fulfill prerequisites, and they may be required to completed additional courses prior to enrollment in order to fulfill any remaining prerequisites.

Exceptions to the Minimum CGPA

Applicants with CGPAs lower than the stated program minimum may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the career résumé (including a personal statement of academic and professional goals), and academic or professional letters of recommendation. Exceptions must be

recommended by the School of Pharmacy Assistant Dean for Admissions, Chair of the Admissions Committee, or School Dean.

Technical Standards for Doctor of Pharmacy Degree Program Admission

The educational mission of the South University School of Pharmacy is to prepare pharmacists for life-long learning in the practice of collaborative patient-centered care, and promote excellence in teaching, scholarship and service.

Students admitted to the Doctor of Pharmacy degree program must also meet the technical standards for admissions. These technical standards outline the essential functions that candidates for the Doctor of Pharmacy degree must be able to perform. These essential functions reside in the following categories: Observation, Communication, Sensory/Motor, Intellectual, and Behavior/Social. However, it is recognized that degrees of ability vary among individuals. The South University School of Pharmacy is committed to supporting its students by any reasonable means to complete the course of study leading to the Doctor of Pharmacy degree.

- **Observation**: A candidate must be able to observe demonstrations and experiments in the basic sciences, including, but not limited to, physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe a patient accurately at a distance and close at hand. In detail, observation necessitates the functional use of the sense of vision and other sensory modalities.
- **Communication**: A candidate must be able to communicate effectively and sensitively with patients. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. Communication includes speech, reading, writing, and computer literacy. A candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the healthcare team in a timely manner.
- **Sensory/Motor**: A candidate must have sufficient motor function to elicit information from patients by physically touching patients, e.g. assessing range of motion of a joint, taking blood pressure readings, taking a pulse reading. A candidate must be able to execute motor movements to provide general care and emergency treatments to patients, e.g. first aid treatments, cardiopulmonary resuscitation (CPR). A candidate must be able to execute motor movements required in the compounding of medications inclusive of using techniques for preparing sterile solutions, e.g., parenteral or ophthalmic solutions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.
- **Intellectual (Conceptual, Integrative, and Quantitative Abilities)**: A candidate must have the ability to measure, calculate, reason, and analyze. A candidate must be able to synthesize and apply complex information in a timely manner. A candidate must be fully alert and attentive at all times in clinical settings.
- **Behavioral/Social Attributes**: A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the interaction with patients. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

Requirements for Matriculation Applicants who have been accepted into the Doctor of Pharmacy program must fulfill the following before they can officially enter the program:

- Remit the $500 acceptance fee by the date designated in the acceptance agreement. The entire acceptance fee is credited to the first quarter's tuition.
- Submit a college transcript after each term completed following acceptance.

- Submit self-certification of high school graduation or GED completion.
- Submit proof of immunization or for immunity to Measles/Mumps/Rubella (MMR), Varicella (Chickenpox), Tetanus/Diphtheria, and Hepatitis B. In addition, students must complete the annual Tuberculin Test (PPD). An Immunization Clearance Form provided as part of the acceptance package must be completed and returned along with other immunization documentation.
- Present a Basic Adult Life Support certificate.
- Submit proof of medical insurance coverage.
- Satisfactorily complete a Background check.

Complete additional coursework if required by the Admissions Committee and submit additional documents as requested by the Office of Admissions.

Failure to comply with these requirements may result in forfeiture of your acceptance.

Laptop Computer Requirement

Laptop computers are required for use in the multimedia classroom. All students are required to have a laptop computer with Internet access. Purchase of a new laptop is not recommended until just before matriculation into the program so that performance vs. cost can be optimized. Students may buy any laptop that meets the minimum computer specifications which are set by the school in the spring of each year.

For additional admissions information please see the admissions section here.

Program Overview and Outcomes

Accelerated Program

One of only a limited number of accelerated Doctor of Pharmacy Degree programs nationwide through full-time continuous enrollment, South University provides four academic years of study within three calendar years. After being accepted to the South University School of Pharmacy, students begin a 12-quarter schedule.

Curriculum

The carefully structured curriculum is designed to prepare graduates for high standards of contemporary pharmacy practice as well as the evolution of the profession.

Teaching Method

In a setting of collaborative learning and teamwork, the program interrelates the basic sciences and practice.

Technology and Facilities

The South University School of Pharmacy offers personalized and technical instructional delivery utilizing industry-standard equipment and facilities.

The role of pharmacists in the medical field is changing and evolving to meet the demands of the profession and society. The Doctor of Pharmacy degree program's curriculum at South University is structured to produce graduates who can adapt to the profession's changes while also maintaining high standards of pharmacy practice. South University's progressive curriculum is designed to incorporate technology in addition to a traditional classroom setting.

South University Campus and Affiliations with Healthcare Facilities

The South University School of Pharmacy in Savannah is a 40,000-square-foot, freestanding, facility designed specifically to house a modern pharmacy school. The building provides instructional, laboratory, and office facilities for pharmacy students, faculty and administrators. This facility also provides two large modern lecture halls and an adequate number of small classrooms to facilitate small group instruction.

A General Purpose Laboratory is located in the building. This laboratory includes rooms for patient counseling practice and teaching physical assessment. All rooms have videotape/playback capabilities. In addition, a sterile products room and a model pharmacy are available. This practice laboratory accommodates up to 34 students per class, and is designed to emulate real practice settings as well as to provide maximum use in the academic program. There is also a 32-station Analytical Chemistry Laboratory that is used for chemistry, pharmaceutics, and

professional laboratory courses. A Drug Information Center on the first floor provides an active learning center in the School of Pharmacy.

Practice sites have been recruited to support the experiential component of the curriculum. Early activity will be focused on the introductory practice experiences. Students will be precepted at sites in all three phases of practice experience: introductory, intermediate and advanced. Experiential sites will include, but not be limited to, chain and independent community pharmacies, teaching and community hospitals, long term care facilities, managed care facilities, pharmaceutical companies, home infusion therapy companies, regulatory agencies, family practice clinics and a veterinary hospital, among others.

South University has developed a program that is visionary in its approach to educating Pharmacy students, with a carefully structured curriculum designed to prepare graduates for both high standards of contemporary pharmacy practice and the evolution of the profession. At South University, we have integrated Medicinal Chemistry, Pharmacology, and Therapeutics into one combined continuing course sequence developed in full collaboration by science and practice faculty. The resulting efficiency allows a rigorous comprehensive didactic component in a curriculum that contains 12 months of full-time rotations using an accelerated, full-time 12-quarter schedule designed to deliver four academic years in three calendar years.

Program Student Learning Outcomes:

Domain 1: Foundational Knowledge

1.1. Apply principles of chemistry, biochemistry, and pharmacology to medication safety and efficacy.

1.2. Apply the principles of pharmaceutical science and calculations to drug design and drug delivery systems.

1.3. Apply pharmacokinetic, pharmacodynamic, and pharmacogenomic principles to therapeutic strategies.

1.4. Compare and contrast the physiology and biochemistry of normal body system function to that of abnormal function.

1.5. Critically analyze literature related to drugs and diseases to enhance clinical decision-making.

Domain 2: Essentials for Practice and Care

2.1. Collect subjective and objective patient information to identify medication and medical-related problems.

2.2. Assess and analyze information to determine effectiveness of therapy, identify problems, and prioritize needs to achieve optimal patient care.

2.3. Design an individual patient-centered care plan in collaboration with the patient and other health care professionals that is evidence-based and cost-effective to maximize desired effects.

2.4. Implement the care plan in collaboration with the patient, caregiver, and other healthcare professionals.

2.5. Follow-up and monitor the care plan to evaluate its effectiveness and modify the plan as needed.

Domain 3: Approach to Practice and Care of Individual Patients

3.1 Demonstrate accurate, safe, and time-sensitive preparation, dispensing, and administration of pharmaceuticals.

3.2 Manage pharmacy resources to optimize pharmacotherapy outcomes for individual patients.

3.3 Educate patients and health care providers.

Domain 4: Approach to Practice and Care of Populations

4.1 Demonstrate skills needed to participate in, or provide, preventive services.

4.2 Apply research processes to ensure informed decision-making.

Personal and Professional Development

5.1 Examine personal attributes that may enhance or limit personal and professional growth.

5.2 Demonstrate responsibility for creating and achieving shared goals, regardless of organizational position.

5.3 Engage in innovative and creative methods to accomplish goals.

5.4 Demonstrate professional citizenship in the delivery of patient care, distribution of medications, and the promotion of wellness and disease prevention.

5.5 Advocate for the profession and patients.

5.6 Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

5.7 Demonstrate problem solving skills including the ability to think critically, exercise professional judgment, and articulate and defend a decision.

5.8 Exhibit behaviors and values that are consistent with the trust bestowed to the profession by patients, other healthcare providers, and society.

5.9 Demonstrate knowledge of, and compliance with, federal and state laws/regulations governing the practice of pharmacy.

Create Value for Stakeholders of the Health Care System

6.1 Demonstrate the ability to create a business plan and/or strategy to launch a new service, product, or business line or improve an existing one.

6.2 Demonstrate the ability to apply performance improvement strategies to monitor the quality of a service, product, or business.

6.3 Demonstrate the ability to apply business and financial management tools to monitor the performance of a service, product, or business.

Student Progression Policy

School of Pharmacy Academic Progression Policy

Doctor of Pharmacy Degree Program Curriculum and Courses: 219 Credits

1st Quarter (Summer Quarter) 15 Credits

Course Code	Title	Quarter Credits
PHA3113	Pathophysiology I	5.0
PHA3127	Pharmaceutical Calculations	3.0
PHA3129	Introduction to Medicinal Chemistry	3.0
PHA3130	Integrated Pharmacy Skills Laboratory I	1.0
PHA3141	Pharmacy Practice and Communications	3.0

2nd Quarter (Fall Quarter) 16 Credits

Course Code	Title	Quarter Credits
PHA3114	Pathophysiology II	4.0
PHA3134	Biochemistry	4.0
PHA3136	Integrated Pharmacy Skills Laboratory II	2.0
PHA3146	Pharmaceutics I	3.0
PHA3150	Health Care Systems	2.0
PHA4287	Introductory Pharmacy Practice I	1.0

3rd Quarter (Winter Quarter) 19 Credits

Course Code	Title	Quarter Credits
PHA3109	Microbiology/Immunology	5.0
PHA3110	Molecular Biology	3.0
PHA3137	Integrated Pharmacy Skills Laboratory III	2.0
PHA3220	Principles of Drug Action	4.0
PHA3222	Self-Care I	2.0
PHA3246	Pharmaceutics II	2.0
PHA4288	Introductory Pharmacy Practice II	1.0

4th Quarter (Spring Quarter) 18 Credits

Course Code	Title	Quarter Credits
PHA4212	Pharmacokinetics I	4.0
PHA4220	Integrated Sequence I - Endocrine/Reproductive	3.5
PHA4221	Integrated Sequence II - Inflammation	2.5
PHA4222	Self-Care II	3.0
PHA4238	Integrated Pharmacy Skills Laboratory IV	1.0
PHA4250	Clinical Practice Lab I	1.0
PHA4254	Pharmacy Law/Ethics	2.0
PHA4289	Introductory Pharmacy Practice III	1.0

5th Quarter (Summer Quarter) 16 Credits

Course Code	Title	Quarter Credits
PHA4280	Community Professional Practice Experience	8.0
PHA4281	Institutional Professional Practice Experience	8.0

6th Quarter (Fall Quarter) 18 Credits

Course Code	Title	Quarter Credits
PHA4228	Pharmacokinetics II	3.0
PHA4236	Leadership and Advocacy	1.0
PHA4330	Integrated Sequence III - Autonomics	4.5
PHA4331	Integrated Sequence IV - GI/ Hepatic	2.5
PHA4335	Clinical Epidemiology and Biostatics	3.0
PHA4350	Clinical Practice Lab II	1.0
	Elective Pool (3 hours)	**3**
PHA4239	Topics in Pharmaceutical Calculations	3.0
PHA4243	Drug and Chemical Toxicology	3.0
PHA4246	Cultural Competence for Healthcare Providers	3.0
PHA4247	Pharmaceutical Care for Patients with Diabetes	3.0
PHA4248	Immersive Lifestyle	3.0
PHA4249	Understanding Clinical Decision Making	3.0
PHA4371	Special Topics in Pharmaceutical Science	3.0
PHA4372	Special Topics in Practice: Hormone Dependent Cancers	3.0
PHA4374	Developing the Pharmacy Leader	3.0
PHA5302	Personal Finance for Pharmacists	3.0
PHA5307	A Practical Approach to Substance Abuse, Addiction and Recovery	3.0
PHA5362	Medication Therapy Management	3.0
PHA5376	Advanced Wound Care	3.0
PHA5378	Medical Spanish Communication	3.0
PHA5379	Postgraduate Opportunities, Pharmacy Residencies	1.0
PHA5390	Strategies for Enhancing Professional Communication	3.0
PHA5310	Strategies to Enhance Teaching and Presentation Skills School of Pharmacy	3.0

7th Quarter (Winter Quarter) 16 Credits

Course Code	Title	Quarter Credits
PHA5233	Drug Information: Evaluation of Medication Literature & Safety	3.0
PHA5250	Clinical Practice Lab III	1.0
PHA5353	Pharmacy Practice Management	3.0
PHA5391	Integrated Sequence V - Cardiology	6.5
PHA5392	Integrated Sequence VI - Renal	2.5

8th Quarter (Spring Quarter) 18.5 Credits

Course Code	Title	Quarter Credits
PHA5320	Clinical Practice Lab IV	1.0
PHA5358	Applied Pharmaceutical Care I	4.0
PHA5393	Integrated Sequence VII - Central Nervous System	5.5
PHA5394	Integrated Sequence VIII - Infectious Disease	5.0
	Elective Pool (3 hours)	**3**
PHA4239	Topics in Pharmaceutical Calculations	3.0
PHA4243	Drug and Chemical Toxicology	3.0
PHA4246	Cultural Competence for Healthcare Providers	3.0
PHA4247	Pharmaceutical Care for Patients with Diabetes	3.0
PHA4248	Immersive Lifestyle	3.0
PHA4249	Understanding Clinical Decision Making	3.0
PHA4371	Special Topics in Pharmaceutical Science	3.0
PHA4372	Special Topics in Practice: Hormone Dependent Cancers	3.0
PHA4374	Developing the Pharmacy Leader	3.0
PHA5302	Personal Finance for Pharmacists	3.0
PHA5307	A Practical Approach to Substance Abuse, Addiction and Recovery	3.0
PHA5362	Medication Therapy Management	3.0
PHA5376	Advanced Wound Care	3.0
PHA5378	Medical Spanish Communication	3.0
PHA5379	Postgraduate Opportunities, Pharmacy Residencies	1.0
PHA5390	Strategies for Enhancing Professional Communication	3.0
PHA5310	Strategies to Enhance Teaching and Presentation Skills School of Pharmacy	3.0

9th Quarter (Summer Quarter) 16 Credits

Course Code	Title	Quarter Credits
PHA5350	Health Economics and Outcomes Assessment	2.0
PHA5359	Applied Pharmaceutical Care II	3.0
PHA5360	Clinical Practice Lab V	2.0
PHA5395	Integrated Sequence IX - Critical Care	3.5
PHA5396	Integrated Sequence X - Hematology/Oncology	2.5
	Elective Pool (3 hours)	**3**
PHA4239	Topics in Pharmaceutical Calculations	3.0
PHA4243	Drug and Chemical Toxicology	3.0
PHA4246	Cultural Competence for Healthcare Providers	3.0
PHA4247	Pharmaceutical Care for Patients with Diabetes	3.0
PHA4248	Immersive Lifestyle	3.0
PHA4249	Understanding Clinical Decision Making	3.0
PHA4371	Special Topics in Pharmaceutical Science	3.0
PHA4372	Special Topics in Practice: Hormone Dependent Cancers	3.0
PHA4374	Developing the Pharmacy Leader	3.0
PHA5302	Personal Finance for Pharmacists	3.0
PHA5307	A Practical Approach to Substance Abuse, Addiction and Recovery	3.0
PHA5362	Medication Therapy Management	3.0
PHA5376	Advanced Wound Care	3.0
PHA5378	Medical Spanish Communication	3.0
PHA5379	Postgraduate Opportunities, Pharmacy Residencies	1.0
PHA5390	Strategies for Enhancing Professional Communication	3.0
PHA5310	Strategies to Enhance Teaching and Presentation Skills School of Pharmacy	3.0

10th, 11th, and 12th Quarters (Fall/Winter/Spring Quarters) 66.5 Credits

Advanced Professional Practice Experience Rotations*

Course Code	Title	Quarter Credits
PHA6000	Essential Knowledge of Practice Review I	3.5
PHA6010	Essential Knowledge of Practice Review II	3.5
PHA6020	Essential Knowledge of Practice Review III	3.5
PHA6525	APPE I: Advanced Community Rotation	8.0
PHA6526	APPE II: Ambulatory Care Rotation	8.0
PHA6527	APPE III: Inpatient General Medicine Rotation	8.0
PHA6528	APPE IV: Advanced Institutional Rotation	8.0

Students are required to take three of the following:

Course Code	Title	Quarter Credits
PHA6529	APPE V: Elective - Institutional Care Rotation I	8.0
PHA6530	APPE VI: Elective - Institutional Care Rotation II	8.0
PHA6531	APPE VII: Elective - Institutional Care Rotation III	8.0
PHA6532	APPE VIII: Elective - Community Care Rotation I	8.0
PHA6533	APPE IX: Elective - Community Care Rotation II	8.0
PHA6534	APPE X: Elective - Community Care Rotation III	8.0
PHA6535	APPE XI: Elective - Non-Patient Care Rotation	8.0
PHA6536	APPE XII: Elective - Administrative Rotation	8.0
PHA6537	APPE XIII: Elective - Drug Information Rotation	8.0

One additional elective is available and will add one credit to the program for a total of 220 credit hours.

Course Code	Title	Quarter Credits
PHA6339	Grand Rounds	1.0

Note(s):

*Students are required to take 7 of the 12 listed rotations (56 credit hours) along with the 3 Essential Knowledge of Practice Review courses (10.5 credit hours) for a total of 65 required credit hours. Students will take PHA6525, PHA6526, PHA6527, PHA6528, PHA6503, PHA6504, PHA6505 and any combination of three of the following: PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, PHA6536 and PHA6537. In addition, Grand Rounds (PHA6339) is an optional elective that students may elect to take in one of the last three quarters of the curriculum and will be scheduled at the discretion of the School of Pharmacy.

Total Credits	219

Courses

Course Numbering System. South University courses are numbered according to the general level of instruction. Although there are exceptional cases, most courses numbered at the 1000 and 2000 levels are designed for freshmen and sophomore students; courses numbered at the 3000 and 4000 levels are intended for junior and senior students. Developmental courses are designated by a 0099 course number. Courses are assigned letters by the department/major area in which they are taught and are listed in alphabetical order.

Courses may be offered in a variety of combined instructional modalities including (but not limited to) campus-based, online, blended/hybrid, video teleconferencing, externship and clinical (e.g., internship, practicum, experiential) formats. Academic offerings are subject to change at the discretion of the institution. If no prerequisite is indicated, none is required.

South University reserves the right to cancel any scheduled class if 10 or fewer students are registered. Not all courses are offered at all campuses. Some courses are offered only through the online programs. Please contact the particular campus for current course availability.

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes.

Ministry

MIN7000: Learning Skills for Ministry

This course offers an introduction and orientation to advanced professional ministry studies. It is designed to assist students in clarifying their career objectives by focusing on vocation/calling, personal gifting, strengths and limitations. It will also orient students by offering an overview of the program from beginning to end, examining in turn the kinds of disciplines they will encounter. Finally, the course will also explore the various academic skills required to successfully complete the program and serve in ministry effectively, including reading, research and writing, critical thinking skills, computer skills, constructive conversation, personal organization and time management, and planning a course of studies.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7001: Academic Writing

This foundational course develops students' critical thinking and academic writing competencies. Students engage in learning activities to become better readers of academic texts, to understand the process of academic research and writing, and to become better writers. Emphasis is placed on understanding similarities and differences between various academic writing genres, correctly using Chicago Manual of Style guidelines, and conducting research appropriate to their assignments. Students develop a scholar-practitioner perspective through reading, writing, and reflection within the context of ministry. Students will be evaluated on their writing skills in this course. The course is Pass/Fail.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7010: Biblical Interpretation

This course is an introduction to the methods and principles of biblical interpretation and personal Bible study. It includes a survey of the various kinds of biblical literature and offer guidance on how to dig further into the original setting and meaning of Scripture. The course will also examine the major approaches to biblical interpretation in the history of Christianity. Finally, the course addresses the role of proper biblical interpretation in spiritual life and ministry.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7011: Old Testament Context and Theology

This course provides a survey of Old Testament literature in its historical and cultural context. It focuses on variety of themes in the Old Testament including creation, anthropology, sin, covenants, sacrifices, law, and prophecy. Students will study various theological approaches to the Hebrew scriptures with special attention to the historical interpretation of the theology of the Old Testament.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7012: New Testament Context and Theology

This course surveys the different kinds of literature in the New Testament in its literary, historical and cultural contexts. It also addresses key themes in the New Testament including Christology, sacrifices, law, ecclesiology, and prophecy. Students will study various theological approaches to the New Testament with special attention to the historical interpretation of the theology of the New Testament and the methods of interpreting the gospels and Paul's writings.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7020: Theology Survey

This course offers students an introduction to the study of theology, including theological methodology and the main topics of systematic theology. It presents brief surveys of the nature and character of the Triune God, revelation and the Bible, theological anthropology, Christology and salvation, the Holy Spirit, the Church, and eschatology. Particular attention will be given in each case to the significance of Christian doctrine in ministry.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7040: World Religions

This course surveys the major world religions and several newer religions found in North America. By better understanding their beliefs and practices the course aims to equip students to minister more effectively in religiously diverse settings. Note: this course does not include apologetic strategies for evangelism/proselytism. It will encourage students to carefully consider how best to present their own convictions through constructive engagement with persons of other religious traditions or of no religious affiliation.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7050: Christian Spiritual Formation

This course presents an overview of the biblical principles of the Christian life and a survey of key historical figures and developments in the Catholic and Protestant Western tradition. It will address the issue of pastoral identity as participation in the ongoing ministry of Christ on behalf of the world, and explore the primary spiritual disciplines of prayer, study, worship, solitude, fellowship, and service from the perspective of leadership in pastoral ministry.

Credits 4.0

Prerequisites

MIN7000: Learning Skills for Ministry

Corequisites

None

MIN7051: Community and Discipleship

Participants in this course will survey the biblical and theological foundations of community and discipleship, and the process of spiritual transformation. Specific attention will be given to strategies for gathering and leading small groups, and to effective practices in making disciples. Students will develop personal strategies for small groups and discipleship in their own ministries.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7060: Diversity in Ministry

This course examines the many forms of diversity in North American culture and in ministry. Beginning with biblical and theological perspectives on diversity, the course will address racial/ethnic diversity, gender, class and socioeconomic status, religious diversity, and sexual orientation. Each topic will be analyzed in the context of pastoral ministry, and students will be able to develop personal strategies for engaging people of many different backgrounds.

Credits 4.0

Prerequisites

None

Corequisites

None

MIN7061: Leadership and Management in Ministry

This course gives students an overview of the basic models of leadership drawn from biblical and theological sources as well as contemporary leadership theory in business, non-profit, and ministry settings. Students will develop an understanding of their own personal leadership styles from the perspective of leadership development theory, and will examine the various roles and tasks of leadership. Attention will also be given to racial/ethnic, gender, and socio-economic factors in diversity, power dynamics, conflict, and trust and credibility.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7062: Communication Skills for Ministry

Participants in this course will learn the basic theory of communication and develop skills in the practices of effective communication for ministry leaders. The theoretical foundations will draw on biblical and theological resources as well as contemporary communication theory. A variety of communication forms will be addressed, including preaching, teaching, one-on-one, small groups, writing, and social media. Attention will also be given to the communication needs of different audiences and to the dynamics of cross-cultural communication.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7063: Conflict Mediation and Reconciliation

Participants in this course will develop skills of mediating conflict and promoting reconciliation in the context of pastoral ministry. The course will consider biblical and theological resources as well as sociological and psychological research for understanding the causes of conflict and God's intention for reconciliation. Using case studies and role-play, students will have supervised opportunities to try out methods of resolving conflict.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7080: Introduction to Pastoral Counseling

The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues, e.g., counselor self-evaluation (moral), ethical, and legal, in the practice of professional counseling.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7110: Biblical and Theological Perspectives on Health and Wholeness

This course explores the meaning of health and wellness in the Bible and examines different interpretations of the texts in their application in the ministry of healing. Consideration will also be given to perspectives on healing in other religious traditions. Students will be encouraged to develop their own theological understanding of healing and wholeness as a foundational perspective for their own ministry.
Credits 4.0
Prerequisites
MIN7010: Biblical Interpretation
Corequisites
None

MIN7160: Ministry in the Local Church

This course provides an introduction and orientation to ministry leadership in the local church setting. Building from foundational biblical and theological perspectives on pastoral ministry, it will examine various pastoral roles and tasks, including preaching/teaching, worship/liturgy, pastoral care, fellowship, evangelism and new member assimilation. Special attention will be given to developing a pastoral awareness of the cultural context of the local church.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7161: Ministry in Institutional Settings

This course provides an overview and orientation to pastoral ministry in institutional settings, including hospitals, care facilities, correctional facilities, first responders (fire/police/FEMA), residential recovery programs, recreation and retirement developments. It will equip participants to recognize and understand the unique opportunities in chaplaincy, and to formulate personal ministry strategies suited to their calling and vocation. While the primary focus of attention will be given to the theology of chaplaincy ministry from a Christian perspective, chaplaincy ministries in other faith traditions will also be addressed.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7181: Lifespan Development

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7500: Theology and Research in Ministry

This course provides students with an opportunity to develop their own theology of ministry and begin laying the academic foundations for their dissertation or ministry project. Biblical and theological resources for a theology of ministry will be examined, and students will explore different models of integrating theology and ministry. Considerable attention will also be given to the process of research in ministry and writing.
Credits 4.0
Prerequisites
MIN7000: Learning Skills for Ministry
Corequisites
None

MIN7560: Person and Practice of Ministry

This course surveys the complex of issues related to ministerial integrity. It addresses a number of issues, including but not limited to: the minister's personal life, relations with members of the congregation, relations with those in authority, interactions with peers, and engagement with the wider community. Particular attention will be given to issues of financial impropriety and sexual misconduct.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7561: Theology, Death and Dying

The course provides a foundation for ministry with the dying and the grieving with a survey of biblical and theological resources as well as insights from the social sciences on grief and loss. Particular attention will be given to the Christian tradition of the ars moriendi (art of dying). The course will also assist the student in developing skills for ministry with the dying and their families and friends.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7562: Homiletics

Students in this course will develop skills in preparing and delivering sermons. Particular attention will be given to different types of sermons as well as understanding the setting and audience for their teaching and preaching. Each student will prepare and deliver at least one sermon and will receive feedback from the instructor and his or her peers.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7563: Ministry with Disabled Persons

Participants in this course will develop skills for ministry to and with disabled persons. The course provides a foundation for ministry from biblical and theological resources, as well as perspectives from the social sciences. Attention will be given to the different forms of disability, as well as legal and ethical issues involved in ministry to and with disabled persons.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7565: Principles and Practice of Worship

This course offers a foundation for understanding the ministry of worship from biblical and theological perspectives. It also examines the various elements of corporate worship and the organization of the worship ministry. Special issues in worship will also be considered, including the variety of worship styles, the use of media, and cultural and generational diversity.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7580: Ministry with Families

This course develops a comprehensive understanding of the family from biblical and theological perspectives and from the social sciences, in particular family systems theory. It will assist students in developing pastoral care strategies with couples and families. Particular attention will be given to gaining skills in pre-marital and marital counseling, and counseling parents.
Credits 4.0
Prerequisites
None
Corequisites
None

MIN7590: Ministry Practicum I

Students serve in a pastoral capacity in a local church or institutional setting under the supervision of a ministry mentor. Students who are already serving in a part- or full-time ministry capacity will be assigned a ministry mentor who will work with them in the context of their own setting. The scope of the residency will vary depending on the previous ministry experience of the student. The residency focuses on further development of specific ministry skills such as preaching, teaching, leadership, and pastoral care and counseling. Particular attention is given to the integration of foundational theology and theory with the practice of ministry. Students must have completed at least 48 units in the program or through advanced standing or transfer of credit before enrolling in the Ministry Practicum. The practicum requires a minimum of 120 hours of supervised ministry observation/participation.

Credits 4.0

Prerequisites

Approval of Program Director or Chair

Corequisites

None

MIN7591: Clinical Pastoral Education, Level 1A

This course parallels Clinical Pastoral Education, Level 1 (Unit 1). Participants will gain skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/observation.

Credits 4.0

Prerequisites

Approval of Program Director or Chair, Admission to an Accredited ACPE Program

Corequisites

None

MIN7592: Clinical Pastoral Education, Level 2A

This course parallels Clinical Pastoral Education, Level 2 (Units 3). Participants will further develop skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/observation.

Credits 4.0

Prerequisites

Approval of Program Director or Chair, Admission to an Accredited ACPE Program

Corequisites

None

MIN7690: Ministry Practicum II

Students serve in a pastoral capacity in a local church or institutional setting under the supervision of a ministry mentor. Students who are already serving in a part- or full-time ministry capacity will be assigned a ministry mentor who will work with them in the context of their own setting. The scope of the residency will vary depending on the previous ministry experience of the student. The residency focuses on further development of specific ministry skills such as preaching, teaching, leadership, and pastoral care and counseling. Particular attention is given to the integration of foundational theology and theory with the practice of ministry. Students must have completed at least 48 units in the program or through advanced standing or transfer of credit before enrolling in the Ministry Practicum. The practicum requires a minimum of 120 hours of supervised ministry observation/participation.

Credits 4.0

Prerequisites

MIN7590: Ministry Practicum I

Corequisites

None

MIN7691: Clinical Pastoral Education, Level IB

This course is built on Clinical Pastoral Education, Level 1 (Units 1 and 2). Participants will gain skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course includes at least 120 hours of supervised ministry participation/ observation.
Credits 4.0
Prerequisites
MIN7591: Clinical Pastoral Education, Level 1A
Corequisites
None

MIN7692: Clinical Pastoral Education, Level 2B

This course is built on Clinical Pastoral Education, Level 2 (Units 3 and 4). Participants will further develop skills in but not limited to the following areas: 1) pastoral functioning, 2) self-awareness of attitudes, values, assumptions, strengths and weaknesses, 3) interpersonal awareness through giving and receiving peer critique, 4) integration of theological and theoretical concepts into practice of ministry, 5) the practice of clinical learning. The course requires a minimum of 120 hours of supervised ministry observation / participation.
Credits 4.0
Prerequisites
MIN7592: Clinical Pastoral Education, Level 2A
Corequisites
None

MIN8000: Dissertation I

This course is the first of two credit-bearing courses leading to completion of the Doctor of Ministry program for students who wish to write a research dissertation. Students will prepare and submit their dissertation proposal for approval.

Students may register for Dissertation I if they have less than 12 credits of coursework remaining.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 4.0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8001: Ministry Project I

This is the first of two credit-bearing courses leading to the completion of the Doctor of Ministry program for students who wish to complete a project iIn lieu of a dissertation. The ministry project is an in-depth analysis of the student's ministry setting and a detailed recommendation for a ministry program or initiative that addresses a specific need or opportunity. The project also includes a survey of relevant literature and research and a suitable theological and theoretical foundation or rationale.

Students may register for Ministry Project I if they have less than 12 credits of coursework remaining.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 4.0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8002: Supervisory Clinical Pastoral Education I

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8002. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 4.0
Prerequisites
MIN7500, Approval from D.Min. Program Director or Chair, Admission to an Accredited ACPE Program
Corequisites
None

MIN8010: Dissertation II

This course is the second of two credit-bearing courses leading to completion of the Doctor of Ministry program for students who wish to write a research dissertation. Students will prepare and submit the final sections of their dissertation for approval.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 4.0
Prerequisites
MIN8000: Dissertation I
Corequisites
None

MIN8011: Ministry Project II

This course is the second of two credit-bearing courses leading to the completion of the Doctor of Ministry program for students who wish to complete a project in lieu of a dissertation. The ministry project is an in-depth analysis of the student's ministry setting and a detailed recommendation for a ministry program or initiative that addresses a specific need or opportunity. The project also includes a survey of relevant literature and research and a suitable theological and theoretical foundation or rationale.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 4.0
Prerequisites
MIN8001: Ministry Project I
Corequisites
None

MIN8012: Supervisory Clinical Pastoral Education II

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8012. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 4.0
Prerequisites
MIN8002: Supervisory Clinical Pastoral Education I
Corequisites
None

MIN8100: Dissertation I Extension A

This course is an extension of the MIN8000 course to allow the student additional time to complete the course requirements as they apply to the dissertation.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8101: Ministry Project I Extension A

This course is the second extension of the MIN8001 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8102: Supervisory Clinical Pastoral Education I Extension A

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8102. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN7500, Approval from D.Min. Program Director or Chair, Admission to an Accredited ACPE Program
Corequisites
None

MIN8110: Dissertation II Extension A

This course is an extension of the MIN8010 course to allow the student additional time to complete the course requirements as they apply to the dissertation. This course may be repeated only once. This course is pass/fail/limited progress.

This course may be repeated once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8100: Dissertation I Extension A
Corequisites
None

MIN8111: Ministry Project II Extension A

This course is an extension of the MIN8011 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8001: Ministry Project I
Corequisites
None

MIN8112: Supervisory Clinical Pastoral Education II Extension A

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8112. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN8002: Supervisory Clinical Pastoral Education I
Corequisites
None

MIN8200: Dissertation I Extension B

This course is the second extension of the MIN8000 course to allow the student additional time to complete the course requirements as they apply to the dissertation.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8201: Ministry Project I Extension B

This course is the second extension of the MIN8001 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8202: Supervisory Clinical Pastoral Education I Extension B

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8202. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN7500, Approval from D.Min. Program Director or Chair, Admission to an Accredited ACPE Program
Corequisites
None

MIN8210: Dissertation II Extension B

This course is the second extension of the MIN8010 course to allow the student additional time to complete the course requirements as they apply to the dissertation.

This course may be repeated once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8100: Dissertation I Extension A
Corequisites
None

MIN8211: Ministry Project II Extension B

This course is the second extension of the MIN8011 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8001: Ministry Project I
Corequisites
None

MIN8212: Supervisory Clinical Pastoral Education II Extension B

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8212. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN8002: Supervisory Clinical Pastoral Education I
Corequisites
None

MIN8300: Dissertation I Extension C

This course is the third extension of the MIN8000 course to allow the student additional time to complete the course requirements as they apply to the dissertation.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8301: Ministry Project I Extension C

This course is the third extension of the MIN8001 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated only once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN7500: Theology and Research in Ministry
Corequisites
None

MIN8302: Supervisory Clinical Pastoral Education I Extension C

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8302. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN7500, Approval from D.Min. Program Director or Chair, Admission to an Accredited ACPE Program
Corequisites
None

MIN8310: Dissertation II Extension C

This course is the third extension of the MIN8010 course to allow the student additional time to complete the course requirements as they apply to the dissertation.

This course may be repeated once.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8100: Dissertation I Extension A
Corequisites
None

MIN8311: Ministry Project II Extension C

This course is the third extension of the MIN8011 course to allow the student additional time to complete the course requirements as they apply to the ministry project.

This course may be repeated once after all extension options have been exhausted.

This course is pass/fail/limited progress.
Credits 0
Prerequisites
MIN8001: Ministry Project I
Corequisites
None

MIN8312: Supervisory Clinical Pastoral Education II Extension C

Students may elect to complete Supervisory Clinical Pastoral Education as part of their Final Project. Admission to Supervisory CPE requires completion of any prerequisites for Pre-Supervisory levels at an approved CPE program (note: these are external programs to South University). Only students admitted to Supervisory CPE and have approval from the Department Chair may register for MIN8312. The Chair will review Supervisory CPE programs and affiliations as part of the approval process. The course requires a minimum of 120 hours of supervised ministry observation/participation. This course is Pass/Fail.
Credits 0
Prerequisites
MIN8002: Supervisory Clinical Pastoral Education I
Corequisites
None

Counseling

CNS6002: Counseling Theory

The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling.
Credits 4.5
Prerequisites
None
Corequisites
None
Notes
Quarter 1 or Approval of the Program Director

CNS6006: Counseling Theory Seminar

The basic theory, principles, and techniques of counseling and its application to professional multicultural counseling settings are explained. Also considered are the various theories, principles and techniques of counseling and issues (e.g., counselor self-evaluation (moral), ethical, and legal) in the practice of professional counseling. An orientation to wellness and prevention as desired counseling goals, essential interviewing and counseling skills, and consultation theories and their application in various professional settings will be integrated in this course. An understanding of the family and systems theories will be conveyed. This coursework will conclude with crisis intervention and suicidal prevention models. This course is designed for students pursuing North Carolina Licensure requirements of this core course.
Credits 0.5
Prerequisites
None
Corequisites
None

CNS6018: Psychopathology

This course involves an introduction to the study of abnormal behaviors in children, adolescents, and adults. The etiology, definition, prevalence rate, and morbidity of disorders in the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 2 or Approval of the Program Director

CNS6050: Lifespan Development

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts. Appropriate strategies for facilitating development over the lifespan are also integrated into the course.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 3 in the 10 Quarter Program, Quarter 1 in the 8 Quarter Program, or Approval of the Program Director

CNS6051: Diagnostics of Psychopathology and Treatment

This course provides advanced training in the assessment, diagnosis, and treatment of serious psychopathology as depicted in the standard nomenclature of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and subsequent revisions/ editions. Students will focus on the descriptions, etiology, and major diagnostic categories in order to effectively diagnose and develop appropriate treatment options. In addition, students will learn how to utilize the International Classification of Diseases (ICD) and Clinical Modification System according to the latest version. Upon completing the course, students will have an understanding of the techniques practitioners use in the diagnosis and treatment of psychopathology.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 3 or Approval of the Program Director

CNS6056: Lifespan Development Seminar

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal behavior; personality theory; lifespan theory; and learning theory within cultural contexts including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. Included in this course are current understandings about neurobiological behavior; theories and models of individual, cultural, couple, family, and community resilience; theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and theories for facilitating optimal development and wellness over the life span. Appropriate strategies for facilitating development over the lifespan are also integrated into the course. In addition, the coursework shall highlight the effects of crises, disasters, and other trauma-causing events on persons of all ages. This course is designed for students who are desiring to fulfill the North Carolina Licensure requirements of this core course. Austin, Columbia, Richmond, Savannah, and Virginia Beach Campuses.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6161: Counseling Techniques

A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophical bases of helping processes: counseling theories and their application: basic and advanced helping skills; consultation theories and their application: client and helper self-understanding and self-development; and facilitation of client change.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 2 or Approval of the Program Director

CNS6313: Professional Orientation and Ethics

This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, and professional credentialing according to the Foundations of Clinical Mental Health Counseling.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 4 in 10 Quarter Program, Quarter 3 in 8 Quarter Program,

CNS6317: Professional and Ethical Issues Seminar

This course will provide an in-depth review of the multifaceted aspects (historical, philosophical, societal, cultural, economic, political), professional identity (e.g., roles, functions, self-care), and practice issues (e.g., managed care, reimbursement, expert witness status) specific to Clinical Mental Health Counselors. The course also examines ethical and legal standards (ACA and AMHCA Code of Ethics), risk management, supervision models, practices, and professional credentialing according to the Foundations of Clinical Mental Health Counseling. This course shall include the counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6425: Clinical Mental Health Counseling

This course will provide an introduction to the field of clinical mental health counseling according to clinical and professional issues. Specifically, students will examine treatment delivery systems and gain an understanding of the dynamic interplay of professionals within these systems. The course will also focus on program analysis via theory and empirical methods.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 1 or Approval of the Program Director

CNS6504: Group Dynamics Seminar

A broad understanding of group development, dynamics, methods, and counseling theories is explored. Group leadership styles are discussed in addition to basic and advanced group counseling theories, methods, and skills. Different approaches to conducting group counseling are reviewed in addition to the appropriate counselor self-evaluation (e.g., moral), ethical, and legal considerations in the field of professional counseling. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6509: Group Dynamics

This course provides a comprehensive overview of group development, dynamics, and counseling theories. Students will explore various group leadership styles and examine both fundamental and advanced methods and techniques in group counseling. The course covers diverse approaches to conducting group sessions while emphasizing the importance of counselor self-evaluation, including ethical and legal considerations critical to professional practice in the counseling field.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 3 in the 8 Quarter Program, Quarter 5 of the 10 Quarter Program, or Approval of the Program Director.

CNS6529: Research and Statistical Evaluation

Studies that provide a basic understanding of types of research are presented: basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, parametric and non-parametric statistics, quantitative and qualitative research designs, the use of computers for data management and analysis, including ethical and legal considerations pertinent to the professional counselor.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director

CNS6532: Research and Evaluation Seminar

Studies that provide a basic understanding of types of research are presented: basic statistics; research report development; and research implementation. The research includes studies that provide a broad understanding of the importance of research in advancing the counseling profession Other areas studied include program evaluation; needs assessment; publication of research information; parametric and non-parametric statistics; quantitative and qualitative research designs; the use of computers for data management and analysis; including ethical and legal considerations pertinent to the professional counselor including culturally relevant strategies for interpreting and reporting the results of research and program evaluation studies. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6535: Clinical Mental Health Appraisal I

A broad understanding of group and individual educational and psychometric theories, ethical, and legal approaches to appraisal is the goal of this course; also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 6 in the 10 quarter program, Quarter 4 in the 8 quarter program, or Approval of the Program Director

CNS6538: Clinical Mental Health Appraisal Seminar

A broad understanding of group and individual educational and psychometric theories are covered in this course. Studies that provide a broad understanding of historical perspectives concerning the nature and meaning of assessment as well as basic concepts of standardized and non-standardized testing and other assessment techniques. Ethical and legal approaches to appraisal is the goal of this course. Also examined are data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; social and cultural factors related to the assessment and evaluation; and ethical strategies for selecting, administering, and interpreting assessment, evaluation instruments and techniques in counseling and use of appraisal results in helping processes. Also, the specific ability to select, administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6565: Multicultural Foundations

This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 2 in the 8 Quarter program or Quarter 4 in 10 Quarter program or Approval of the Program Director

CNS6568: Multicultural Foundations Seminar

This course includes studies of multicultural and pluralistic trends including characteristics and concerns of diverse groups; providing an understanding of theories of multicultural counseling, identity development, and social justice while examining attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, gender and review of the processes of intentional and unintentional oppression and discrimination. This course is meant to sensitize students to the impact of culture on the counselor's understanding of individuals from diverse backgrounds, counselor self-evaluation (e.g., moral), ethical, and legal considerations in the context of professional counseling. This coursework shall include study of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6602: Lifestyle and Career Development

This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations.

Credits 4.5

Prerequisites

None

Corequisites

None

Notes

Quarter 4 or Quarter 7 or Approval of the Program Director

CNS6605: Lifestyle and Career Development Seminar

This course includes studies that provide an understanding of career development theories and decision-making models; occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; and career development program planning, resources, and effectiveness evaluation in a global economy. Students also focus on counseling techniques involving special populations, the role of technology, counselor self-evaluation (e.g., moral), ethical, and legal considerations. The coursework shall increase the knowledge of the interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. This course is designed for students pursuing North Carolina Licensure requirements of this core course.

Credits 0.5

Prerequisites

None

Corequisites

None

CNS6709: Couples, Marital, and Family Dynamics

A broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches in family, couples and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. This course provides an analysis of the importance of family, social and community systems in the treatment of mental and emotional disorders.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director

CNS6775: Counseling Administration, Advocacy, Supervision and Policy

A study of mental health services and program management involving administration, finance, and budgeting in the private and public sectors, in addition to both individual and group private practice models. Students will be exposed to the foundations and practices of clinical supervision in the context of professional development. The course will also provide knowledge concerning community consultation and strategies for engaging in advocacy for the profession, including public policy and governmental relations.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director

CNS6800: Human Sexuality

This course is designed for the counseling professional whose work will bring them in contact with client issues associated with human sexuality. Students will: develop their knowledge base in human sexuality, increase understanding of the varied sexuality issues that may be brought up in a counseling session, learn appropriate assessment and intervention skills when working with clients experiencing problems with their sexuality, and increase awareness of their own beliefs and perceptions related to sexuality issues. The goal of this course is to assist students in becoming more effective in identifying, assessing and intervening with human sexuality in the counseling field.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 4 or Approval of the Program Director

CNS6850: Psychopharmacology

The course is designed to expose students to the taxonomy, side effects, and contraindications of commonly prescribed psychopharmacological medications. It is intended that students will gain an understanding of the contributions of medication regarding mental illness and an awareness of the collaborative relationship with medical personnel in the field of mental health counseling.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 7 or Approval of the Program Director

CNS6901: Diagnosis and Treatment of Addictive Disorders

This course will introduce students to the history, philosophy, and trends in addictions counseling. Students will examine prevalence rates, etiology, course, duration, and the diagnostic features of disorders within a biopsychosocial context and through use of the DSM. Additionally, multiple treatment modalities will be explored with regard to inpatient, outpatient, residential, and self-help strategies.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 5 in the 8 Quarter program or Quarter 5 in 10 Quarter program or Approval of the Program Director

CNS7010: Pre-Practicum IA

In this pre-practicum experience, the student is required to receive 15 hours of faculty instruction that will focus on writing a resume and cover letter, identifying possible clinical placement sites, interviewing at potential clinical sites, securing a site and signing a field agreement, purchasing liability insurance, clinical skills practice, and reviewing necessary paperwork for practicum and internship.

Credits 1.0

Prerequisites

CNS6002: Counseling Theory
CNS6018: Psychopathology
CNS6050: Lifespan Development
CNS6051: Diagnostics of Psychopathology and Treatment
CNS6161: Counseling Techniques
CNS6313: Professional Orientation and Ethics
CNS6425: Clinical Mental Health Counseling
CNS6565: Multicultural Foundations

Corequisites

None

Notes

Quarter 5 in 10 Quarter program, Quarter 3 in the 8 quarter program, or Approval of the Program Director.

CNS7011: Practicum IB (100 clinical hours)

In this supervised field placement experience, the student is required to spend a minimum of 10 hours per week at the field placement site and to have a minimum of 40 direct contact (counseling) hours with clients, receive 10 hours of individual supervision, and receive 15 hours of group supervision during the academic term. During the practicum, the student will apply knowledge and skills learned throughout the curriculum in work with actual clients. This course is taken by students pursuing the Clinical Mental Health Counseling track and students pursuing the advanced training required to assess and treat serious problems as categorized in the standard diagnostic nomenclature in the state of South Carolina.

Credits 1.0

Prerequisites

CNS7010: Pre-Practicum IA

Corequisites

None

Notes

Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director

CNS7510: Internship IA (200 clinical hours)

During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision.

Credits 4.0

Prerequisites

CNS7010 and CNS7011

Corequisites

None

Notes

Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CNS7610: Internship IIA (200 clinical hours)

During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision.

Credits 4.0

Prerequisites

CNS7010, CNS7011 and CNS7510

Corequisites

None

Notes

Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director

CNS7611: Internship IIB (200 clinical hours)

During this internship experience, the student is expected to perform activities a regularly employed staff member would perform. Students are required to spend a minimum of 20 hours per week at the field placement site and to have a minimum of 90 direct service hours (minimum of 9 hours/ week) with clients, receive a minimum of 25 hours of supervision during the academic term of which 10 hours must be individual supervision and 15 hours group supervision.

Credits 4.0

Prerequisites

CNS7010, CNS7011, CNS7510 and CNS7610

Corequisites

None

Notes

Quarter 8 in the 8 Quarter program or Quarter 10 in 10 Quarter program or Approval of the Program Director

CNS7900: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 1 or Approval of the Program Director

CNS7901: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 2 or Approval of the Program Director

CNS7902: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 3 or Approval of the Program Director

CNS7903: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 4 or Approval of the Program Director

CNS7904: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 5 or Approval of the Program Director

CNS7905: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 6 or Approval of the Program Director

CNS7906: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 7 or Approval of the Program Director

CNS7907: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 8 or Approval of the Program Director

CNS7908: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 9 or Approval of the Program Director

CNS7909: Clinical and Professional Development Seminar

This course is designed to serve as an academic, clinical and professional development opportunity for students to gain 1) additional experience and knowledge regarding case conceptualizations and clinical skill development, 2) professional presentation experience in the context of campus and system-wide audiences, 3) advanced knowledge regarding ethical, legal, and professional issues in the profession, 4) exposure to techniques that will enhance their professional development and marketability following graduation in the context of employment and/or graduate studies at the doctoral level. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 10 or Approval of the Program Director

CNS7950: Child/Adolescent Psychopathology and Treatment

This course involves an in-depth analysis of abnormal behaviors in children and adolescents. The etiology, definition, prevalence rate, and morbidity of disorders in the DSM-IV-TR are reviewed. The course will focus on an introduction to the science and art of clinical assessment as the foundation of practice in mental health settings and the use of assessment techniques in a professional and ethical manner, toward the implementation of treatment. In part, adjustment disorders, V codes, and the ICD system will be studied. Students will primarily concentrate on serious mental disorders in the context of normal lifecycle transitions and review various methods of treatment related to the disorders covered. The course will make a concerted effort to apply the above to the "real world" of mental health professionals by examining treatment and assessment considerations.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

CNS7970: Crisis and Trauma

This course will provide an understanding of biopsychosocial factors involved with the presentation of mental illness. In particular, students will learn the advanced skills necessary for conducting intake interviews, mental status examinations, and treatment planning for mental illnesses for the purpose of assessing, diagnosing, planning treatment intervention, and managing caseloads in a clinical mental health setting.

Credits 4.0

Prerequisites

None

Corequisites

None

Notes

Quarter 7 in the 8 Quarter program or Quarter 9 in 10 Quarter program or Approval of the Program Director

CNS8100: Preliminary Clinical Evaluation

This experience is designed to serve as a preliminary examination of the knowledge and skills obtained/ achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Clinical Intervention and Professional Practice Issues. The examination is comprised of 1) Clinical Case Conceptualizations and a 2) Mental Status Examination. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 3 or Approval of the Program Director

CNS8101: Preliminary Didactic Evaluation

This experience is designed to serve as a preliminary examination of the knowledge and skills obtained/ achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Ethics, Fundamentals of Counseling, Assessment and Career Counseling, and Group Counseling. The examination is comprised of a multiple-choice exam. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 4 in the 8 Quarter program or Quarter 6 in 10 Quarter program or Approval of the Program Director

CNS8201: Clinical Evaluation

This experience is designed to serve as the formal examination of the knowledge and skills obtained/ achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Clinical Intervention and Professional Practice Issues. The examination is comprised of 1) Clinical Case Conceptualizations and a 2) Mental Status Examination. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam. Pass/Fail

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 5 in the 8 Quarter program or Quarter 7 in 10 Quarter program or Approval of the Program Director

CNS8202: Comprehensive Evaluation

This experience is designed to serve as the formal examination of the knowledge and skills obtained/ achieved by a student, to date, in the program. The bodies of knowledge include (yet are not limited to) Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, Professional Orientation and Ethics, Fundamentals of Counseling, Assessment and Career Counseling, and Group Counseling. The examination is comprised of a multiple-choice exam. Students must pass all portions of the exam in order to advance in the program. Those desiring to take the examination must have student status (as defined by South University) in order to enroll and sit for the exam.

Credits 0

Prerequisites

None

Corequisites

None

Notes

Quarter 6 in the 8 Quarter program or Quarter 8 in 10 Quarter program or Approval of the Program Director

Criminal Justice

CRJ1001: Introduction to Criminal Justice System

This course is intended to be an examination of the criminal justice system and will provide a core understanding of the history, processes and functions of the three primary components: law enforcement, corrections and the court system. Emphasis will be placed on contemporary problems in the definition of law, strategies of policing, judicial systems, enforcement of the law, correctional practices and sentencing. This course will familiarize students with the operation of the criminal justice system and law enforcement in the United States and provide an appreciation for the diverse values and viewpoints that make up that system.

Credits 4.0

Prerequisites

None

Corequisites

None

CRJ2100: Introduction to Law Enforcement

This course is intended to be an overview of contemporary policing in the United States. The course explores the principles of policing, history of police, police administration and police operations. The overall goal of the course is to familiarize students with the field of law enforcement in the United States.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ2200: Introduction to Criminal Courts

This course provides a comprehensive look at the criminal court system in the United States. All levels are explored (local, state, federal, and international courts). Courtroom work groups as well as the roles of judges are examined. Relevant issues such as judicial selection, judicial decision making, and judicial review are covered. Trends in the court system will also be discussed.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ2300: Introduction to Corrections

This course provides a broad examination of the American correctional system. The course considers the purposes of punishment and examines correctional facilities as well as community-based corrections. The student will examine the challenges related to operating a facility, including respecting the rights of inmates while ensuring safety and security. The course concludes with a review of key contemporary issues, including the death penalty.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ2800: Criminal Law and Procedures

This course begins with an introduction to the nature of criminal law, including the definitions and elements of crimes and defenses available to those being prosecuted. The course then examines the procedures that take place after an arrest is made, including pre-trial activities, courtroom processes, jury procedures, and appeals.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ3003: Juvenile Delinquency

This course examines the nature and extent of delinquency, as well as theories of delinquency and the various causes. In addition, an overview of the juvenile justice system will be presented. Specifically, issues and trends regarding juveniles and the police, the juvenile court system, and juvenile corrections will be examined. Current methods of treatment and prevention will also be discussed.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ3004: Race, Class, and Gender in Criminal Justice

This course will focus on theoretical foundations and current research on theories of racial, ethnic, class, and gender discrimination within America's criminal justice system. Emphasis will be placed on the most recent research on patterns of criminal behavior and victimization, police practices, court processing and sentencing, the death penalty, and correctional programs as they relate to minority groups.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections

Corequisites

None

CRJ3005: Criminal Justice Management and Administration

This course covers modern management theory and the application of management techniques to the criminal justice system. This course focuses on criminal justice managers and supervisors, their jobs, and the complicated interrelationships between members of criminal justice agencies and the communities they serve. Topics covered include: leadership, organizational behavior, and employee supervision.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections

Corequisites

None

CRJ3011: Criminology

This course focuses on the causes of crime and theories of criminal behavior including, biological, psychological and sociological theories. Students will also explore recent developments in criminological theory and current issues in criminology.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections

Corequisites

None

CRJ3014: Criminal Justice and the Media

Criminal Justice and the Media will explore the relationship between the mass media, crime and the criminal justice system in the United States. It will examine the role media plays in the social construction of crime and justice, and the impact of the media on attitudes and perceptions of crime and criminality. Particular attention is paid to the relationship of the media and crime prevention, and the impact of the media on the operations of the agencies in the criminal justice system from law enforcement to corrections.
Credits 4.0
Prerequisites
CRJ3011: Criminology
Corequisites
None

CRJ3015: White Collar Crime

This course examines the various types of "white-collar" and economic crimes in America. These include corporate crimes, such as consumer fraud and stock fraud, environmental crimes, corruption, medical crime, and computer-based crime. Students will learn about pyramid schemes, e-mail and Web-based crimes, boiler-room operations, and criminal organizations posing as religions or charities.
Credits 4.0
Prerequisites
None
Corequisites
None

CRJ3023: Organized Crime

This course is intended to provide a historical review of activities of national and international organized groups. Emphasis is placed on the nature and concept of organized crime, both traditional and nontraditional, as well as the rise of the modern street gang. Cultural and social implications of the presence of organized crime and emerging strategies used in the fight against organized crime are examined in depth.
Credits 4.0
Prerequisites
None
Corequisites
None

CRJ3024: Serial Killers and Mass Murderers

This course involves the exploration into serial killers and mass murderers, and the impact each has on society and individual victims. This course examines issues of causation and the social environmental linkage of recent and notorious cases including the mind set of offenders.
Credits 4.0
Prerequisites
CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections
Corequisites
None

CRJ3025: Comparative Criminal Justice Systems

This course examines systems of law, police, courts, and corrections in different countries to show the various ways policing, adjudication and corrections systems can be organized and operated.
Credits 4.0
Prerequisites
CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections
Corequisites
None

CRJ3026: Concepts in Crime Mapping and Prevention

This course is intended to be an overview of the various facets of crime mapping and prevention theories including, criminal behavior and victimology. Emphasis will be placed on understanding the role of place and space in crime theory, in analyzing crime patterns, and how the environment can be altered to prevent crime and/or reduce the fear of crime.
Credits 4.0
Prerequisites
CRJ1001: Introduction to Criminal Justice System
Corequisites
None

CRJ3300: Community Based Corrections

This course will introduce students to the procedures, practices, and personnel involved in community-based corrections. Students will learn about the wide array of effective punishments and treatment programs that constitute alternatives to incarceration, and which are designed to meet the level of risk posed by, and the needs of, each individual. These include probation, parole, electronic monitoring, house arrest, day-treatment centers, boot camps, restitution, fines, and more.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2300: Introduction to Corrections

Corequisites

CRJ2300: Introduction to Corrections

CRJ3500: Ethics in Criminal Justice

This course examines ethical issues faced by actors in the criminal justice system. The focus will be placed on the philosophical and practical approaches to solve ethical dilemmas within the complicated criminal justice system.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections

Corequisites

None

CRJ3600: Introduction to Forensics

This course will be an in-depth look at specific areas of forensic science. The course will focus on the Crime Scene, Physical Evidence, Organic and Inorganic Analysis, Paint Analysis, Fire and Explosion Investigation, Fingerprints, and Impressions.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ4001: Victimology

The course is a comprehensive look at the theories of victimology and the interaction of crime victims with others in the criminal justice system.

Credits 4.0

Prerequisites

CRJ3011: Criminology

Corequisites

None

CRJ4002: Restorative Justice

This course defines restorative justice and its values, explores its foundational underpinnings, and details ways to build restorative justice into policy and practice. The course will expose students to how restorative justice fits into our criminal justice system and how it can be applied effectively.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement

Corequisites

None

CRJ4003: Critical Issues in Criminal Justice

This course examines contemporary issues involving the criminal justice system. Students will investigate all sides of current controversies and analyze their impact on the institutions that comprise the system

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement
CRJ2200: Introduction to Criminal Courts
CRJ2300: Introduction to Corrections

Corequisites

None

CRJ4009: Illegal Immigration and the Criminal Justice System

This course provides an in-depth overview of immigration policy in the United States with a focus on how immigration patterns, laws, and related policies have affected the criminal justice system. Current issues related to immigration and its effects on American society will be analyzed including ways immigrants find their way into the United States, find work, residency issues, and the roles of the criminal justice system in responding to the presence of documented and undocumented immigrants. Proposed changes to immigration law and policies, including criminal justice system responses, will also be examined.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ4011: Terrorism and Homeland Security

This course focuses on the theories of domestic and international terrorism and the criminal justice response to homeland security.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ4015: Bloodstain Pattern Analysis

This course explains the underlying scientific principles involved in bloodstain pattern analysis, which helps in the reconstruction of violent crime scenes. Topics include, the general properties of blood, droplet directionality, documenting bloodstains, and dealing with the risk of blood borne pathogens.

Credits 4.0

Prerequisites

CRJ3600: Introduction to Forensics

Corequisites

None

CRJ4021: Cyber Crime

This course is designed to introduce the student to the investigation of computer crime and the forensic examination of digital evidence. This course involves intensive study of the history and terminology of computer crime; the types of crimes committed in cyberspace; a behavioral profile of computer offenders; legal issues in cyberspace; the proper collection and preservation of digital evidence, and an overview of computer forensics.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ2100: Introduction to Law Enforcement

Corequisites

None

CRJ4500: Violence in Society

This course will provide an overview of violence and its impact on society. This course examines a number of different types of both individual and collective violent acts and the behaviors, ideas, perceptions, and justifications that connect these different types of violence. The course will also look at violence prevention and possible solutions for violence reduction.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System

Corequisites

None

CRJ4600: Crime Scene Investigation and Case Management

This course covers crime scene investigation and reconstruction, focusing on effective methodologies and efficient investigation of crime scenes and criminal tools including fundamental collection, preservation and management techniques, documentation protocols, and proper courtroom presentation techniques.

Credits 4.0

Prerequisites

CRJ1001: Introduction to Criminal Justice System
CRJ3600: Introduction to Forensics

Corequisites

None

CRJ4650: Forensic Issues

This course will be an in-depth look at specific areas of forensic science. The course will focus on the collection, preservation, and examination of physical evidence, drug analysis, toxicology, biological evidence, firearms, documents, fingerprints, and digital evidence.
Credits 4.0
Prerequisites
CRJ1001: Introduction to Criminal Justice System
CRJ3600: Introduction to Forensics
Corequisites
None

CRJ4995: Criminal Justice Internship I

The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site.
Credits 4.0
Prerequisites
Agreement of the Department Chair or respective Program Director
Corequisites
None

CRJ4996: Criminal Justice Internship II

The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site.
Credits 4.0
Prerequisites
Agreement of the Department Chair or respective Program Director
Corequisites
None

CRJ4997: Criminal Justice Internship III

The internship/practicum program within South University's Department of Criminal Justice is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the graduate to seek entry-level employment in the criminal justice field. It will expose the student to the qualifications and requirements of various employing agencies and give him or her experience to meet those requirements. It is intended that the student will participate in the work of the internship/practicum agency, and when possible, make contributions. Students are expected to complete 120 total hours at the internship site.
Credits 4.0
Prerequisites
Agreement of the Department Chair or respective Program Director
Corequisites
None

CRJ4999: Senior Seminar (Capstone)

The Senior Seminar (Capstone) course is designed to provide students the opportunity to reflect upon their Criminal Justice education and demonstrate the specific competencies acquired from prior coursework. This course is designed to ensure that graduates of the Criminal Justice program are equipped with the knowledge and skills necessary to pursue further study in the discipline or seek entry-level positions within criminal justice agencies or related professional organizations. The Capstone course emphasizes the connection between scholarship, policy and practice.
Credits 4.0
Prerequisites
Completion of all CRJ courses or Co-Completion
Corequisites
None

MCJ5001: Foundations in Criminal Justice

This course is intended to be an overview of the historical and contemporary criminal justice system and an introductory look at student research interests. Emphasis will be placed on the relationships among law enforcement, courts, and corrections with an introduction to the basic categories of criminal behavior. The overall goal of the course is to prepare the individual for success as a graduate student and in the study of criminal justice. Students will learn to recognize and utilize appropriate scholarly sources, how to critique those sources, and use them to develop a topic suitable for a capstone project.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ5003: Ethics and Moral Behavior in the Criminal Justice System

This advanced course in ethics and moral behavior discusses, examines, considers and critiques the various facets of justice, crime, and ethics within the criminal justice system. A major emphasis will be placed on the theoretical foundations of ethics as they apply to the fields of criminal justice practice. Students will examine the diverse values and ethical dilemmas that arise in law enforcement, the courts and corrections. In addition, we will explore the same concerns in the formulation of crime control policies at the federal, state, and local levels.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ5100: Advanced Research Methods and Analysis I

This course will provide an overview of research methods and data analysis in criminal justice and will focus on both quantitative and qualitative methods of research. This course will cover several topics including approaches to theory and method, research ethics, research design, descriptive statistics, sampling, survey research methods, as well as participant observation and case studies. This course will introduce the student to the application of Minitab statistical software.
Credits 4.0
Prerequisites
Undergraduate course in Statistics or equivalent
Corequisites
None

MCJ6001: Criminal Justice Administration

This course is a critical examination of theories, concepts, and principles concerned with organizational behavior and functions of personnel administration with special attention paid to criminal justice applications. More specifically, this covers how these concepts may be practically applied to administrative and managerial practices in criminal justice organizations.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6002: Juvenile Justice Administration

This class will provide an assessment of the current policies and practices of agencies that process youthful offenders. Students will examine, discuss and critique the underlying philosophy, procedures, and administration of the juvenile justice system. Major concerns will center on the effectiveness of the contemporary juvenile court, including an assessment of the policies and practices of agencies involved in processing youthful offenders through the juvenile court system. Student discussions will relate these issues to current and developing public policy.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6003: Criminological Theory

This course provides a comprehensive analysis of major classical and current criminological perspectives including social, behavioral and biochemical theories of crime. Particular attention is given to sociological constructions of criminality.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6004: Criminal Justice Planning & Innovation

This course discusses the application of planning theory and techniques to the criminal justice system as well as to agency specific problems. The class emphasizes problem identification, goal-setting, forecasting, and the selection of alternative courses of action. Students become familiar with computerized data analysis and case study simulation in order to illustrate suitable planning techniques as well as pitfalls that can be avoided by implementing such techniques.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6401: Critical/Controversial Issues: Law Enforcement

This course focuses upon contemporary critical and controversial issues confronting law enforcement organizations. Discussions may include such topics as police functions; discovery of crime; gender, sexual orientation and/or race-ethnicity issues; the changing role of the police; police training and abuse of authority; local, State and Federal interagency relations; domestic terrorism; police/media relations; police/community relations; civil liability; hazards of policing; and, progressive changes in law enforcement.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6404: Political Terrorism

This course presents an overview of the characteristics and causes of terrorism emerging in the 21st century. Students are exposed to the emergence of modern terrorism from several different areas of the world as well as an analysis from a criminal justice perspective of terror movements affecting the United States. Relevant issues include domestic terrorism undertaken for political purposes in liberal states, state-sponsored international and domestic terrorism, and the dilemmas of counterterrorism in a democracy.
Credits 4.0
Prerequisites
None
Corequisites
None

MC J6405: Organizational Leadership

This course provides a survey overview of the major theories and research on leadership and managerial effectiveness in formal organizations with practical suggestions for improving leadership skills. Students will focus on the practical and theoretical applications of charismatic and transformational leadership, creating and communicating vision and values, inspiring others to act, risk management, empowerment, building trust and teamwork, mentoring, managing change, and converting crisis into opportunity.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6410: Legal Issues in Criminal Justice Administration

Using case law, this course examines a variety of legal issues critical to a thorough understanding of the various aspects of the criminal justice system. Case briefs in this course provide accurate and concise coverage of topics of vital importance to criminal justice managers and personnel including: law enforcement, prison law, probation, parole, the death penalty, juvenile justice, and sentencing mandates.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6505: Management of Critical Incidents

This course will examine the policies and systems necessary to govern in a wide variety of emergency situations. It will explore appropriate responses to serious incidents and disasters. Students will learn the techniques involved in planning and preparing for crises, and forecasting potential crisis situations.
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6601: Resource and Agency Coordination

This course exposes students to large-scale coordination challenges involved in responding to critical incidents when dealing with the wide variety of resources and agencies involved. Topics may include identification, prioritization, and assessment of resources (including financial, human, information, and physical), and agencies (including local, state, national, and international).
Credits 4.0
Prerequisites
None
Corequisites
None

MCJ6620: Special Topics in Homeland Security

This course will focus on changes in American policy and contemporary issues confronting local, state and federal criminal justice agencies as they relate to homeland security. Specifically, students will analyze the issues, the organizations and the resources developed since 9/11 and explore the policies and practices that have been developed for this purpose. Additional topics may include the adjudication process as it relates to issues of national security and the correctional practices employed to maintain national security.

Credits 4.0

Prerequisites

None

Corequisites

None

MCJ6701: Theory and Practice of Community Corrections and Re-entry Programs

The theory, structure, functions, and effectiveness of community corrections programs are studied, with particular attention to the focus of de-institutionalization of offenders, community-based treatment centers, community service agencies, work-release programs, re-entry and current trends in community corrections.

Credits 4.0

Prerequisites

None

Corequisites

None

MCJ6705: Theory and Practice of Institutional Corrections

This course will examine the theory, structure, and effectiveness of institutional corrections including prisons and penitentiaries, the history and development of punishment and corrections in this country, and operation of institutions. Prisoners, prison life, and prisonization (imprisonment) are also addressed in this course.

Credits 4.0

Prerequisites

None

Corequisites

None

MCJ6985: Applied Professional Project

The focal point of this course is the completion of an applied research project or paper that addresses an issue or policy or practice central to the field of criminal justice. This paper or project should allow the student to draw upon theories and research findings related to the problem or issue, develop a plan for identifying central issues and problems, critique past approaches to the issue or problem, and suggest directions for future efforts devoted to understanding or solving the issue or problem. This paper or project may be entirely based in a review of relevant research and theoretical literature but it may also incorporate empirical experiences drawn from an internship experience that is a part of the student's program.

Credits 4.0

Prerequisites

All Foundation Courses and completion of at least 40 credits in the student's program with a 3.0 CGPA or better

Corequisites

None

Legal/Paralegal Studies

LGS1001: The Legal Field: Law and Ethics

This course examines the American legal system, emphasizing the structure, methods and institutions of the law, as well as the critical role of legal assistants within the judicial process. Students will explore the professional and ethical responsibilities for paralegals, alongside their key duties and career opportunities. Practical topics include law office management practices, basic legal terminology, foundational legal terminology, foundational legal doctrines, court procedures, and an overview of the court system. The course also introduces essential skills for assisting attorneys, such as case law analysis, legal research, and the effective use of technology in law office operations.

Credits 4.0

Prerequisites

None

Corequisites

None

LGS1004: Torts and Remedies

The course familiarizes the student with the substantive law of torts. A tort is a civil wrong, other than a breach of contract that causes injury for which our legal system provides a remedy. Concentration will be in three main areas -intentional torts, strict liability torts, and negligence law. The student will study torts related to property, personal injury and economic relations. The course will also examine various equitable remedies. Finally, students will analyze the specific elements required to establish defenses, damages, and immunities.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS1005: Legal Research and Writing I

This course is designed to familiarize students with primary and secondary sources of law; judicial reports, statutes, citators, digests, annotated law reports, legal treatises, and periodicals; legislative session laws, codifications, and histories; executive branch pronouncements (primarily regulation). The course should enable the student to undertake, under the supervision of a lawyer, legal research and preparation of memoranda, briefs, and client letters, while accurately citing research sources. The course will include an overview of the legal system and the sources of law generated by each branch of government. There will be a thorough review of citation forms, basic research skills, and legal writing exercises.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS1006: Legal Research and Writing II

In this course, the student will continue to experience "legal method" by conducting detailed research and by preparing legal briefs and memoranda. This course is intended to enhance the basic legal method skills developed in the LGS1005 course. The concentration will be on library research, including computer-assisted and test-assisted methods, giving special emphasis to Westlaw and other legal research online databases. Students will be required to present conclusions of their research in concise, grammatically correct, well-reasoned legal briefs and memoranda.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS1005: Legal Research and Writing I

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2001: Civil Litigation

This course examines civil procedures and the court system including the role of judges, attorneys and juries. Venue, jurisdiction and ethical considerations area studied. The course enables students, under the supervision and control of an attorney, to assist in pre-trial practice, including drafting complaints, answers and pre-trial motions; preparing witnesses, conducting preliminary investigations; and assisting in the preparation of the case for trial.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2002: Family Law

An examination of the subjects and preparation of documents for adoption, legal separation, divorce, marriage, annulment, and child visitation and custody will be made in this course. The student will be prepared to assist in the interviewing of clients and the drafting of petitions and agreements. In addition, this course is a study of the general principles of family law. The legal definition of the family is examined, as are the rights and responsibilities of each family member. The course gives a practical overview of the creation and dissolution of the family by examination of the laws relating to divorce, child custody and support, and alimony. This course also describes how technology, like the introduction of DNA testing, is changing the legal landscape of domestic law. The elements of the marital relationship are explored as well as non-ceremonial types of marriages. Also examined is the relationship of family law to other areas of the law.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2003: Estate Planning and Probate

This course examines the transferring of assets, trusts, wills, gifts, administration of decedents' estates, federal and state taxes and administrator's responsibilities. Students will be exposed to the practical application of estate planning through the hands-on review of considerations, problems, and documents related to this area. They will also use and become familiar with software designed to expedite the process of drafting legal documents.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2004: Criminal Law

This course familiarizes the student with substantive criminal law and criminal procedures. It enables the student, under the supervision of a lawyer, to prepare pre-trial pleadings, interview witnesses, and conduct trial and post-trial proceedings. This course shall contain a survey of the vast field called "criminal law." The course will begin with a discussion of the source of much of today's criminal law, the great English legal tradition of the "common law." A general review of the guiding legal principles of the criminal law, the principles of criminal liability, including the liability of multiple actors; uncompleted crimes and defenses will be carefully examined. Specific crimes such as murder, burglary, rape, arson, theft, and various "public disorder" crimes will be studied, also. Theories of prosecution and punishment will be analyzed. A discussion on computer and Internet related crimes will be discussed as well. This course should give each student a practical, useful understanding of criminal law, criminal procedure, and the criminal justice system. The use of the actual criminal laws of the state will be stressed. The roles of the various participants in the system will be explained and examined (judges, lawyers, victims, peace officers, etc.). Invited speakers will provide the students with personal accounts of their role within the system. Class discussions will stress the relationship between the material being studied by the class and the material's application to the daily functions of our community's and nation's courts.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2005: Real Estate Law

This course develops the student's understanding of ownership, deeds, mortgages, easements, landlord/tenant relations, liens and eviction procedures. An examination is made of the mechanics of transferring interest in real property. It deals with the nature of real property interests, sources of law, methods of conveyance, the financing of real estate transactions, contracts for sale, methods of encumbering property, the role of the real estate broker, title searches, title insurance and real estate closings. Emphasis is placed upon local laws and methods of practice, including the use of present-day technology. Further, the course is designed to teach the prospective paralegal how to assist an attorney in closing a real estate transaction.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2007: Computers in the Legal Office

This course introduces paralegal students to the uses of computer software in the law office including drafting legal documents, legal timekeeping and billing, docket control and litigation support. Other specialized legal software is introduced as appropriate. During hands-on training with macros, merges and tables, the student will use the advanced features of software document assembly and office procedure programs to complete complex operations and save time in the law office. Students will learn how to design, maintain and complete forms processing. Organizing the computer directories and files for easy retrieval and use in the law office will be covered. The course will, additionally cover Power Point presentations for trial.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
ITS1000: Computer and Internet Literacy

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2008: Worker's Compensation Law

This course is a detailed study of worker's compensation law covering the procedures used to initiate and process worker's compensation claims. Students will have the opportunity to draft relevant forms as well as to study employer responsibility, risk management, and litigation. Worker's compensation laws are designed to ensure that employees who are injured or disabled on the job are provided with fixed monetary awards, eliminating the need for litigation. These laws also provide benefits for dependents of those workers who are killed because of work-related accidents or illnesses. Some laws also protect employers and fellow workers by limiting the amount an injured employee can recover from an employer and by eliminating the liability of co-workers in most accidents. State worker's compensation statutes establish this framework for most employment. Federal statutes are limited to federal employees or those workers employed in some significant aspect of interstate commerce.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

LGS1001: The Legal Field: Law and Ethics

LGS2010: Bankruptcy Law

This course provides an overview of the federal bankruptcy law and rights of creditors and debtors. Emphasis is placed upon bankruptcy procedures in Chapter 7, 11, 12, and 13 of the U.S. Bankruptcy Code. Upon completion, students under the supervision of an attorney should be able to prepare and file bankruptcy forms, collection letters, and UCC search and post-judgment collection such as garnishment.

Credits 4.0

Prerequisites

FGS1001

Corequisites

FGS1001

LGS2030: Administrative Law

This course presents basic concepts of administrative law and procedure in federal and state agencies. Topics include representing clients before administrative bodies, agency operation, adjudication, constitutional questions, statutory issues, and appeals. Students will learn both formal and informal advocacy techniques. This course will offer a practical approach to administrative law with hands on learning of documents, forms, and the legal theories behind them.

Credits 4.0

Prerequisites

FGS1001

Corequisites

FGS1001

LGS2099: Paralegal Externship

This course is designed for paralegal and legal studies majors to validate their skills through a 120-hour supervised, unpaid externship experience local to them in a private legal office, government legal department, corporate legal department, or other legally related sites where they perform legal and administrative duties appropriate to the field in a professional manner. Students are required to attend regularly scheduled class meetings to interact with other students in the externship and the externship coordinator. Here, they will complete assignments, prepare a portfolio and submit a final written report. Students are required to find the externship site and seek approval from the department chair a quarter before enrolling in the course. A final grade of "C" or better is required to receive a paralegal or legal studies degree and placement assistance. Failure to attain the required grade will necessitate repeating the externship.

Credits 4.0

Prerequisites

All LGS1000 and LGS2000 level courses

Corequisites

All LGS1000 and LGS2000 level courses

LGS2100: Paralegal Internship

This course is designed for paralegal and legal studies majors to validate their skills through a 60-hour supervised internship experience local to them in a private legal office, government legal department, corporate legal department, or other legally related site where they perform legal and administrative duties appropriate to the field in a professional manner. Students are required to attend regularly scheduled class meetings to interact with other paralegal interns and the internship coordinator. Here, they will complete assignments and submit a final written report. Students are required to find the internship site and seek approval from the department chair a quarter or term before enrolling in the course. A final grade of "C" or better is required.

Credits 4.0

Prerequisites

All LGS1000 and LGS2000 level courses or concurrent

Corequisites

None

LGS3009: International Law

This course will acquaint the student with the principles, laws, and organizations that impact on the management of an international business transaction. Topics include basic principles, such as human rights, treaties, sovereign immunity and dispute resolution that govern relations between nations. At the end of this course, students will be able to analyze the risks involved in international trade and to create an import/export business. As an introduction to the study of international business law, the student will study the function and importance of public international law as well as the role of public and private international organizations in setting standards and guidelines for international business.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS3040: Constitutional Law

This course is designed to give the student a basic understanding of constitutional law. The course will provide an overview of the Constitution itself, coupled with the beliefs and purpose of its framers. We will also examine the ongoing controversies over jurisprudence of original intent versus the evolutionary interpretation of the Constitution. Topics covered will include separation of powers in the national government, regulation of commerce, taxing and spending powers, war and national defense, conduct of foreign relations, state and local powers, limitations on the exercise of government powers, and the bill of rights.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS3050: Immigration Law

This is a practical course on immigration law and procedures including the history and administration of US immigration law. Topics include citizenship, admission to the U.S., and refugees, and political asylum. Students will gain experience in filling out numerous immigration forms, including application for naturalization and application for employment authorization.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS3060: Contract Law for Paralegals

This course is designed to provide students with a strong foundation in basic concepts of contract law from formation of contracts (offer, acceptance, consideration, capacity, intent and mistake) to more complex issues presented by advancements in technology in business and the law. Students will learn to analyze a variety of contracts, develop defenses to breach of contract claims and handle "bad faith" claims that paralegals face in modern legal or business offices. Upon completion of the course students will be able to draft a contract, identify various defenses and identify ways of voiding a contract.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
BUS1038: Business Law I

Corequisites

None

LGS3065: Criminal Procedure

This course mixes the study of our constitution and common law in regard to the procedural steps in a criminal prosecution from arrest through trial. Pre-Trial through Post -trial motions and remedies are also covered. The primarily focus is based on criminal defense since the cases studied apply equally to the defense and prosecution. Students will review at least one pivotal US Supreme Court case in each chapter and apply the law to hypothetical situations presented in the text. Discussion Questions and Hypothetical Questions are presented in each chapter to sharpen student's critical thinking skills so they will understand the procedural safeguards that stem from the federal constitution.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS2004: Criminal Law

Corequisites

None

LGS4005: Advanced Legal Research and Writing

This course is a comprehensive examination of legal resources and references. It allows the student to apply analytical and logical skills to draft legal documents such as a memorandum of law and an appellate court brief.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS1006: Legal Research and Writing II

Corequisites

None

LGS4008: Litigation Support Management

This is an intensive drafting course where students have the opportunity to concentrate on preparing complex pleadings and motions relating to the pre-trial, trial, and appeal processes. The focus is on developing practical skills and the legal analysis necessary to identify and pursue an appropriate cause of action in a civil case.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS2001: Civil Litigation

Corequisites

None

LGS4010: Evidence

This course is designed to provide a thorough study of the rules of evidence. Emphasis will be placed on application of the rules in preparing and presenting evidence for trial. We will examine the role evidence plays in the legal system and the paralegals responsibility in finding, collecting, handling, labeling, and preparing evidence for litigation. Each assignment will be designed for coverage in a single class period; however, occasionally an assignment will require additional time. As class time and circumstances permit, support assignments of library materials may be given.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS2001: Civil Litigation

Corequisites

None

LGS4020: Advanced Real Estate Law

This course is an advanced study of real property law relating to title examination, foreclosures, and preparation of commercial closing documents. There is an emphasis on practical work including examination of titles by obtaining information from the public records and drafting title insurance forms. By studying problems, techniques, and solutions, transactional matters will be covered. Course coverage should include the study of condominiums, planned unit developments, mortgage financing problems, and construction liens. This in-depth course in real estate law will integrate traditional learning with computerized data research and document assembly programs.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS2005: Real Estate Law

Corequisites

None

LGS4030: Employment Law

This course is designed to provide students with an overview of the legal relationship between the employer and the employee. Areas covered include federal and state laws governing discrimination, wrongful termination, unionization, and privacy. Students will get practical experience in drafting an employment policy manual that addresses sexual harassment, Americans with Disabilities Act, and other employment issues. Other topics studied include preemployment concerns, employee benefits, and other ethical issues in employment law.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS4045: Advanced Technology for Paralegals

The purpose of this course is to explore electronically stored information (ESI) with an emphasis on managing ESI. Students will analyze the leading cases, existing and pending rules, and prepare several drafting assignments, including motions and supporting memoranda. Student will learn about emerging technologies of electronic filing of court documents with an understanding of the architecture and usability of popular litigation support and trial presentation software used currently in law offices. Students will be given different client scenarios and generate associated legal content.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics
LGS2007: Computers in the Legal Office

Corequisites

None

LGS4050: Environmental Law

This course is a thorough overview of the government systems that form environmental policy. This course covers the federal environmental statutes, including National Environmental Policy Act, Comprehensive Environmental Response, Compensation and Liability Act, Endangered Species Act, Clean Water Act, Toxic Substances Control Act, Resources Conservation and Recovery Act and Clean Air Act. Administrative procedures used to enforce the various domestic and international laws additionally will be covered. This course will provide students with a working knowledge of the laws that have the most practical significance for practicing environmental lawyers and paralegals.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS4051: Cyberlaw

This course introduces paralegal students to the legal environment of cyberlaw in law firms, businesses and governmental agencies. Cyberlaw transcends many areas of legal practice. Responsibility for managing digital data is increasingly being delegated to paralegals working under the supervision of licensed attorneys. In the twenty-first century attorneys, businesses, and governmental agencies frequently utilize electronic communications to transmit documents. On-line aspects of business include contract formation and signing, intellectual property protections, tort law and invasions of privacy, security and encryption and the proper creation, protection and use of software. This course covers topics that paralegals employed in such firms would benefit from in the digital age.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS4055: Intellectual Property

This course explores the areas of patent, trademark and copyright and how they are bound up with antitrust law and government regulations. Topics include competition among businesses and protection of intellectual property in the global market place. Students will apply substantive legal concepts to protection of intellectual property, including poetry, lyrics, advertising, inventions, and product names.

Credits 4.0

Prerequisites

LGS1001: The Legal Field: Law and Ethics

Corequisites

None

LGS4060: Legal Externship II

This course is a supervised practical experience in a law firm, corporate legal department, or government entity. It provides the student with the opportunity to make a transition from classroom knowledge and theory to practical applications. This course is highly recommended for students who have never worked in a legal setting. The goal of this class is to assist legal studies students in bridging the gap between the classroom and the world of legal offices, corporations, public agencies, and organizations, i.e. the legal assistant's "work world." Students are expected to complete 120 total hours at the internship site.

Credits 4.0

Prerequisites

All legal courses or concurrent; or approval of Program Director* * Students who have previously completed a paralegal externship may, with the approval of their program director, enroll in LGS4060 as an approved LGS elective without having completed all their 3000 and 4000 level LGS courses beforehand.

Corequisites

See prerequisites

LGS4075: Legal Topics Seminar

This capstone class will be conducted in a seminar format where students can apply their broad knowledge of the paralegal and legal profession through specific projects integrating work-related competencies with academic information. Students will review the various skills learned in the legal studies curriculum and take a comprehensive outcome assessment exam. The major objective of this course is successful completion of the capstone project.
Credits 4.0
Prerequisites
All required legal studies courses
Corequisites
See prerequisites

Psychology

PSY1001: General Psychology

An introduction and overview of the major principles in the field of Psychology including: mental disorders, personality, social understanding, stress and coping, learning, memory, neuroscience, and consciousness. Students will also gain a broad understanding of how these areas are interconnected from a theoretical and practical worldview in addition to scientific modes of thought about behavior. This course contains a component of the Quality Enhancement Plan (QEP) initiative, "Keeping it Real: Classroom to Career," whose overarching goals are student success and early career engagement.
Credits 4.0
Prerequisites
None
Corequisites
None

PSY2007: Statistics for Behavioral Sciences

An investigation of the methodological principles regarding behavioral science research, descriptive and inferential techniques, and the process of using these techniques for psychological experimentation and data analysis.
Credits 4.0
Prerequisites
PSY1001 and MAT2058 with grades of "C" or better
Corequisites
None

PSY2008: Statistics for Behavioral Sciences Lab

An understanding of the statistical principles associated with the study of behavioral science research through application and computerized data analysis (i.e., Minitab).
Credits 2.0
Prerequisites
PSY1001 and MAT2058 with grades of "C" or better
Corequisites
PSY2007: Statistics for Behavioral Sciences

PSY2010: Abnormal Psychology

A survey of psychological disorders, contrasting theoretical views and representative research investigating these disorders. A concentration on classification, etiology, diagnosis, and treatment of mental disorders.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY2022: Human Growth and Development

In Human Growth and Development, students will learn the normal developmental stages of the human life cycle. The stages of human development will be examined within the context of the biological, psychological, sociological, intellectual and emotional processes. Relevant cross-cultural comparisons are used to illustrate the unity and diversity of human life.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY2050: History and Systems

A survey of the major and modern theories in psychology through an examination of historical controversies. An understanding of the roots of psychology in natural and social sciences. A consideration of the diversity of psychological study and the future of psychology.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY2060: Research Methods

Research design and methodology. An analysis of the approaches to developing, understanding, and interpreting psychological phenomena. Topics include experimental vs. non-experimental research such as survey, observation, case study, and archival data. An understanding of reliability, validity, and experimental control issues.
Credits 4.0
Prerequisites
PSY2007 with a grade of "C" or better
Corequisites
None

PSY2061: Research Methods Lab

An understanding of the methodological principles associated with behavioral science research through an application of the theoretical, conceptual, and practical principles.
Credits 2.0
Prerequisites
PSY2008 with a grade of "C" or better
Corequisites
PSY2060: Research Methods

PSY3001: Cognitive Psychology

Historical and current perspectives regarding the examination of human attention, language, vision, memory, and other forms of information processing (e.g., decision-making).
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3002: Cognitive Psychology Lab

The design, operation, analysis, and write-up of experiments which focus on human cognition (e.g., attention, memory and information processing).
Credits 2.0
Prerequisites
PSY2061 with a grade of "C" or better
Corequisites
PSY3001: Cognitive Psychology

PSY3010: Social Psychology

The study of intrapersonal and interpersonal processes such as conformity, social perception, attribution theory, altruism, aggression, prejudice, persuasion, group dynamics, self-concept and self-esteem.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3011: Social Psychology Lab

An understanding of the methodological principles associated with research in social psychology. The application of psychosocial processes such as learning, attitudes, and social behaviors.
Credits 2.0
Prerequisites
PSY2061 with a grade of "C" or better
Corequisites
PSY3010: Social Psychology

PSY3200: Biological Psychology

A study of the biological mechanisms of behavior in psychology. Topics include the development of the brain, brain-behavior relationships, hormones and sexual behavior, the biology of learning, memory, and mental disorders. Emphasis will be placed on human findings and applications
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3300: Personality

The major theoretical perspectives of personality development, structure, dynamics, assessment, and psychological adjustment. Additional topics include consideration of biological and environmental indices of personality.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3400: Sensation and Perception

This course explores the major concepts in the study of sensation and perception. Topics include vision, audition, chemical, tactile, and proprioceptive senses, receptor mechanisms, psychophysical methods and perceptual phenomena.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3500: Motivation

The course will provide an examination of human motives and the impact of emotion on the decision-making process. Consideration of primary and secondary motivators regarding theoretical and practical application for reward, punishment, and avoidance scenarios will be explored.
Credits 4.0
Prerequisites
PSY1001 with a grade of "C" or better
Corequisites
None

PSY3520: Child/Adolescent Development

An understanding of the major developmental theories associated with childhood (age 3) through adolescence (age 21). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to contextual approaches involved in understanding these systems.
Credits 4.0
Prerequisites
PSY2022 with a grade of "C" or better
Corequisites
None

PSY3530: Adult Development

This course explores the major developmental theories and processes associated with adulthood (ages 18 through 65). The primary areas of exploration include cognitive, interpersonal, intrapersonal, physical, and emotional systems in addition to the contextual approaches involved in understanding these systems.
Credits 4.0
Prerequisites
PSY2022 with a grade of "C" or better
Corequisites
None

PSY3540: Elderly Development

An understanding of the major developmental theories associated with late adulthood (age 65 and older). The primary areas of exploration include death and dying, cognitive, interpersonal, intrapersonal, physical, emotional systems in addition to the contextual approaches (e.g., family dynamics, leisure, retirement, bereavement) involved in understanding these systems.
Credits 4.0
Prerequisites
PSY2022 with a grade of "C" or better
Corequisites
None

PSY3800: Introduction to Psychological Testing and Assessment

This course will provide an overview of psychological testing and measurement techniques, including self-report, interview, observation, and collateral information. The importance of construction, utilization, and the psychometric background of tests will be considered for intellectual, emotional, behavioral, and personality applications. The course will also involve the ethical and pragmatic considerations involved with testing and measurement according to developmental level.
Credits 4.0
Prerequisites
PSY2010, PSY2022, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4001: Addictions

A theoretical, conceptual, and practical overview of internal and external determinants of addictive behaviors across the lifespan. Assessment and treatment approaches will be discussed along with issues influencing recidivism.
Credits 4.0
Prerequisites
PSY2010, PSY2022, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4030: Multicultural Psychology

This course will examine multicultural trends that include varied characteristics and populations of diverse groups. Topics will include gender, ethnicity, religion, geography, culture, age, sexual orientation, physical disability, education, and social class. Students will be exposed to the impact of these contexts on the intrapersonal and interpersonal psychosocial framework.
Credits 4.0
Prerequisites
PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4040: Human Sexuality

This course will introduce students to a biopsychosocial perspective of the determinants of human sexual behavior. Developmental views of normal and abnormal sexual behavior, treatment, and cultural influences will also be highlighted. The goal of this course is to increase student awareness of the field of human sexuality as well as their own beliefs and perceptions related to human sexuality.
Credits 4.0
Prerequisites
PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4200: Psychology and the Media

A historical and contemporary examination of the psychological influences of the media. Consideration of the local, regional, national, and international influences of varied information sources including television, the Internet, print media, electronic communication devices, and radio within a developmental context.
Credits 4.0
Prerequisites
PSY2010, PSY2022, and PSY3010 with grades of "C" or better
Corequisites
None

PSY4320: Psychology and Gender

A historical and contemporary examination of the psychological issues of gender from a social, emotional, personality, physiologic, geographic, and cultural perspective. Specific topics will include career development, marriage, family, sex role development and expectations, role conflict, achievement, and sexuality.

Credits 4.0

Prerequisites

PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4400: Child and Adolescent Disorders

An introduction to the field of abnormal child psychology and the associated major theories. Students will be exposed to the pathogenic process (i.e., developmental sequence) of psychological disorders from early childhood to late adolescence. A major goal of the course it to promote critical thinking on major issues such as the genetic, biological, and environmental influences on behavior, emotions, and personality in conjunction with associated assessment, diagnostic, and treatment procedures.

Credits 4.0

Prerequisites

PSY2010, PSY2022, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4420: Health Psychology

This course will provide an overview of the major theories and trends associated with health psychology. Key areas of focus include stress, mind-body connection, health behaviors, coping strategies, and the psychological impact of chronic illness. The psychological approaches to treating and preventing disease will be explored.

Credits 4.0

Prerequisites

PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4470: Forensic Psychology (formerly Psychology and Law)

This course introduces students to forensic psychology, which lies at the intersection between psychology and the justice system, and the fundamental legal principles and jurisdictional considerations involved therein. Topics will focus on the various responsibilities afforded to forensic psychologists, including competency evaluations for criminal defendants, child custody evaluations, threat assessments for schools, competency evaluations for the elderly, screening and selection of law enforcement applicants, assessment of post-traumatic disorder, and the delivery and assessment of intervention and treatment programs for juvenile and adult offenders. Lastly, as forensic psychologists must possess the ability to testify in court as an expert witness, the course will address how to reformulate psychological findings into the legal language of the courtroom.

Credits 4.0

Prerequisites

PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4480: Psychology of Religion

This course will provide an examination of the contemporary issues in psychology regarding religious beliefs, values, experience, and practice. Additional topics include psychosocial comparisons of major religions, religious development, and the connection between religion and health-promotion.

Credits 4.0

Prerequisites

PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4540: Introduction to Professional Counseling

This course will examine the theoretical, conceptual, and practical application of counseling regarding assessment, treatment, diagnostic, and ethical issues in Professional Counseling. Students will gain an understanding of contemporary assessment and interview techniques for mental health disorders and the array of specialties in the counseling profession.
Credits 4.0
Prerequisites
PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4541: Introduction to Clinical Psychology

This course will examine the theoretical, conceptual, and practical applications of psychology regarding assessment, treatment, diagnostics, and ethical issues in the field of clinical psychology. Students will gain an understanding of the contemporary assessment and interview techniques for mental health disorders and the subspecialties within clinical psychology.
Credits 4.0
Prerequisites
PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4560: Industrial Organizational Psychology

Industrial/organizational (I/O) psychology is an applied discipline of psychology that specializes in the theory and application of psychological principles to understanding behavior in the workplace and within organizations. This course examines the main aspects of I/O psychology including job analysis, training, performance, organizational culture and dynamics, leadership, worker satisfaction, improving the workplace environment, group behavior and conflict in the work place.
Credits 4.0
Prerequisites
PSY2022, PSY2010, and PSY3300 with grades of "C" or better
Corequisites
None

PSY4580: Psychometrics and Assessment

This course will examine the topic of psychometrics in reference to testing and assessment via paper and electronic surveys. Students will be exposed to the essential factors involved with survey design and research according to the current and future demands of social and occupational settings.
Credits 4.0
Prerequisites
PSY3010, PSY3300, and PSY3800 with grades of "C" or better
Corequisites
None

PSY4600: Anxiety and Mood Disorders

This course examines the major, minor, and associated categories of anxiety and mood disorders and the dynamic interplay of biological, psychological, and social factors in the development, course, and outcome of each of these disorders. Of specific focus are the etiology, prevalence rates, course, duration, assessment, diagnosis, and treatments related to each of the anxiety and mood disorders. Attention also will be drawn to the observed developmental differences and the relative contributions of research within these fields of study. Lastly, students will learn about ongoing changes in categorization, including emerging ideas about the "spectrum" disorders.

Credits 4.0

Prerequisites

PSY2010, PSY2022, and PSY3300 with grades of "C" or better

Corequisites

None

PSY4610: Advanced Analysis and Methods

This course will address multivariate research design and methodology. Students will be exposed to an analysis of the approaches to developing, understanding, and interpreting multivariate psychological phenomena. The primary topics will include MANOVA, MANCOVA, multiple regression, logistic regression. Additional areas will include a concentration on an understanding of reliability, validity, and experimental control issues.

Credits 4.0

Prerequisites

PSY2060 and PSY3800 with grades of "C" or better

Corequisites

None

PSY4620: Learning and Memory

To provide a comprehensive introduction to the theories and basic processes relevant to learning and behavior, with an emphasis on associative learning (classical and instrumental conditioning). We will discuss how these theories contain applicability to real world phenomena, such as training our pets, raising our children, treating mental illness, and treating drug addiction. In addition, you will gain exposure to the scientific method as well as improve your critical thinking skills through reading and critiquing scholarly work.

Credits 4.0

Prerequisites

PSY3001 and PSY3200 with grades of "C" or better

Corequisites

None

PSY4630: Principles of Behavioral Neuroscience

This course will emphasize familiarity with the basic anatomy and physiology of the human nervous system and its control of physical functions as well as cognitive and motor behaviors. By the very nature of the subject matter, the course requires learning the terminology that is typically used to describe components of the nervous system. In addition, students will learn to identify the components of the nervous system and their function. Much of this information is provided in the textbook, but lectures will provide important supplemental information. The course will also review the effects of pathology and injury to the nervous system on motor function, sensation, cognition and emotion.

Credits 4.0

Prerequisites

PSY3001 and PSY3200 with grades of "C" or better

Corequisites

None

PSY4640: Comparative Cognition

An exploration of the evolution and function of cognition across species. Topics include perception, attention, learning, tool use, categorization, decision making, memory, and language. By studying animal behavior, students will appreciate what makes humans unique. Material will be drawn from the fields of zoology, evolutionary biology, psychology, and neuroscience

Credits 4.0

Prerequisites

PSY3001 and PSY3200 with grades of "C" or better

Corequisites

None

PSY4650: Human Neuropharmacology

The nervous system uses a very precise system of neurochemical messengers to produce all aspects of sensation, perception, feelings, emotions, motivation, movement, and conscious experience. This course will address the role of neurochemicals in normal brain functioning and also describe how drugs are used to treat neurological and psychological disorders. Drug abuse and toxicology will also be discussed.

Credits 4.0

Prerequisites

BIO1020, PSY3200, and PSY4630 with grades of "C" or better

Corequisites

None

PSY4800: Senior Seminar

This capstone course provides an exploration of historical and contemporary issues in the field of psychology. Specific emphasis is placed on application of psychological concepts and their connection to real-world examples. Students will conduct extensive research and critical analysis designed to support their understanding in the discipline of psychology.

Credits 4.0

Prerequisites

PSY2010, PSY2022, PSY3010, and PSY3300 with grades of "C" or better and Senior Standing

Corequisites

None

PSY4861: Senior Thesis I

This course is designed to guide students toward the completion of a research proposal in the behavioral sciences. Historical and current theories will be investigated and applied to specific research hypotheses. Students will conduct literary research, identify a relevant and specific research topic, design strategies for assessment, and develop specific research hypotheses through the production of an undergraduate thesis proposal.

Credits 2.0

Prerequisites

PSY2060 and PSY2061 with grades of "C" or better, Senior Standing, and a minimum GPA of 2.50 or higher

Corequisites

None

PSY4862: Senior Thesis II

This course constitutes the completion of the senior thesis initially proposed in PSY4851. Students will complete the research project proposed in Senior Thesis I by collecting, analyzing, and interpreting data. Posters appropriate for presentation at a professional conference will be developed.

Credits 2.0

Prerequisites

PSY4861 with a grade of "C" or better, Senior Standing, and a minimum GPA of 2.50 or higher

Corequisites

None

PSY4900: Field Placement

This field placement is designed to provide psychology majors with a shadowing experience that exposes them to the practice of psychology and other human services professions. Students are required to spend a minimum of 10 hours per week at the field placement site, a site that the student will secure and the field practicum instructor must approve. In addition, students are required to participate in one and a half hours of weekly group supervision with the field practicum instructor and other students who are engaged in the field placement experience. Finally, students are required to participate fully in the didactic component of the course. The global aims of the field placement experience are for students to see the work of professionals first hand, integrate prior coursework with their field placement observations, and to gain insight into whether they are interested in pursuing a career in one of these areas.

Credits 4.0

Prerequisites

PSY4540 or PSY4541 with a grade of "C" or better, Senior Standing, and a minimum GPA of 3.0 or higher

Corequisites

None

Allied Health Sciences

AHS1001: Medical Terminology

This course is an introduction to medical terminology and the language of health care. Students will be able to read and comprehend terminology used in a variety of medical records and reports by focusing on the definition, spelling and pronunciation of medical terms relating to the human body with an emphasis on understanding the root words, prefixes and suffixes used in health care settings.

Credits 4.0

Prerequisites

ENG0099 or exemption from ENG0099

Corequisites

None

AHS1085: Musculoskeletal, Nervous, and Integumentary Systems

This course covers the structural organization and the major organs of the human musculoskeletal, nervous, and integumentary systems. The normal function of each system, diseases and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, diagnostic tests and treatment modalities.

Credits 4.0

Prerequisites

AHS1001 with a C or better

Corequisites

None

AHS1086: Cardiovascular and Respiratory Systems

This course covers the structural organization and the major organs of the human cardiac and respiratory systems. The normal function of each system, diseases and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, diagnostic tests and treatment modalities.

Credits 4.0

Prerequisites

AHS1001 with a C or better

Corequisites

None

AHS1087: Endocrine, Urinary, and Reproductive Systems

This course covers the structural organization and the major organs of the human endocrine, urinary, and reproductive systems. The normal function of each system, diseases and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, diagnostic tests and treatment modalities.

Credits 4.0

Prerequisites

AHS1001 with a C or better

Corequisites

None

AHS1088: Lymphatic, Immune, and Digestive Systems

This course covers the structural organization and the major organs of the human lymphatic, immune, and digestive systems. Normal function of each system, diseases, and disorders related to each system, and pertinent diagnostic and treatment protocols will also be covered. Upon completion, students will understand the gross anatomy of these systems, manifestations of diseases and disorders relative to these systems, diagnostic tests and treatment modalities.

Credits 4.0

Prerequisites

AHS1001 with a C or better

Corequisites

None

AHS1089: Introduction to Healthcare Documentation, Law, and Ethics

This course provides students with an introduction to medical laws, ethics, and bioethics for healthcare professionals. Students will explore the legal, ethical and moral dilemmas in healthcare and will identify issues related to possible legal liability in the workplace. Additionally, this course will introduce the student to documentation in the medical chart or electronic medical record. Medico-legal principles as they relate to documentation will also be explored.

Credits 4.0

Prerequisites

None

Corequisites

None

AHS1090: Professional Development for Healthcare Professionals

In this course, students apply the techniques and strategies related to Psychology of Motivation to explore employment resources. Students will explore the development of professional resumes, interviewing skills, and follow up communications. Upon completion of this course, students will have completed a portfolio of resources and documents to support their current and future job searches.

Credits 4.0

Prerequisites

None

Corequisites

None

AHS1091: Medical Asepsis and Electrocardiography

This course discusses the concepts of medical and surgical asepsis and aseptic technique, reviews proper hand washing techniques, electrocardiography, recognition of arrhythmias, and 12-lead ECG utilization. Topics include the disinfection and sterilization of surgical instruments and assistance during minor surgical procedures utilizing universal (standard) precautions and infection control as specified by Occupational Safety and Health Administration (OSHA).

Credits 4.0

Prerequisites

AHS1001 Medical Terminology with a C or better

Corequisites

None

AHS1092: Math for Health Professionals

This course focuses on the components of safe medication calculation and administration with an emphasis on critical thinking involved in patient safety. Students review basic numerical concepts using the household, metric, and apothecary systems. Additionally, students learn to apply mathematical principles to the calculation of drug dosages in preparation for entry-level employment as a medical assistant.

Credits 4.0

Prerequisites

None

Corequisites

None

AHS2005: Clinical Competencies I

Clinical Competencies I is designed to furnish the medical assisting student with the theory, rationale, and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated, and practiced by the student to prepare for professional practice. Areas studied include obtaining a health history and vital signs, proper documentation, performing ECGs, and assisting the physician with routine and specialty examinations. Students are required to obtain Standard First Aid Certification and Healthcare Provider CPR Certification to meet the objectives of this course.

Credits 4.0

Prerequisites

AHS1085, AHS1086, AHS1087 and AHS1088 with a minimum grade of C

Corequisites

None

AHS2006: Clinical Competencies II

Clinical Competencies II is a continuation of Clinical Competencies I. The course is designed to furnish the medical assisting student with the theory, rationale, and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated, and practiced by the student to prepare for professional practice in the areas of microbiology, specimen collection, sterile techniques, and specialty examinations. Pharmacological principles including dosage calculations, administration of intradermal, subcutaneous, and intramuscular injections are also covered.

Credits 4.0

Prerequisites

AHS1085, AHS1086, AHS1087, and AHS1088 with a minimum grade of C

Corequisites

None

AHS2007: Clinical Laboratory Competencies

Clinical Laboratory Competencies is designed to furnish the medical assisting student with the theory, rationale, and technical application of the medical assisting profession. Theoretical and practical applications are presented, demonstrated, and practiced by the student in the areas of hematology and clinical chemistry. Hematological screening and diagnostic procedures, including aseptic blood collection (both venous and capillary) and miscellaneous Clinical Laboratory Improvement Amendments (CLIA) waived tests such as erythrocyte sedimentation rates, coagulation studies, and chemical and microscopic evaluation of urine specimens, are covered.

Credits 4.0

Prerequisites

AHS1085, AHS1086, AHS1087, and AHS1088 with a minimum grade of C

Corequisites

None

AHS2087: Medical Office Procedures

Medical Office Procedures is designed to furnish the Medical Assisting student with basic knowledge of administrative medical office management. Techniques, methods, and procedures covered include patient reception, record management, billing, scheduling, and human resource management. Medical law, ethics, and bioethics in the ambulatory health care setting are also the focus of this course.

Credits 4.0

Prerequisites

AHS1085, AHS1086, AHS1087, and AHS1088 with a minimum grade of C

Corequisites

None

AHS2090: Medical Insurance and Coding

Medical Insurance and Coding is an introduction to medical insurance and diagnostic and procedural coding. The course is designed to furnish the student with the basic knowledge of medical insurance, Diagnosis-Related Groups (DRG), alternative health delivery systems, Resource-Based Relative Value Scale (RBRVS), and diagnostic and procedural coding.

Credits 4.0

Prerequisites

AHS1085, AHS1086, AHS1087, and AHS1088 with a minimum grade of C

Corequisites

None

AHS2092: Computers in the Medical Office

Exploring the use of computers to perform administrative functions in a medical office, including basic accounting, medical administrative software, and electronic health records (EHR). Through the use of simulated medical administrative software, students will learn to input patient information, schedule appointments, record payment transactions, submit electronic claims, and print financial and practice management reports. Students will learn the role of federal regulations for privacy and security of an electronic health record system. Using simulated EHR software, students will gain experience inputting information into an electronic patient record.

Credits 4.0

Prerequisites

ITS1000; AHS1085, AHS1086, AHS1087, and AHS1088 with a minimum grade of C

Corequisites

None

AHS2095: Medical Assisting Certification Review

This course consists of a comprehensive review to prepare students for industry-recognized national credentialing exams in Medical Assisting. Topics will include medical terminology, anatomy and physiology, pathophysiology, pharmacology, and clinical laboratory and administrative procedures.

Credits 2.0

Prerequisites

AHS2005, AHS2006, AHS2007, AHS2087, AHS2090 and AHS2092

Corequisites

AHS2098

AHS2098: Medical Assisting Practicum

Students will be placed in a physician's office, clinic, group practice, or other healthcare setting to perform clinical and administrative duties appropriate to the Medical Assisting field. Students will participate in 160 hours of supervised training.

Credits 6.0

Prerequisites

AHS2005, AHS2006, AHS2007, AHS2087, AHS2090 and AHS2092

Corequisites

AHS2095: Medical Assisting Certification Review

Biology

BIO1010: Environmental Biology

This course explores environmental stewardship and policy, focusing on power structures and their impact on ecosystems. Students analyze how policies and individual actions affect public health and safety globally and locally. Students will also examine challenges to improving environmental outcomes and compare different solutions to ecological issues. By the end of the course, students will be able to engage in environmental discussions and contribute to sustainable solutions.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100: Composition I

BIO1011: Anatomy and Physiology I

This course provides an overview of human anatomy and physiology, focusing on chemical, cellular, and systemic levels of organization. Students will describe chemical organization and homeostasis, explain cellular and tissue structures and function, and identify and discuss major divisions and functions of the integumentary, musculoskeletal, and nervous systems. Additionally, the course covers the special senses and their integration with these systems. Through both instruction and practical applications, students will gain a comprehensive understanding of the body's structure and function.

Credits 4.0

Prerequisites

AHS1001 with grades of "C" or better

Corequisites

BIO1012

BIO1012: Anatomy and Physiology I Lab

This course covers essential laboratory practices for Anatomy & Physiology, including equipment usage, disposal techniques, and universal precautions. Students will learn to identify and use directional terminology associated with human anatomy, as well as explain the level of organization and the structure and function of human cells and tissues. Emphasis is placed on applying knowledge of the integumentary, musculoskeletal, and nervous systems, along with special senses, to understand human physiology. Through instruction and practical exercises, students will develop a solid foundation in laboratory techniques and anatomical and physiological concepts.

Credits 2.0

Prerequisites

AHS1001 with grades of "C" or better

Corequisites

BIO1011: Anatomy and Physiology I

BIO1013: Anatomy and Physiology II

This course provides an overview of human anatomy and physiology, focusing on chemical, cellular, and systemic levels of organization. Students will describe chemical organization and homeostasis, explain cellular and tissue structures, and identify and discuss major divisions and functions of the endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, urinary and reproductive systems. Through both instruction and practical applications, students will gain a comprehensive understanding of the body's structure and function.

Credits 4.0

Prerequisites

AHS1001, BIO1011, BIO1012 with grades of "C" or better

Corequisites

BIO1014

BIO1014: Anatomy and Physiology II Lab

This course covers essential laboratory practices for Anatomy & Physiology, including equipment usage, disposal techniques, and universal precautions. Students will learn to identify the cavities, regions and quadrants associated with human anatomy, as well as explain the level of organization and the structure and function of human cells and tissues. Emphasis is placed on applying knowledge of the endocrine, cardiovascular, lymphatic and immune, respiratory, digestive, urinary and reproductive systems to understand human physiology. Through instruction and practical exercises, students will develop a solid foundation in laboratory techniques and anatomical and physiological concepts.

Credits 2.0

Prerequisites

AHS1001, BIO1011, BIO1012 with grades of "C" or better

Corequisites

BIO1013: Anatomy and Physiology II

BIO1020: Biology I

Principles of Biology I is the first in a two-course sequence in biology. The course introduces scientific methods, biological chemistry, cells, energy for life, basic genetics, biotechnology, and the principles of evolution. Students will also complete writing assignments that develop their skills as scientifically literate citizens.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100: Composition I

BIO1021: Biology II

Principles of Biology II is the second course in a two course sequence in biology. This course continues the study of human biology with the role of endocrine and nervous systems in homeostatic regulation. Other topics covered are human reproduction, development, evolution, and advanced genetics. Ecological concepts are also discussed. The student will complete writing assignments that serve to increase knowledge of the scientific literature.

Credits 4.0

Prerequisites

BI01020 with a grade of "C" or better

Corequisites

None

BIO2015: Human Pathophysiology

Human Pathophysiology is an introductory study of disease processes in humans. Etiology, clinical manifestations, complications, common treatments, and diagnostic findings are examined based on a body systems approach. This course emphasizes physiological alterations resulting in disease and illness.

Credits 4.0

Prerequisites

BIO1013, BIO1014 with a grade of "C" or better

Corequisites

None

BIO2070: Microbiology

Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. Economic, social and cultural issues related to utilization, control, and research of the monera, protista, fungi, bacteria and viruses are also considered.
Credits 4.0
Prerequisites
BIO1014, CHM1010 with grades of "C" or better
Corequisites
BIO2071 or BIO2073

BIO2070: Microbiology

Credits 4.0
Corequisites
(must be taken concurrently with BIO2073 Microbiology Laboratory)

BIO2071: Microbiology Lab

Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. In this course students perform laboratory exercises, experiments and tests that correlate with the lecture material of BI02070. Emphasis is placed on aseptic technique, proper handling of lab specimens, universal precautions and proper waste disposal. BIO2071 must be taken concurrently with BI02070. This laboratory course is for online students only.
Credits 2.0
Prerequisites
CHM1010, BIO1013, BIO1014 with grades of "C" or better
Corequisites
BIO2070: Microbiology

BIO2073: Microbiology Laboratory

Microbiology introduces the student to microorganisms with particular emphasis on their role in health, wellness and disease. In this course students perform laboratory exercises, experiments and tests that correlate with the lecture material of BI02070. Emphasis is placed on use of a microscope, aseptic technique, proper handling of lab specimens, universal precautions and proper waste disposal. This laboratory course is for campus students only.
Credits 2.0
Prerequisites
BIO1013, BIO1014, CHM1010 with grades of "C" or better
Corequisites
BIO2070: Microbiology

BIO3344: Principles of Genetics

This course provides and introduction to genetics, current applications of genetic techniques, exploration of the human genome project and its implications, along with the genetic components of immunology and cancer.
Credits 4.0
Prerequisites
BIO1013, BIO1014 with grades of "C" or better
Corequisites
None

Chemistry

CHM1010: General Chemistry

This course provides a comprehensive introduction to fundamental chemistry concepts and their applications. Students will explore essential terminology, the scientific method, and atomic structure, while learning to how to classify matter, and identify acids, bases, and salts. Students will gain a solid foundation in chemistry, preparing them for further scientific studies.
Credits 4.0
Prerequisites
Any MAT course
Corequisites
None

English

ENG0099: Principles of Composition

This course provides a review of grammar, in-depth practice in constructing paragraphs, and an introduction to essay composition. The focus is on writing as a process: finding and organizing ideas, composing a first draft, rewriting subsequent drafts, and proofreading. A minimum grade of C is required to complete this course.
Credits 4.0
Prerequisites
None
Corequisites
None

ENG1100: Composition I

Students will be introduced to college-level writing processes, particularly planning, writing, and revising essays. Emphasis will be placed on refining individual skills, exploring types of essays, developing effective writing styles, voices, and procedures, and gaining insight on personal growth as a writer. *A minimum grade of C is required to pass this course.*
Credits 4.0
Prerequisites
None
Corequisites
None

ENG1200: Composition II

Focusing on the construction of effective researched written argument, this course refines composition techniques, develops abstract thinking processes, and promotes critical thinking. By locating and evaluating sources and incorporating appropriately vetted academic sources into their work, students will create well-supported arguments within appropriately documented academic essays. A minimum grade of C is required to pass this course.
Credits 4.0
Prerequisites
ENG1100: Composition I
Corequisites
None

ENG1300: Composition III

In this course students write analytical and critical essays about fiction, drama, and poetry. Emphasis is placed on literal and figurative interpretations, structural analysis, and variations in thematic and critical reading approaches. A minimum grade of C is required to pass this course.
Credits 4.0
Prerequisites
ENG1100: Composition I
ENG1200: Composition II
Corequisites
None

ENG2002: World Literature I: From the Ancient World to the Middle Ages

Organized by period, genre and theme, this course explores global viewpoints as expressed in novels, poems, plays, short fiction, and philosophical and theological works from the very first written texts up until the middle ages. Parallels and contrasts will be drawn between cultures and across time.
Credits 4.0
Prerequisites
ENG1200: Composition II
Corequisites
None

ENG2003: World Literature II: From Enlightenment to Modernity

Organized by period, genre and theme, this course explores global viewpoints as expressed in novels, poems, plays, short fiction, and philosophical and theological works from the period of the late 17th century to the present day. Parallels and contrasts will be drawn between cultures and across time.
Credits 4.0
Prerequisites
ENG1200: Composition II
Corequisites
None

ENG2011: Introduction to American Literature: 1865 to present

Organized by period, genre, and theme, this course explores viewpoints expressed in American literature, including prose and poetry from 1845 to the present. Parallels and contrasts will be drawn both synchronically and diachronically among different genres and themes.

Credits 4.0

Prerequisites

ENG1200: Composition II

Corequisites

None

History

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

This course covers main themes of American history from the country's beginnings until the end of the reconstruction period following the Civil War. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

None

HIS1102: U.S. History II: 1865 to Present

This course covers main themes of American history from reconstruction to the present day. The concepts, chief actors, and major events of this period of time will be studied, and the student will analyze the historic concepts of cultural expansion and development found in the history of America. The process of national growth required by foreign and domestic influences will also be examined.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

None

Arts and Humanities

ENG2020: Introduction to Film Studies

Organized by period, genre and theme, this course explores contemporary viewpoints as expressed by select film screenings from the Criterion Collection through Alexander Street Press (subscription held by South University), which can range from the crusading pastiche by Ingmar Bergman's The Seventh Seal (1957) to the sardonic humor of Monty Python's Life of Brian (1979) and even the postmodern and magical realism of Being John Malkovich (1999). Parallels and contrasts will be drawn between intellectual history and cultures across flexible time stamps. Further, this course is designed to provide a foundation for future film study; exposure to a wide range of cinematic styles and approaches; and to move the student from a passive observer toward a critical, active "reader" of film. Students will learn the elements of cinematic language (including narrative, mise-en-scene, cinematography, acting, editing, and sound) and will use that knowledge to analyze the way filmmakers convey information, story, and meaning, develop style, and elicit audience response within a single scene and over the course of an entire feature film. Students should be aware that that the films they will watch will hold a variety of ratings, from G to R, and that some films will contain scenes with sexual and violent content.

Credits 4.0

Prerequisites

ENG1200

Corequisites

None

HUM1001: History of Art through the Middle Ages

This course is a history of art from the prehistoric/tribal period through the Middle Ages. Students will analyze the formal elements of each period style, as well as the historical, social, and cultural influences that shaped art at various point in history and across cultures.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100: Composition I

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

This course is a history of art from the Renaissance to present day. The concepts, historical themes, and social/cultural influences on the art and architecture of the periods will be studied. Students will analyze the formal elements of each period style, as well as the external themes and influences that shaped art at various point in history and across cultures.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100: Composition I

HUM1003: Appreciation of the Arts

This course introduces the student to the study of the arts. The course is focused on the role of the arts in society, the foundational concepts of the arts, and common methods and materials used to create art. In addition, students will study historical genres and styles of art and analyze artworks.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

None

HUM1200: Social Responsibility and the Self

This interdisciplinary course explores the relationship between social identity, individual perception, and social institutions in shaping the self and influencing how we engage with others. Students will define key concepts related to social identity and social responsibility, analyze how social institutions affect individual and collective perceptions, and develop strategies for promoting cultural humility and social responsibility. Through critical reflection and discussion, students will gain a deeper understanding of how social structures and personal experiences intersect to influence ways of seeing the world.
Credits 4.0
Prerequisites
None
Corequisites
None

HUM2101: World Civilization I: Prehistory to 1500 C.E.

This course covers the major themes and events in world history from prehistoric times to 1500. The course will focus on history from a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that shaped our world's history. Various themes that appear across time will be explored from the perspective that all cultures and all events are influenced by the interactions with other peoples, geography, and the environment; and in turn these events influence and shape future events.
Credits 4.0
Prerequisites
ENG1200
Corequisites
ENG1200

HUM2102: World Civilization II: 1500 to Present

This course covers the major themes and events in world history from 1500 to the present. The course focuses on history from a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that shaped our world's history. Various themes that appear across time will be explored from the perspective that all cultures and all events are influenced by the interactions with other peoples, geography, and the environment; and in turn these events influence and shape future events.
Credits 4.0
Prerequisites
ENG1200
Corequisites
ENG1200

Instruction

INS7115: College Teaching

This course introduces students to the quality methods of teaching in the face-to-face or online classroom. Students are required to fulfill classroom observation hours and reflect on those observations. Students in the online modality complete the learning module that all online instructors must complete. Campus-based students practice their teaching skills with their peers.
Credits 4.0
Prerequisites
INS7200
Corequisites
None

INS7200: Instructional Design

This course provides students with an in-depth exploration of the instructional design process in higher education. From analysis through evaluation and implementation, the course includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory.
Credits 4.0
Prerequisites
MGT7205
Corequisites
None

Mathematics

MAT0099: Principles of Algebra

The course is designed to develop the basic concepts in algebra that are needed as background for intermediate algebra and college math. The approach emphasizes the relationship between arithmetic and algebra, using graphs and applications to motivate students and provide real-world examples. The course begins with signed numbers, proceeds to solving linear equations, and concludes with the Rectangular Coordinate System and graphs. A minimum grade of C is required to pass this course.
Credits 4.0
Prerequisites
None
Corequisites
None

MAT1001: College Algebra I

The course is designed to develop the concepts needed for College Algebra II using graphs and applications to motivate students and provide real-world examples. The course covers the solution of systems of linear equations, exponents and polynomials, factoring, rational expressions, functions, and quadratic equations.
Credits 4.0
Prerequisites
None
Corequisites
None

MAT1005: College Algebra II

College Algebra provides students with lecture and extensive practice in the concepts required as background for Pre-Calculus and Calculus. The course emphasizes the graphs and properties of functions in general, with emphasis on linear, quadratic, polynomial, rational, exponential, and logarithmic functions. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery.
Credits 4.0
Prerequisites
Grade of "C" or better in MAT1001 (or equivalent)
Corequisites
None

MAT1500: College Mathematics

College Mathematics covers the fundamentals of several areas of mathematics, including set theory, logic, geometry, graph theory, probability, and statistics. MyMathLab or a comparable resource may be used for lecture, homework and assessment assignment delivery.
Credits 4.0
Prerequisites
None
Corequisites
None

MAT2058: Statistics

Statistics provides students with lecture and extensive practice in the concepts of descriptive and inferential statistics. The course emphasizes practical calculation and application. It begins with sample statistics and population parameters, proceeds to measures of central tendency, dispersion, and position, introduces the least-squares best-fit line and several key probability distributions, and concludes with the sampling distribution of sampling means, and hypothesis testing. MyStatLab or a comparable resource may be required in the course.
Credits 4.0
Prerequisites
Either MAT1005, or MAT1001 and MAT1500
Corequisites
None

Philosophy

PHI1001: Introduction to Ethics

This course will provide students with the theoretical and practical overview of traditional and contemporary philosophical approachs to ethics. Students will reflect upon the role of ethics in their personal and professional lives.
Credits 4.0
Prerequisites
None
Corequisites
None

PHI2301: Introduction to Philosophy

This course introduces students to philosophical thinking. Students will confront fundamental questions of self and identity, of freedom and determinism, of belief and truth, and of ethics and morality. Critical thinking activities will challenge students to incorporate philosophy into their personal and professional lives by applying the questions of philosophy to themselves and their world.
Credits 4.0
Prerequisites
ENG1200
Corequisites
ENG1200

Physics

PHY1020: Survey of General Physics

This course serves a broad introduction to physics concepts, focusing on applying these concepts to real-world objects and processes. Themes to be explored will include the nature of physics, the atomic description of nature, the motion of objects, conservation of energy and momentum, principles of thermodynamics, electricity and magnetism, properties of light, and radiation.
Credits 4.0
Prerequisites
MAT1001
Corequisites
None

Public Speaking

SPC1026: Public Speaking

This course is designed to prepare the student to develop and improve the ability to communicate. Self-expression, preparation of effective speeches, and development of speaking and listening skills will be the focus.
Credits 4.0
Prerequisites
None
Corequisites
None

Religion

REL1001: World Religions

This course surveys historical and contemporary world religions and religious movements from ancient to modern times. It will present the basic tenets of the belief systems of major religions and religious movements. The course will further ground the study of world religions in a variety of perspectives: social, cultural interactions, environmental, political, economic, and the people and events that influenced religious thought. This course retains a commitment to teaching religious studies as the secular study of beliefs, behaviors, and institutions in a manner that emphasizes systematic inquiry and cross-cultural perspectives.
Credits 4.0
Prerequisites
ENG1100: Composition I
Corequisites
ENG1100: Composition I

Sociology

SOC1001: Introduction to Sociology

This course introduces the study of human social development and social organizations and social institutions. Students will apply sociological perspectives to examine topics such as the development of self-concept, group dynamics, social deviance, gender equality, social class, racial and ethnic relations, demography and population, the family, religion, and education.
Credits 4.0
Prerequisites
ENG1100: Composition I
Corequisites
None

SOC2010: Social Problems

This course exposes the student to social problems in the United States and globally. Students will explore major social issues through a sociological lens. Topics include behavioral deviance, social inequality (race/ethnicity, gender, sexuality, class), global social problems, and sociological theories. Students will learn how these issues impact individuals and communities and gain insight into potential solutions through discussions and case studies.
Credits 4.0
Prerequisites
ENG1200: Composition II
Corequisites
None

Accounting

ACC1001: Accounting I

ACC1001 is the first of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision-making activities. ACC1001 introduces accounting as the "language of business" the tool used to communicate the effects of an organization's business activities on its income, financial position, and cash flows. The course provides an overview of the financial accounting system, including: the role of accounting in business; the format, content, and use of financial statements; the impact of transactions on the financial statements; the regulatory environment of accounting; and the accounting standard-setting process.
Credits 4.0
Prerequisites
None
Corequisites
None

ACC1002: Accounting II

ACC1002 is the second of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision-making activities. ACC1002 continues the study of the financial accounting system, including a study of the time value of money and the effects of various financing, investing, and operating activities on a firm's earnings, financial position, and cash flows. It also begins the study of managerial accounting systems as an invaluable source of information to support managers' decision-making activities and introduces a host of alternative cost concepts, including the concept of different costs for different purposes.

Credits 4.0

Prerequisites

ACC 1001 with a grade of "C" or better

Corequisites

None

ACC1003: Accounting III

ACC1003 is the third of a three-course sequence focusing on how stakeholders rely upon accounting information to assist them in their decision-making activities. ACC1003 continues the study of the managerial accounting system, including a focused study of product costing using both traditional and activity-based approaches, the uses of cost-based information in decision making, the use of budgeting to accomplish organization objectives, traditional and contemporary approaches to performance management for all levels of responsibility centers, and capital budgeting.

Credits 4.0

Prerequisites

ACC 1002 with a grade of "C" or better

Corequisites

None

ACC2003: Business Taxation

This course introduces the student to many of the common tax issues that normally confront small businesses. Some of the issues addressed include income, employment, sales, and property taxes considerations.

Credits 4.0

Prerequisites

ACC1001

Corequisites

None

ACC2010: Automated Accounting Systems and Processes I

This course explores how to implement and use automated accounting systems. Topics may include setting up a chart of accounts, journalizing business transactions for sales and expenses, creating receivables and payables schedules, and producing financial statements for small and medium size businesses.

Credits 4.0

Prerequisites

ACC1002, ITS1000

Corequisites

None

ACC2015: Automated Accounting Systems and Processes II

This course continues the exploration of how to implement and use automated accounting systems. Topics may include transferring information from different software packages into the accounting system, payroll, inventories, cash budgeting, and financial ratios.

Credits 4.0

Prerequisites

ACC2010: Automated Accounting Systems and Processes I

Corequisites

None

ACC3010: Accounting Information Systems

This course provides students with an integrated view of business processes/cycles, information processes, and accounting procedures. Topics may include how business and information processes impact business strategy, with internal controls embedded to mitigate different types of risk. Emphasis is placed on linkages between financial and managerial accounting techniques and business processes.

Credits 4.0

Prerequisites

ACC1003 with a grade of "C" or better

Corequisites

None

ACC3020: Intermediate Financial Accounting I

This course explores Generally Accepted Accounting Principles (GAAP) associated with preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, and fundamental revenue and expense recognition principles.

Credits 4.0

Prerequisites

ACC1002 with a grade of "C" or better

Corequisites

None

ACC3025: Intermediate Financial Accounting II

This course continues the exploration of Generally Accepted Accounting Principles (GAAP) associated with a preparing and reporting corporation's balance sheet, income statement, and statement of cash flows. Topics may include the measurement and reporting of balance sheet liabilities and equity, more advanced revenue and expense recognition situations, and accounting corrections and changes.

Credits 4.0

Prerequisites

ACC3020: Intermediate Financial Accounting I

Corequisites

None

ACC3040: Cost Accounting

This course explores cost accumulation and budgeting systems applicable to manufacturing, service, and informational organizations. Students relate cost accounting information to management planning and decision-making activities. Topics may include job order, process, and activity-based costing systems.

Credits 4.0

Prerequisites

ACC3010: Accounting Information Systems

Corequisites

None

ACC3045: Intermediate Cost Management

This course continues the exploration of cost management techniques and approaches used in manufacturing, service, and information organizations. Topics may include performance measurement and reporting systems, Total Quality Management (TQM), cost allocations, decision support for managerial decision making, theory of constraints, and economic valued added.

Credits 4.0

Prerequisites

ACC3040: Cost Accounting

Corequisites

None

ACC4010: Federal Taxation I

This course explores the U.S. Internal Revenue Code applicable to individual income taxes. Topics may include taxable income, deductions, exemptions, property transactions, filings, and individual tax planning.

Credits 4.0

Prerequisites

ACC3025: Intermediate Financial Accounting II

Corequisites

None

ACC4035: Governmental and Not-for-Profit Accounting

This course explores accounting principles applicable to governmental (state and local), health care, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board [GASB]), fund accounting, reporting requirements, financial management, and budgets.

Credits 4.0

Prerequisites

ACC3025: Intermediate Financial Accounting II

Corequisites

None

ACC4050: Internal Auditing and Assurance

This course emphasizes fundamental assurance theories, concepts, and techniques associated with internal auditing. Topics may include the regulatory environment applicable to internal auditing, risk assessment, internal controls, evidential matter, audit reporting, and fraud.

Credits 4.0

Prerequisites

ACC3025, MAT2058

Corequisites

None

ACC5001: Ethics and Accounting

This course is designed to evaluate issues related to ethical reasoning, integrity, objectivity, independence, and other core values as defined by the American Institute of Certified Public Accountants (AICPA).

Credits 4.0

Prerequisites

None

Corequisites

None

ACC5005: Financial Accounting and Reporting

This course explores financial accounting (as defined by Generally Accepted Accounting Principles or GAAP) and reporting in a variety of decision and industry contexts. Topics may include preparing and reporting a corporation's balance sheet, income statement, and statement of cash flows. Topics may include the regulatory environment surrounding financial accounting, measurement and reporting of balance sheet assets, fundamental revenue and expense recognition principles, and analysis of a firm's financial statements.

Credits 4.0

Prerequisites

AMBA students: MBA5009

Corequisites

None

ACC5328: Intermediate Financial Accounting III

This course continues the exploration of Generally Accepted Accounting Principles (GAAP) and International Financial Reporting Standards (IFRS) associated with complex financial transactions that are fundamental to modern corporations. Topics may include asset and/or utility acquisition through leases, accounting for employee pensions and post-retirement benefits, accounting for federal income taxes, and financial instruments. Students may also prepare more sophisticated financial statements to report the effect of complex financial transactions. Emphasis is placed on current professional research in financial accounting and reporting and analyzing and solving problems within the accounting profession.

Credits 4.0

Prerequisites

ACC5001: Ethics and Accounting

Corequisites

None

ACC5335: Governmental and Not-for-Profit Accounting

This course explores accounting principles applicable to governmental (state and local), health care, educational, and other not-for-profit organizations. Topics may include the regulatory environment (which includes standard setting bodies such as the Governmental Accounting Standards Board [GASB]), fund accounting, reporting requirements, financial management, and budgets. Emphasis is placed on current professional research in governmental and not-for-profit accounting and analyzing and solving problems within the accounting profession.

Credits 4.0

Prerequisites

ACC5001: Ethics and Accounting

Corequisites

None

ACC5348: Advanced Financial Accounting

This course explores Generally Accepted Accounting Principles (GAAP) associated with a corporation's merger, acquisition, and foreign transactions and operations. Topics may include partnership transactions, International Financial Reporting Standards (IFRS), and advanced tools and techniques for governmental and not-for-profit entities.

Credits 4.0

Prerequisites

ACC5328: Intermediate Financial Accounting III
ACC5335: Governmental and Not-for-Profit Accounting

Corequisites

None

ACC5360: External Auditing and Assurance

This course explores assurance concepts associated with external auditing. Topics include the regulatory environment applicable to external auditing, generally accepted auditing standards (GAAS), audit reporting, professional conduct and ethics, audit responsibilities and objectives, audit evidence, audit planning and analytical procedures, and information systems auditing. Emphasis is placed on current professional research in external auditing and assurance and analyzing and solving problems within the accounting profession.

Credits 4.0

Prerequisites

ACC5328: Intermediate Financial Accounting III

Corequisites

None

ACC5372: Federal Taxation II

This course explores the U.S. Internal Revenue Code applicable to corporate income taxes. Topics include taxable income, expenses, equity transactions, filings, and corporate tax planning. Emphasis is placed on current professional research in corporate taxation and analyzing and solving problems within the accounting profession.

Credits 4.0

Prerequisites

ACC5001: Ethics and Accounting

Corequisites

None

ACC6311: Advanced Accounting Information Systems

This course continues the exploration of accounting information systems by examining the impact industry models and paradigms have on accounting information systems. Industries may include healthcare, financial services, information technology and software, manufacturing, and hospitality services.

Credits 4.0

Prerequisites

ACC5335: Governmental and Not-for-Profit Accounting

Corequisites

None

ACC6315: Accounting Services Consulting

This course explores the potential consulting models, policies, and procedures associated with other professional accounting services. Topics may include client marketing, engagement management, consulting categories, scope of services, risk mitigation, and customer service.

Credits 4.0

Prerequisites

ACC5001: Ethics and Accounting

Corequisites

None

ACC6330: Advanced Financial Reporting

This course explores reporting as specified by the Securities and Exchange Commission (SEC) under a variety of business and corporate circumstances. Topics may include the regulatory environment applicable to corporate entities (which includes reporting requirements under Sarbanes-Oxley), accounting restatements, forecasts, and projections.

Credits 4.0

Prerequisites

ACC5348: Advanced Financial Accounting

Corequisites

None

ACC6342: Corporate Controllership

This course explores the knowledge, skills, abilities, and professional experience needed to become a successful corporate controller of a U.S. business organization. Topics may include strategic alignment of operating and financial systems, systems implementation, corporate reporting, budgetary control, and risk analysis.

Credits 4.0

Prerequisites

ACC5348 or ACC6330

Corequisites

None

ACC6345: Intermediate Cost Management

This course continues the exploration of cost management techniques and approaches used in manufacturing, service, and information organizations. Topics may include performance measurement and reporting systems, total quality management (TQM), cost allocations, decision support for managerial decision making, theory of constraints, and economic valued added. Emphasis is placed on current professional research in cost management and analyzing and solving problems within the accounting profession.

Credits 4.0

Prerequisites

ACC5328: Intermediate Financial Accounting III

Corequisites

None

ACC6362: Forensic and Fraud Auditing

This course explores the historical and current fraud environment faced by business organizations. Topics include fraud investigation, loss exposure, fraud risks, and control policies.

Credits 4.0

Prerequisites

ACC5348: Advanced Financial Accounting

Corequisites

None

ACC6374: Advanced Taxation

This course explores the U.S. Internal Revenue Code applicable to estates, trusts, gifts, partnerships, and other corporate entities. Topics include advanced tax planning, tax research, and tax implications of management decisions.

Credits 4.0

Prerequisites

ACC5372: Federal Taxation II

Corequisites

None

ACC6999: Capstone Review

This comprehensive overview course integrates graduate accounting and taxation concepts and skills acquired from previous courses. The course prepares students to take the uniform Certified Public Accountant (CPA) Examination for Certification in Accountancy. This course will review the Financial Accounting and Reporting, Auditing and Attestation, Regulation, and Business Environment and Concepts sections of the CPA Exam. The simulation question requirements of the CPA Exam will also be reviewed.
Credits 4.0
Prerequisites
Course must be taken during student's last session in the program.
Corequisites
None

Mapping Demo

Credits 0

Business Administration

BUS1038: Business Law I

Business Law I provides a foundation of the U.S. legal system and its interrelationship to business and ethics the legal and ethical considerations of business operations. Topics include the legal environment, operation of the legal system, completion of contracts, torts, constitutional law, criminal law, and intellectual property.
Credits 4.0
Prerequisites
None
Corequisites
None

BUS1101: Introduction to Business

A basic exposure to business principles, functions, and practices that prepares students with the knowledge to pursue specific areas of study associated with business enterprise such as economics, marketing, finance, human resource management, information technology, operations, ethics, and entrepreneurship. Awareness of the significance of business in the free enterprise system is developed through topical research, discussion, and writing projects.
Credits 4.0
Prerequisites
None
Corequisites
None

BUS2023: Business Communications

This course is designed to prepare students to organize and compose effective business correspondence and operations. Focus will be on various types of business communication encountered in management functions, including creating documents, preparing presentations, managing meetings, providing leadership, and building teams. The course will address both internal and external organizational communications as well as professional career preparation.
Credits 4.0
Prerequisites
ENG1100: Composition I
Corequisites
None

BUS2038: Business Law II

This course covers the law of business entities, including agencies, partnerships, and corporations. This course will also cover property concepts, sales, negotiable instruments, agency and employment law.
Credits 4.0
Prerequisites
BUS1038
Corequisites
None

BUS3001: Ethics in Organizations

This course is designed to present ethical principles and decision-making models for people in organizations. Making ethical choices in a variety of personal and organizational situations is covered.
Credits 4.0
Prerequisites
BUS1101: Introduction to Business
Corequisites
None

BUS3041: Managerial Communications

This course will help students to develop leadership skills through improved communication. Focus will be on those types of communication encountered in management functions: creating documents, presentations, leadership, managing meetings, building teams, internal and external organizational communication and professional career preparation.
Credits 4.0
Prerequisites
BUS2023, MGT2037
Corequisites
None

BUS3055: Business Law for Commercial Transactions

The course presents a comprehensive study of advanced legal topics in commercial transactions for students interested in pursuing careers in accounting or other professions, which require detailed understanding of business law concepts. Topics covered include types of business organizations, securities regulations, sales, negotiable instruments, secured transactions, bankruptcy, insurance, accountants' liability and employment law.
Credits 4.0
Prerequisites
BUS1038
Corequisites
None

BUS3059: Quantitative Business Analysis

This course is designed to provide students with a sound conceptual understanding of the role that quantitative analysis plays in the decision-making process. It emphasizes the application of a variety of techniques to the solution of business and economic problems to help students become effective users and evaluators of quantitative and qualitative information in making decisions.
Credits 4.0
Prerequisites
MAT2058
Corequisites
None

BUS3060: Business Analytics

In this course, students learn to use business analytic tools to make decisions about measurable business performance and help improve the outcome. This course provides students with concepts and tools needed to understand and apply analytical tools in the analysis of quantitative and qualitative data. The emphasis is on application and interpretation of the results, in addition to theory and calculations. Students use Microsoft Excel for data analysis.
Credits 4.0
Prerequisites
MAT2058
Corequisites
None

BUS4098: Business Simulation

In this course, students act as managers of a firm operating in a simulated industry. They are responsible for developing a strategic plan, creating execution plans, monitoring results and modifying execution plans to achieve success in competition with others in the simulated industry.
Credits 4.0
Prerequisites
For Bachelor of Business Administration Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN4060, MGT3059, MKT2010 For BS Accounting and BS to MS Accounting Students: ACC1003, BUS2023, BUS3055, FIN2030, MGT3059, MKT2010
Corequisites
None

BUS4100: Business Internship

The internship experience is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the student to enter the business world. This course is a faculty supervised and evaluated field experience in business management, with a major project as an end product. Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, the College of Business must approve the organization to be utilized for this purpose. The site supervisor, student, and faculty coordinator, as defined in the College of Business Internship Courses Student Handbook, will arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real-work situations. Please refer to the Internship Teaming Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail (P/F).

Credits 4.0

Prerequisites

ACC1003, BUS1038, BUS2023, FIN2030, MGT2037, MKT2010

Corequisites

None

BUS4101: Quality Management

This course will introduce students to the philosophy and techniques of total quality management applied to business, governmental, and not-for-profit organizations. Students will explore the fundamentals of quality management with emphasis on the best practices of high-performing organizations as measured by assessment tools such as the Baldrige Performance Excellence Program. Students will learn the proper application and use of techniques such as Statistical Process Control, Six Sigma, and process management.

Credits 4.0

Prerequisites

MGT2037, MAT2058

Corequisites

None

BUS7000: Introduction to the Professional Doctorate

This course focuses on student familiarity with the doctoral structure and program resources at South University. The class discusses how the program is appropriate to those seeking to further their careers in higher education and business pursuits. The course sets the stage for students to understand the responsibilities of those who hold a terminal degree to provide teaching, scholarship, and service to the academic and professional communities they serve. Topics include the online library, how to analyze and critique the work of others, an overview of preliminary exams, the dissertation process, and opportunities to serve in academic/professional communities as students and professionals. Additional topics to be covered may include research in business, ethics in business research, thinking like a researcher, and an overview of the research process and style.

Credits 4.0

Prerequisites

Admission to the Doctor in Business Administration

Corequisites

None

BUS7001: Virtual Residency I

The doctoral residencies are a requirement for online students in the DBA program. These are a time for faculty, staff, and cohorts to meet in a collegial learning opportunity. Residencies are designed as a time for students and faculty to work together collaboratively and to support the creation of a community of scholars. Students will spend class time in faculty and staff led presentations and will have the opportunity to network and share their experiences in the program. They will also be able to work collaboratively on their scholarship during the residencies, and opportunities to provide service to the academic community will be discussed. The South University DBA has two residencies. All DBA students in the online program are required to participate in these two residencies; these residencies are part of the complete requirements for the program.

Credits 0

Prerequisites

None

Corequisites

None

BUS7002: Virtual Residency II

The doctoral residencies are a requirement for online students in the DBA program. These are a time for faculty, staff, and cohorts to meet in a collegial learning opportunity. Residencies are designed as a time for students and faculty to work together collaboratively and to support the creation of a community of scholars. Students will spend class time in faculty and staff led presentations and will have the opportunity to network and share their experiences in the program. They will also be able to work collaboratively on their scholarship during the residencies, and opportunities to provide service to the academic community will be discussed. The South University DBA has two residencies. All DBA students in the online program are required to participate in these two residencies; these residencies are part of the complete requirements for the program.

Credits 0

Prerequisites

None

Corequisites

None

BUS7100: Research Methods I

Doctoral-level course focusing on the ethics and process of business research. Topics include the research process, clarifying the research question using secondary data, developing the research design, qualitative research, observational studies, surveys, and experiments. Students will test their understanding of these concepts through discussion of how each of these concepts is used in the articles covered in the content area courses. Additionally, students will explore how they can use their research to provide meaningful service to their academic/professional community.

Credits 4.0

Prerequisites

MGT7100 and graduate statistics foundation course

Corequisites

None

BUS7105: Research Methods II

As a continuation of the first Research Methods course, this course is a doctoral-level study in research methods focusing on measurement, scales, questionnaires and instruments, sampling, preparation of the data, descriptive statistics, hypothesis testing, measures of association and multivariate analysis.

Credits 4.0

Prerequisites

MGT7100, BUS7100

Corequisites

None

BUS7200: Statistics for Research Methods I

This course focuses on building statistical models for professional research, including distribution assumptions, tests of hypotheses, confidence intervals, collinearity, outliers, transformations, general F test, analysis of variance, and multiple comparisons. Additional topics include generalized linear regression, best model selection, and the linear model approach to analysis of variance and analysis of covariance.

Credits 4.0

Prerequisites

BUS7100, MGT7100

Corequisites

None

BUS7205: Statistics for Research Methods II

This course focuses on building multivariate models for professional research, and studies topics such as MANOVA, MANCOVA, factor analysis, and discriminant analysis. Additional topics include data mining and predictive modeling for large datasets, with a focus on logistic regression, survival analysis, and classification trees.

Credits 4.0

Prerequisites

BUS7105: Research Methods II
BUS7200: Statistics for Research Methods I

Corequisites

None

BUS8000: Comprehensive Exam

Successful completion of the comprehensive examination indicates the student's broad expertise of the degree's content focus and readiness to complete the dissertation. In addition, successful completion of this examination demonstrates doctoral level mastery of the knowledge and competencies required of a doctoral program graduate. The responses must demonstrate a high level of critical thinking and demonstrate the ability to analyze, synthesize, evaluate, and apply theoretical constructs and research findings to professional practice and contemporary issues in organizations. The exam includes four individual tests, each of which must be passed successfully within two attempts before progressing to the dissertation phase of the program. This course is Pass/Fail (P/F).

Credits 0

Prerequisites

MGT7200, MGT7205, BUS7205

Corequisites

INS7200 and/or INS7115

BUS8100: Doctoral Dissertation Research Development

The purpose of this course is for students to develop a viable doctoral dissertation research topic that will lead to the creation of the dissertation proposal. Students explore alternative topics and research questions of interest, focusing on those that can be developed into a dissertation that makes an original contribution to the academic literature. This course is Pass/Fail/Limited Progress (P/F/LP)

Credits 4.0

Prerequisites

BUS8000: Comprehensive Exam

Corequisites

None

BUS8100EX: Doctoral Dissertation Research Development Extension

This course is an extension of BUS8100 to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP).

Credits 0.0

Prerequisites

BUS8000: Comprehensive Exam

Corequisites

None

BUS8105: Doctoral Dissertation Proposal

The purpose of this course is for students to refine the work completed in BUS8100, to develop the literature review, and begin development of the methodology section of their dissertation. Students will refine their draft work of Chapter One and Chapter Two using dissertation committee feedback. The course requires students to present their dissertation proposals for faculty feedback. This course is Pass/Fail/Limited Progress (P/F/LP).

Credits 4.0

Prerequisites

BUS8100: Doctoral Dissertation Research Development

Corequisites

None

BUS8105EX: Doctoral Dissertation Proposal Extension

This course is an extension of BUS8105 to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is a Pass/Fail/Limited Progress (P/F/LP).
Credits 0.0
Prerequisites
BUS8100: Doctoral Dissertation Research Development
Corequisites
None

BUS8110: Doctoral Dissertation Proposal Defense

The purpose of this course is for students to refine the work completed in BUS8105 and to develop the methodologies and procedures that will be used in their dissertation. Students will refine their draft proposals using dissertation committee feedback. The course requires students to present their dissertation proposals for faculty feedback. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 4.0
Prerequisites
BUS8105: Doctoral Dissertation Proposal
Corequisites
None

BUS8110EX: Doctoral Dissertation Proposal Defense Extension

This is an extension of the BUS8110 course to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 0.0
Prerequisites
BUS8105: Doctoral Dissertation Proposal
Corequisites
None

BUS8115: Doctoral Dissertation Preparation

The purpose of this course is for students to collect and analyze data using the previously identified methods for their individual dissertation plans. Students will draft the reporting and analysis of data results as well as provide formal conclusions and recommendations from the data analysis. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 4.0
Prerequisites
BUS8110 and accepted dissertation proposal
Corequisites
None

BUS8115EX: Doctoral Dissertation Preparation Extension

This course is an extension of the BUS8115 to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 0.0
Prerequisites
BUS8110: Doctoral Dissertation Proposal Defense
Corequisites
None

BUS8120: Doctoral Dissertation Defense

The purpose of this course is for students to finalize all data collection and analysis and revise the dissertation draft into the final submission to the Dissertation Committee. Students will defend the dissertation as the culmination of this course. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 4.0
Prerequisites
BUS8115: Doctoral Dissertation Preparation
Corequisites
None

BUS8120EX: Doctoral Dissertation Defense Extension

This is an extension of the BUS8120 course to allow the student additional time to complete the required progress toward completion of the dissertation. Repetition of an extension course will override the prior grade earned in the extension course and will not count as additional credits toward the degree. This course is Pass/Fail/Limited Progress (P/F/LP).
Credits 0.0
Prerequisites
BUS8115: Doctoral Dissertation Preparation
Corequisites
None

MBA5001: Organizational Behavior and Communication

This course addresses the factors influencing human behavior in organizations. Human behavior is considered from the individual, team, and organizational levels of analysis. Concepts included in the study include motivation, leadership, communications, negotiation, conflict resolution, and team building.
Credits 4.0
Prerequisites
None
Corequisites
MBA and MBA-HCA students only: MBA5009

MBA5004: Managerial Economics

This course introduces fundamental microeconomic principles, emphasizing analytical tools relevant to managerial decision-making. Topics include supply and demand, cost structures, economies of scale, market dynamics, pricing strategies, risk assessment, and the role of government in markets.
Credits 4.0
Prerequisites
None
Corequisites
None

MBA5005: Law and Ethics for Managers

This course equips managers with a framework to navigate their ethical and legal responsibilities. It covers key legal concepts, including employment and civil rights laws, contracts, intellectual property, corporate governance, and international law. Through case studies and legal analysis, students develop ethical strategies and gain insights into how regulations influence business decisions.
Credits 4.0
Prerequisites
MBA5001: Organizational Behavior and Communication
Corequisites
None

MBA5008: Quantitative Analysis and Decision Making

This course presents students with quantitative tools for effective business analysis and decision-making. In addition to a review of basic inferential statistics, the course includes tools such as chi-squared tests, nonparametric statistics, correlation and regression analysis, time-series analysis and forecasting, and decision analysis.
Credits 4.0
Prerequisites
MBA5009; for Master of Science in Information Systems students: None
Corequisites
None

MBA5009: Managerial Environment

This course equips students with the foundational skills necessary for success in graduate business studies and management careers. Through a focus on analytical, communication, and planning abilities, students will develop a personal strategy for completing their graduate program. Key topics include statistical techniques for problem-solving, financial analysis using time value of money, and risk evaluation. Students will also learn to assess financial statements based on GAAP standards, addressing critical management and stakeholder concerns related to organizational performance.

Credits 4.0

Prerequisites

None

Corequisites

For MBA and MBA-HCA Students only: MBA5001

MBA6010: Managerial Finance

Students learn to apply analytical tools to make strategic financial decisions that drive shareholder value. Students will develop expertise financial statement analysis, value long-term securities, relate risk and return, perform financial forecasting, evaluate assets and portfolios, determine the firm's cost of capital and design an optimal financial structure.

Credits 4.0

Prerequisites

MBA5009: Managerial Environment

Corequisites

None

MBA6011: Strategic Marketing

This course explores key strategic marketing issues faced by modern organizations, including the marketing environment, consumer behavior, marketing research, new product development, marketing channels, and advertising. Students will develop a deeper understanding of these concepts to support data-driven marketing decisions.

Credits 4.0

Prerequisites

None

Corequisites

None

MBA6012: Operations and Supply Chain Management

This course introduces students to the management activities involved in operating organizations within a global supply chain context. Students will learn how business functions (such as marketing, operations, and finance) interact to support decisions for successful execution of the organization's strategic plan.

Credits 4.0

Prerequisites

MBA5009: Managerial Environment

Corequisites

None

MBA6501: Strategic Human Resources Management

This course explores human resources from a strategic perspective to help an organization achieve its goals. Topics may include investments in human resources, workforce demographic trends, theories of human resource management, workforce training and development, workforce utilization and assessment, and performance management systems.

Credits 4.0

Prerequisites

None

Corequisites

None

MBA6505: Organizational Development and Change Management

This course explores the theoretical grounding and practical approaches necessary to effectively diagnose organizational problems, develop intervention approaches, and implement organizational solutions. Topics may include entering and contracting, organizational diagnostic models, organizational surveys, change impediments, managing the change process, organizational/interpersonal/group interventions, and evaluation approaches.

Credits 4.0

Prerequisites

None

Corequisites

None

MBA6710: Entrepreneurial Organizations and Small Businesses

This course focuses on the unique characteristics, needs, and implications of entrepreneurial organizations and small businesses in the U.S. and global economies. Topics may include the life cycle of entrepreneurial organizations and small businesses, entrepreneurial leadership and the role of the entrepreneur, functional needs of these enterprises, and evaluation of recent new ventures.
Credits 4.0
Prerequisites
None
Corequisites
None

MBA6999: Strategic Development and Implementation

This course explores the methods of directing a firm, or a significant division thereof in an internationally competitive environment. Students will develop an understanding of the way in which general managers formulate and implement business level strategy and corporate level strategy in today's market economy. These techniques will incorporate tools and perspectives for international and cooperative strategy. In this course students will also develop skills and perspectives in corporate leadership, corporate parenting, and corporate entrepreneurship.
Credits 4.0
Prerequisites
MBA Students: MBA5001, MBA5004, MBA5005, MBA6010, MBA6011, MBA6012
Corequisites
None

Human Resources Management

HRM5000: Strategic Human Resource Management

The course examines the context of strategic human resource management and develops a framework and conceptual model. Trends are explored that impact strategic HRM practices, including viewing the employee as "human capital." The course also addresses the practice and implementation of strategic human resource management through discussion of issues and development of specific programs and policies. Topics include: staffing, training, performance management, compensation, labor relations, employee separation, and managing a global workforce.
Credits 4.0
Prerequisites
None
Corequisites
None

HRM5010: Human Resource Planning

This course studies theories and practices relevant to staffing work organizations including: principles of human resource strategy and the link to business strategy; fit and flexibility in the design of human resource systems; approaches to evaluating and assessing the contribution and effectiveness of human resource systems; the value and challenges of a diverse workforce, and the characteristics related to primary and secondary types of diversity.
Credits 4.0
Prerequisites
None
Corequisites
None

HRM5020: Labor Laws and Ethical Standards

This course provides an introduction to employment and labor laws for non-legal professionals in human resources management and labor relations. Acknowledgement is made that the field of employment and labor law is constantly changing. Thus, the complex terrain of federal and state employment laws, with expanded coverage of issues currently in the forefront, such as family and medical leave, sexual harassment, workplace torts, employment-at-will (EAW), OSHA, ERISA and Title VII of the Civil Rights Act, among other topics are examined. Another distinguishing aspect of this course is the treatment of ethical standards behavior as a catalyst to resolve difficult choices through self-reflection. Topics related to ethical standards include: right versus right, why ethics matter, ethical fitness, resolution principles and ethics in the twenty-first century.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5030: Organizational Staffing

This course examines and studies the challenges of a comprehensive staffing model that identifies the key components of staffing, including external influences (economic, laws and regulations), staffing strategy and planning, job analysis, measurement, external and internal recruitment, decision making, and selection.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5040: Classification, Compensation, and Benefits

This course is designed to provide the student with both the theoretical and practical knowledge to design, administer and evaluate classification, compensation and benefit systems. The application of both tangible and intangible forms of compensation to attract, motivate and retain employees is addressed. Topics include: the context of compensation practice, the criteria used to compensate employees, compensation system design issues, employee benefits, challenges of compensating key strategic employee groups, and pay and benefits from a global perspective.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5050: Performance Management

This course provides a comprehensive analysis of how human resource management facilitates the process of employee evaluation within an organization through the development of performance management systems, performance appraisals, measurement tools, and the important role of feedback, coaching, appraisal training programs and employee development. This course will also examine the relationship of organizational strategy, core values, goals, and execution of its mission and vision to measuring human resource effectiveness.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5060: Training and Development

This course balances between research and real company practices as they relate to the fundamentals of training and development. Topics include: the forces influencing working and learning, the strategic training process, needs assessment, determining whether outcomes are appropriate, approaches to employee development, training issues resulting from the external environment, career management, and the future of training and development.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5070: Labor Unions, Workplace Safety, and Security

The course presents a comprehensive study of employee labor relations and processes. Topics covered include: union organizing; negotiating a labor agreement; economic issues; contract administration; labor arbitration; employee relations; and workplace health, safety, and security.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM5080: Internship in Human Resources Management

The goal of this course is to provide an opportunity to the MS HRM student to gain experience toward becoming a professional who is both highly self-directing and able to use consultative supervision. The internship is designed specifically to enable the MS-HRM student to apply classroom knowledge to the work environment, and to better prepare the student to enter and progress through the Human Resource Management Industry. This course is a faculty supervised and evaluated field experience in the student's chosen domain of professional interest. Minimum 120 contact hours are required. This course is Pass/Fail (P/F). Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Supervisor, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of the MS HRM program to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship.

Credits 4.0

Prerequisites

HRM5010: Human Resource Planning
HRM5020: Labor Laws and Ethical Standards
HRM5030: Organizational Staffing
HRM5040: Classification, Compensation, and Benefits
HRM5050: Performance Management
HRM5060: Training and Development

Corequisites

None

HRM5090: Internal Consulting

Using an internal consulting approach, this course explores the processes for planning and directing organizational development and change, with consideration for the reasons behind the change. In addition, the course covers the management and leadership of organizational change in the 21st century, including issues of managing growth, resistance to change, intervention phases, crisis management, and inter- and intra-group conflict and power.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM6000: International Human Resources Management

This course examines how human resources management practices within a global context are distinctive from domestic human resources management. Students will analyze the challenges that multinational corporations are confronted with, which include cultural, political, social, and legal issues; the level of managerial skills and education; and technological development in the host country. Issues such as expatriation versus local management, selecting and preparing for international assignments, cultural adaptation at the individual and system level, and the influence of globalization on future HRM practices are also examined.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM6010: Metrics and Measurement of Human Resources Management

This course explores the theory and practice of choosing, implementing and using metrics to improve decision-making, optimize organizational effectiveness and maximize the value of HR investments. The "LAMP" methodology (Logic, Analytics, Measures and Process) is used to demonstrate how to manage, measure, and analyze the value of every area of HR that impacts strategic value. Topics include: hiring, training, leadership development, health and wellness, absenteeism, retention and employee engagement.

Credits 4.0

Prerequisites

HRM5000: Strategic Human Resource Management

Corequisites

None

HRM6999: Capstone in Human Resources Management

This capstone course integrates subject matter from specialized human resources management (HRM) courses in the program. Major topics include the strategic role of HRM, managing HR within a strategic framework, HR operations within an organization and the application of legal requirements related to HRM. Use of the case method will draw significantly on students' prior management HRM study and experience. As part of the course requirements, students will take a SHRM-CP certification practice test.

Credits 4.0

Prerequisites

Must be taken in final quarter or session of program, or with permission of Program Director.

Corequisites

None

Leadership

LEA5100: Leadership, Organization Theory and Change

Leading organization wide structural and cultural change is a significant challenge facing today's organizations. This course will explore the nature of these changes, the basis for their adoption, and both the management and leadership of organizational change in the 21st century, including issues of managing growth, resistance to change, intervention phases, crisis management, inter and intra-group conflict/power.

Credits 4.0

Prerequisites

None

Corequisites

None

LEA5125: Leadership Ethics, Culture, and Politics

This course compares and contrasts the disciplines of leadership and management with an emphasis on fostering organization culture and personal ethics. Topics include historical and contemporary leadership and management theories, current leadership research, and the practice of leadership and management across a wide variety of organizational contexts.

Credits 4.0

Prerequisites

None

Corequisites

None

LEA5130: Team Building and Group Dynamics

This course explores the critical principles and practices of team dynamics, focusing on both theoretical foundations and practical applications of teams in organizational settings. Students will engage in an in-depth analysis of the key functions, concepts, techniques, and vocabulary essential for understanding and leading teams. Emphasizing executive communication, the course develops skills to propose strategies that enhance team effectiveness and address challenges that disrupt team performance.

Credits 4.0

Prerequisites

None

Corequisites

None

LEA5140: Emotional Intelligence and Leadership

This course explores a variety of leadership approaches, with a special emphasis on leading with emotional intelligence. Topics include the roles and functions of emotional intelligence for successful leadership, the impact of emotional intelligence on the climate and culture of an organization, and how emotional intelligence affects teams. Students will gain an understanding of how emotional intelligence strengthens personal and organizational leadership.

Credits 4.0

Prerequisites

None

Corequisites

None

LEA6150: Coaching and Professional Development

This course equips students with the knowledge, skills, and ability to critically analyze and apply advanced mentoring and coaching strategies in professional development contexts. Focused on both the theory and practice of leadership coaching, the course explores key strategies for enhancing individual and team effectiveness through the development of core leadership competencies.
Credits 4.0
Prerequisites
None
Corequisites
None

LEA6175: International Leadership

This course explores the critical role of culture in shaping leadership styles and organizational behavior in a globalized environment. Students will develop a deep understanding of how international cultures, historical contexts, and values influence leadership decisions, and organizational dynamics. Through a combination of theoretical frameworks and practical applications, the course will emphasize the importance of cultural awareness, diversity management, and effective executive communication in leadership roles.
Credits 4.0
Prerequisites
None
Corequisites
None

LEA6180: Strategic Negotiations

This course provides an in-depth exploration of negotiation strategies, communication techniques, and ethical considerations essential for achieving successful outcomes in a variety of negotiation contexts. Students will learn to navigate complex negotiation scenarios with a focus on distributive and integrative bargaining, communication dynamics, and leadership in negotiation settings. By the end of the course, students will be equipped with the knowledge and tools to design, execute, and evaluate negotiation plans while understanding the interpersonal and leadership complexities involved in the process.
Credits 4.0
Prerequisites
None
Corequisites
None

LEA6185: International Negotiations

This course continues to develop applications of single and multiparty negotiations in international organizational contexts. Topics include advanced role-playing among different stakeholders, impact of culture and political differences, and coalition building strategies.
Credits 4.0
Prerequisites
None
Corequisites
None

LEA6999: Strategic Leadership and Implementation

This capstone course explores the methods of providing leadership in a firm, or a significant division thereof in an internationally competitive environment. Students will develop an understanding of the way in which general managers integrate leadership and strategy in today's market economy.
Credits 4.0
Prerequisites
Must be completed during final quarter or session of program
Corequisites
None

Public Administration

MPA5001: Foundations of Public Administration

This course provides students with the foundational concepts necessary to understand how the administrative process functions. Students will determine strategies that will allow agencies at the federal, state, and local levels to remain efficient and maintain strong institutional performance despite issues such as polarization, gridlock, shifting demographics and challenging economic and budgetary conditions.

Credits 4.0

Prerequisites

None

Corequisites

None

MPA5005: Public and Non-profit Organizational Behavior

This course addresses the issues of motivation, leadership, and communication within public and nonprofit organizations. Included are negotiation, conflict resolution, and team building. Special attention will be paid to the unique character of public and nonprofit organizations operating with a mission of public service and within the context of the political leadership and public constituencies.

Credits 4.0

Prerequisites

Fully online students: MPA5001

Corequisites

Campus-based students: MPA5001

MPA5010: Public and Non-profit Budgeting and Accounting

This course provides exposure to the key accounting concepts, basic financial statements and analytical techniques required for effective financial management in addition to the basic working capital, fixed assets and debt management concepts. The course will also provide students with basic financial management tools including cost accounting, ratio analysis and integrated financial planning/budgeting. The goal is to provide general managers with a working knowledge of essential financial management concepts and tools as well as the ability to understand and analyze financial statements of many types of organizations. This course assumes no knowledge of financial management.

Credits 4.0

Prerequisites

MPA students: MPA5001; Master of Science in Public Relations and Doctor of Nursing Practice students: None

Corequisites

None

MPA6001: Research and Data Analysis in Public Administration

This course explores the concepts, principles, and methods of research in public administration, with application to administrative functions and decision making. Topics include literature reviews, research design, definition and measurement of variables, analysis and interpretation of data, and communication of research results. Emphasis is placed on the role and importance of scientific investigations and systematic inquiries in the development and planning of public policy related to public administration and its functions.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6100: Non-profit Fundraising and Volunteer Development

This course explores the goals, processes, and activities associated with fundraising and resource development including the resources provided by volunteers in the non-profit sector. Topics may include annual and capital campaign development, special events, planned giving, communication strategies, stakeholder relationships, automation techniques, and volunteer procedures (including recruitment, training, and recognition). Course will also address legal reporting requirements pertaining to contributions.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6105: Grant Writing and Contract Administration

This course examines the strategies and execution of grant and proposal writing as well as contract administration in the non-profit and governmental sectors. Topics may include research into funding sources, use of prospectus documents, preparation competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6110: Management of Non-profit Organizations

This course explores the history, growth, and evolution of nonprofit organizations and examines the critical management and leadership challenges facing the professional manager in the nonprofit sector. Topics may include the role of the executive team, board of directors, full-time staff, and volunteers in identifying and realizing the mission of a nonprofit organization. In addition, students will study the legal framework and requirements for nonprofit organizations including those pertaining to lobbying and electoral politics.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6115: Program Evaluation of Public and Non-profit Organizations

This course examines the goals, methods, and techniques of program evaluation in governmental and non-profit organizations. Special emphasis is placed on how program evaluation relates to legislative and executive budgeting, program planning, and program implementation.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6501: State and Local Government and Intergovernmental Relations

This course analyzes the structure, principles, and operation of state and local government in the United States. It examines the governmental interrelationships contained in the American Federal system. Topics may include the analysis of the executive, legislative, and judicial functions of state and local governments, with special attention paid to the similarities and differences among the levels and branches of government as well as the complementary and conflictual relationships between the state and federal government levels.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6505: Legislative and Judicial Process

This course examines the process of enacting laws and performing other legislative/administrative/judicial functions in the U.S. Congress and state legislatures. Special attention is paid to the relationship between public administrators and the legislative and judicial processes.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6520: Legal Environment of Public Administration

This course focuses on the relationship between public administration and the law. Topics may include the role of public administrators in formulating law and policy through the rule-making process and administrative law, how case law is relevant to public organizations, managers, and the administration of governmental programs, and the liability of government in selected settings.

Credits 4.0

Prerequisites

MPA5001: Foundations of Public Administration

Corequisites

None

MPA6999: Strategic Challenges in Public Administration

This course integrates knowledge, skills, and abilities from a wide variety of content areas to better meet the challenges faced by public administrators. Topics may include developing organizational strategy, executing decision making, shaping the planning process, and managing of organizational change. Use of the case method will draw significantly on students' prior public administration study and experience.

Credits 4.0

Prerequisites

Must be taken in final quarter or session of degree completion

Corequisites

None

PRL2100: Introduction to Public Relations

Credits 4.0

PUB2001: Introduction to Public Management

The course provides students with an overview of the core theoretical principles of public administration and their practical application to the day-to-day implementation of public policies. Students explore the main functional areas within public administration at the federal, state, and local levels of government. The course places public administration practice in context with the broader political system and its importance in solving public problems.
Credits 4.0
Prerequisites
None
Corequisites
None

Healthcare Administration

MHA5010: Healthcare Management and Organizational Behavior

This course focuses on the understanding and development of management skills for continued effectiveness in healthcare leadership. Students learn to distinguish the differences between management and leadership and to understand the implications of each. Theories and strategies are studied as they relate to best practices in healthcare management, including areas of conflict management, implementing change, and effective collaboration and communication.
Credits 4.0
Prerequisites
None
Corequisites
None

MHA5020: Healthcare Organizations and Administration

This course provides an understanding of the organization and delivery of health services, drawing on theory from the social science and business disciplines. Topics include organization of healthcare delivery, accreditation and regulation, organizational theory, integration/continuum of care perspectives, organizational models, adoption of innovations, provider relationships and network structures, and impact of the Affordable Care Act (ACA) on healthcare management.
Credits 4.0
Prerequisites
None
Corequisites
None

MHA5030: Current Economics in Healthcare

This course covers an introduction to the business enterprise and current business practices applied to the current healthcare economic market. It will provide a critical balance between review, criticism and prescription of important topics in healthcare economics that are affecting the nation today. Economic theory will be critically reviewed as applied to the health sector through economic evaluation tools. The course critically examines economic theory as applied to the health sector and reviews the government role in making the healthcare sector not only more equitable but also more efficient.
Credits 4.0
Prerequisites
None
Corequisites
None

MHA6050: Regulation and Policy in Healthcare

This course is designed to provide students with knowledge about the concepts and practices of regulation and healthcare policy. Students will learn how policymaking relates to decisions that affect and regulate healthcare providers and patients. They will also gain insight into how they can influence the policymaking process including using healthcare data to formulate plans to improve healthcare service delivery. Students have an opportunity to assess and apply risk management information in situations relative to effective health facility operations in accordance with established laws

Credits 4.0

Prerequisites

None

Corequisites

None

MHA6060: Health Law and Ethics

This course offers a review of recent developments in healthcare liability, negligence theory, formulation of contracts, law of agency, labor law, documentation procedures, evaluation of evidence in litigation, theory of the case, settlement of claims, values clarification, and current ethical issues in the practice of healthcare administration.

Credits 4.0

Prerequisites

None

Corequisites

None

MHA6080: Healthcare Planning and Marketing

This course focuses on multi-range strategies in the integrated healthcare industry. Topics covered include historical perspectives of planning, market demographic analysis, strategic decision making, and comparative analysis of planning models. These principles are applied to the specialized theories and methods of marketing and promoting in the healthcare industry. Topics covered include strategic planning and marketing, market research, market performance, marketing health programs, competitor analysis, promotional strategies, provider referrals, and consumer behaviors.

Credits 4.0

Prerequisites

None

Corequisites

None

MHA6100: Executive Leadership in Healthcare Organizations

This course focuses on elements and qualities of proactive leadership needed in the healthcare industry today. Patterns of behavior that drive success as well as failure will be reviewed to determine the role of both personal and team values in improving behavior, performance, and morale. This course will offer strategies for strengthening leadership competencies and creating a self-development plan for a career in healthcare leadership.

Credits 4.0

Prerequisites

None

Corequisites

None

MHA6120: Management Information Systems in Healthcare

This course is a broad overview of Health Care Management Information Systems. Topics include information system design, management and maintenance applied to various healthcare settings. The many components regarding system architecture analysis and design, software evaluation and testing, system life cycle, replacement planning and electronic data interchange and current software applications are reviewed and analyzed. Additional special topics related to IS regulations, standards, and securities are discussed.
Credits 4.0
Prerequisites
None
Corequisites
None

MHA6999: Seminar in Healthcare Cases

This course is designed to bring together knowledge gained from the previous program courses. The focus of the course is on the application of knowledge in the management of a healthcare organization broadly emphasizing complex healthcare administration concepts covered throughout the program of study. This course is designed to demonstrate the skills needed to perform the management role by making day-to-day and strategic decisions involving human resources, financial, information system, planning, and operational issues.
Credits 4.0
Prerequisites
Must be taken during final quarter or session or with permission of Program Director
Corequisites
None

MHC6301: Healthcare Structure, Organization, and Governance

This course examines the way health care organizations are structured, organized, and governed to achieve optimum performance. Explores the various sub-systems of healthcare delivery and the way in which these interrelate in the marketplace.
Credits 4.0
Prerequisites
None
Corequisites
None

MHC6302: Public Health Organization and Management

This course examines the assessment and understanding of the health status of populations, determinates of health and illness, and health risks and behaviors in diverse populations. It also reviews federal and state emergency management procedures and services with lessons learned from recent national and foreign disasters.
Credits 4.0
Prerequisites
None
Corequisites
None

MHC6303: Quality Performance and Management

This course examines the quality assessment of both business practices and health care delivery focusing on outcome measurements, process/outcome relationships, and methods for process improvement. Quality management tools and techniques are reviewed with a focus on patient safety, clinical quality, care outcomes, and cost benefit analysis in patient care.
Credits 4.0
Prerequisites
None
Corequisites
None

MHC6305: Financial Management of Healthcare Organizations

This course examines budgeting, reimbursement, financial planning, capital planning, financial statement analysis, and financial decision making in health care organizations

Credits 4.0

Prerequisites

MBA5009. For Master in Healthcare Administration students: None.

Corequisites

None

MHC6306: Human Resource Management in Healthcare Organizations

Presentation of human resource management principles as applied in healthcare organizations. Examines the unique aspects of managing healthcare professionals including recruitment and retention, staff privileges, legal issues, job design and analysis, compensation, and labor relations.

Credits 4.0

Prerequisites

None

Corequisites

None

MHC6999: Case Studies in Healthcare Administration

Through the application of cases in health care administration, students are provided an opportunity to draw upon and apply material covered throughout the program of study and to demonstrate skills in continuous learning through information access, synthesis and use in critical thinking.

Credits 4.0

Prerequisites

To be taken during final quarter or session of program; or with permission of Program Director

Corequisites

None

Notes

To be taken during final quarter or session of program; or with permission of Program Director.

Healthcare Management

HCM1201: Introduction to Healthcare Insurance Coding, Billing, and Reimbursement

Insurance coding and processing functions are performed by specialists employed in health care settings. In this course students assign and report ICD, CPT and HCPCS codes on insurance claims for diagnoses and procedures/services provided to patients in a variety of health care environments. The insurance, billing and coding course offers students the fundamentals of claims and reimbursement that is an essential part of the health care industry.

Credits 4.0

Prerequisites

ENG1200, AHS1001, 1 Natural Science Course

Corequisites

None

HCM2004: Introduction to Healthcare Management

This course provides an introduction of traditional management concepts needed in managing healthcare organizations. Students learn about general challenges and complexities of managing in the healthcare setting, focusing on the unique characteristics of health care delivery in the U.S.

Credits 4.0

Prerequisites

ENG1200 or ENG1300

Corequisites

None

HCM2005: Healthcare Delivery and Organization

This course is an introduction to the healthcare delivery system. It provides an overview of the various forces and elements that shape the way healthcare is delivered and received in the United States. It covers the structure and function of the health organizations, professions, and delivery systems across the continuum of care.

Credits 4.0

Prerequisites

AHS1001, ENG1200 or ENG1300, ECO2071 or ECO2072

Corequisites

None

HCM3002: Economics of Healthcare

This course examines the application of both microeconomic and macroeconomic principles in the healthcare industry.

Credits 4.0

Prerequisites

ECO2071: Principles of Microeconomics
ECO2072: Principles of Macroeconomics
HCM2005: Healthcare Delivery and Organization

Corequisites

None

HCM3004: Ethics and Law for Administrators

This course examines Health Law and Ethics from an administrative perspective. Students learn to integrate ethical and legal aspects into administrative decision making.

Credits 4.0

Prerequisites

HCM2005

Corequisites

None

HCM3005: Healthcare Finance

This course covers the unique structure and process of financial management in healthcare organizations. Students learn to examine and understand statements of profit and loss, balance sheets and cash flow statements in order to make administrative decisions regarding operations and resource allocation. The unique healthcare reimbursement system is given special attention.

Credits 4.0

Prerequisites

HCM2005: Healthcare Delivery and Organization
ACC1001: Accounting I
ACC1002: Accounting II

Corequisites

None

HCM3006: Healthcare Marketing and Strategy

This course examines the role and function of marketing and strategy development in healthcare organizations. Marketing concepts including market research, segmentation, branding and advertising are reviewed. Strategy development includes the role of vision and mission, internal and external assessment, developing strategic initiatives, tactical planning and strategic execution.

Credits 4.0

Prerequisites

HCM2005: Healthcare Delivery and Organization

Corequisites

None

HCM3008: Health Information Management Systems

This course examines the design, operation, application and future of health information management systems.

Credits 4.0

Prerequisites

HCM2005: Healthcare Delivery and Organization

Corequisites

None

HCM3010: Long-Term Care

This course includes a historical, philosophical and managerial overview of long-term care from senior housing, congregate living, assisted living to skilled nursing care. The course will analyze the underpinnings of the profession, including the demographics of aging, the role of financing and the evolving marketplace. The course will include a focus on the role of health care delivery within long-term care settings, with attention devoted to quality of care, various models of care, and the future of long-term care in an aging society.

Credits 4.0

Prerequisites

HCM2005: Healthcare Delivery and Organization

Corequisites

None

HCM3020: Managed Care

This course reviews the major issues and trends impacting the managed care industry and provides an overview of different types of managed care organizations, considering both provider and payer sponsored systems. The business and financial relationship between managed care organizations and providers is explored. The Affordable Care Act (ACA) is embedded in this course for a clear understanding of its impact on consumer healthcare insurance and benefits.

Credits 4.0

Prerequisites

HCM2005 or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

HCM3030: Federal and State Healthcare Programs

This course reviews the organization and delivery of federal and state healthcare programs and the impact these programs have on the financing, regulation, and quality of the overall healthcare delivery system. Special focus is provided on the mechanisms and impact of federal and state reimbursement of healthcare services.

Credits 4.0

Prerequisites

None

Corequisites

None

HCM3046: Managing the Healthcare Workforce

This course focuses on the fundamental concepts and practical tools necessary for managing healthcare employees with special emphasis on the complex factors that influence the performance of this unique workforce. Students will be able to describe the managerial activities related to developing and maintaining the healthcare workforce and explain the different scopes of practice, levels of education, and practice settings that contribute to the complexity of managing this workforce.

Credits 4.0

Prerequisites

None

Corequisites

None

HCM4002: Risk Management in Healthcare Settings

In this course, we examine various risk factors and methods of managing risk in healthcare organizations.

Credits 4.0

Prerequisites

HCM3004: Ethics and Law for Administrators

Corequisites

None

HCM4005: Managerial Epidemiology in Healthcare Administration

This course applies and integrates the principles and tools of epidemiology and will illustrate how the manager can use epidemiological concepts and tools to improve management decisions in a health care environment. Topics include a focused look at how epidemiology and the study of population health is measured, studied, and can be applied to a variety of healthcare environments.

Credits 4.0

Prerequisites

HCM2005: Healthcare Delivery and Organization

Corequisites

None

HCM4007: Leadership in Healthcare Organizations

This course is designed to prepare students with leadership fundamentals in healthcare organizations. This includes content in interpersonal skills, leadership, ongoing professional development, and strategic management. This course is normally taught in conjunction with HCM4010 Leadership in Healthcare Organizations - Internship.

Credits 4.0

Prerequisites

HCM3002: Economics of Healthcare
HCM3004: Ethics and Law for Administrators
HCM3005: Healthcare Finance
HCM3006: Healthcare Marketing and Strategy
HCM3008: Health Information Management Systems

Corequisites

None

HCM4010: Leadership in Healthcare Organizations - Internship

The internship experience is designed specifically to enable the student to apply classroom knowledge to the work environment, and to better prepare the student to enter the healthcare industry. This course is a faculty supervised and evaluated field experience in healthcare management, with a major project as an end product. Students will work with Career Services or the appropriate department designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Manager, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail.

Credits 4.0

Prerequisites

HCM3002, HCM3005, HCM3006, HCM3008 with grades of "C" or better

Corequisites

HCM4007: Leadership in Healthcare Organizations

HCM4012: Case Studies in Healthcare Administration

This is one of two capstone courses which provide students with the opportunity to integrate the skills and knowledge learned in the liberal arts foundation with their learned conceptual and technical competencies, through case studies

Credits 4.0

Prerequisites

HCM4007: Leadership in Healthcare Organizations

Corequisites

HCM4025

HCM4025: Strategic Management in Healthcare Organizations

This capstone course integrates the information presented through the HCM core courses to the concept of strategic management. Students will apply their knowledge and skills of healthcare management to the strategic planning process.

Credits 4.0

Prerequisites

HCM4007: Leadership in Healthcare Organizations

Corequisites

HCM4012: Case Studies in Healthcare Administration

Information Systems

MIS3101: Application of Management Information Systems

The course provides an introduction to applications of business modeling such as entity-relationship diagrams and dataflow diagrams. This course emphasizes application of management information system tools to support modeling.

Credits 4.0

Prerequisites

None

Corequisites

None

MIS5010: Information Technology Infrastructure

This course covers foundational concepts of information technology (IT) infrastructure. The course describes the major components of an organization's IT infrastructure and examines essential considerations of enterprise architecture security, data management, networking, and operations. Further, the course explores key processes involved in managing an IT infrastructure, including best practices of service delivery, IT service support, and continuing maintenance.

Credits 4.0

Prerequisites

For Nursing Informatics Programs: NSG5000, NSG6002, NSG6101

Corequisites

None

MIS5020: Information Systems Fundamentals

This course considers real-world issues pertaining to the development, operations, management and maintenance of an organization's information systems (IS) with an emphasis on effective business decision making within an enterprise system. The course also explores key considerations of security risk mitigation inherent in the operation of IS.

Credits 4.0

Prerequisites

None

Corequisites

MIS5010: Information Technology Infrastructure

MIS5030: Emerging Technologies

This course will teach students how organizations can evaluate new emerging technology trends in areas related to information systems and technology, including data and knowledge management, information networks, applications, and hardware. Knowledge from this course should enable students to help their organizations build competitive advantage by identifying, evaluating the adoption, and managing emerging technologies, as they evolve their enterprise systems.

Credits 4.0

Prerequisites

MIS5020: Information Systems Fundamentals

Corequisites

None

MIS6000: Principles of System Development

This course covers topics on system development and software engineering methodologies, with emphasis on object-oriented analysis, design and implementation of information systems. The students will apply formal systems analysis and design methods and tools in developing functional requirements and software architecture specifications for realistic information systems applications.

Credits 4.0

Prerequisites

MIS5020: Information Systems Fundamentals

Corequisites

None

MIS6010: Project Management

System development and design and software engineering methodologies, with tools and techniques for the successful management of IT projects, project selection and approval, planning, estimation techniques, scheduling methods, budgeting, IT project organizations, and project control and assessment. Students explore each of the nine domains of project management including project planning, scheduling, risk management, cost management, and effective project control, as well as the associated pre-project and post-project activities that need to be performed for a project.

Credits 4.0

Prerequisites

MIS6000: Principles of System Development

Corequisites

None

MIS6020: Corporate Information Systems Management

The course uses case studies to provide an overview of contemporary information systems management in a digital enterprise. It focuses on the relevant issues of effective management of information services activities and highlights the areas of greatest potential application of information technology. The course emphasizes best practices aiming to identify and communicate business system needs, select the right information systems in alignment with an enterprise's critical mission and goals, and integrate these systems into the enterprise's technology infrastructure targeting successful business performance outcomes.

Credits 4.0

Prerequisites

MIS5020: Information Systems Fundamentals

Corequisites

None

MIS6160: Information Design and Usability

Design elements, methods, and software metrics for usability assessment and improvement of interface design and architecture. This course emphasizes the critical need for site design for efficient user navigation to needed materials from the information services of large organizations.

Credits 4.0

Prerequisites

MIS6000: Principles of System Development
MIS6010: Project Management
MIS6020: Corporate Information Systems Management

Corequisites

None

MIS6161: Human Computer Interaction

This course is a study of effective and productive interfaces. Topics may include design and evaluation of interactive computer systems, input and output devices, screen layouts, machine design, health issues and ergonomics, and organizational impacts.

Credits 4.0

Prerequisites

MIS6000: Principles of System Development
MIS6010: Project Management
MIS6020: Corporate Information Systems Management

Corequisites

None

MIS6210: Decision Support Systems

This course introduces decision support systems (DSS) for engineering and business applications within an enterprise. Students will explore how DSS enhance organizational decision-making and improve efficiency. The course covers knowledge generation, management processes, and methodologies for developing effective tools that aid in data-driven decision-making.

Credits 4.0

Prerequisites

MIS6211: Data Management

Corequisites

None

MIS6211: Data Management

This course explores the principles and best practices for modeling, designing, developing, and managing data assets in large enterprises. Students will examine database architectures used in large-scale commercial systems and learn how data management systems support data collection, organization, and distribution. The course also provides a comprehensive overview of data governance, covering the full business data life cycle—from system requirements and data preparation to warehousing—ensuring alignment with an organization's mission and goals.

Credits 4.0

Prerequisites

MBA Students: MIS5010

MSIS Students: MIS5020

Corequisites

None

MIS6212: Cognitive Computing

This course is an introduction to computational theories of human cognition such as knowledge representation, problem solving, search, natural language processing, learning, etc. In addition to covering the fundamentals of Artificial Intelligence, the course also provides an opportunity to explore the contemporary cognitive computing topics such as data mining, machine learning, predictive analytics, big data and its applications. This is designed as a graduate seminar like course emphasizing study and discussion of a collection of contemporary technical papers. The students are expected to achieve an overview of recent research and application areas of cognitive computing.

Credits 4.0

Prerequisites

IST6000 or MIS6000

Corequisites

None

MIS6230: IT Audit, Control, and Compliance

This course examines Information Systems Audit, Control (governance), and Compliance concepts and management practices in the context of Information Systems Management. The course introduces the fundamentals of information technology (IT) auditing and assurance methodologies, major rules of regulatory compliance, as well as IT governance frameworks. The course covers areas needed to prepare for the CISA (Certified Information Systems Auditor) certification exam from the Information Systems Audit and Control Association (ISACA).

Credits 4.0

Prerequisites

MIS6000: Principles of System Development

Corequisites

None

MIS6231: Risk Management

This course covers the foundation of risk management in technology related areas. Students will be introduced to the concepts and framework of information risk management and fundamentals, information assurance, risk management requirements at an organizational level, risk assessment/mitigation strategies, and tools to monitor risk management solutions. The course covers areas needed to prepare for the CRISC (Certified in Risk and Information Systems Control) certification exam from the Information Systems Audit and Control Association (ISACA).

Credits 4.0

Prerequisites

MIS6000: Principles of System Development

Corequisites

None

MIS6250: Organizational Information Security

This course explores information security within an enterprise setting. Students will examine security challenges from technical, formal, and informal perspectives to better understand modern threats. By analyzing security needs for both small businesses and large enterprises, they will learn to design tailored solutions that address unique organizational requirements.

Credits 4.0

Prerequisites

MIS6000: Principles of System Development
MIS6020: Corporate Information Systems Management

Corequisites

None

MIS6262: Network Operations Management

This course focuses on planning and designing a network infrastructure for an enterprise, including designing the domain architecture, while accounting for the evolution of inputs and outputs, to suitably satisfy customer needs. The course addresses the criteria and methods to be applied in evaluating and selecting optimum networking technologies and management tools for an enterprise, as well as planning and strategizing resources for a given network infrastructure (servers, network elements, storage). Some key networking technologies are based on the notion of virtualization. Virtualization relies on a technology platform for the creation of logical instances of IT resources. A transparency layer allows physical IT resources to map to multiple virtual images of themselves so that their underlying capabilities can be shared by multiple users. The course covers the different types of IT network resources that can be virtualized, including servers, storage, network and power. At the end of the course, the students will tackle the development of a business continuity plan, with emphasis on planning and delivering network services to support the business objectives of the organization, including monitoring, reporting, troubleshooting, and automating response capabilities.

Credits 4.0

Prerequisites

IST6000 or MIS6000

Corequisites

None

MIS6995: Information Systems Capstone

This course allows students to showcase their professional skills from the MSIS curriculum. They will build a comprehensive portfolio, explore an advanced IT or IS topic, or develop a real-world application through analysis, design, and implementation. The course also prepares MSIS graduates to plan their careers and navigate the job market with confidence.

Credits 4.0

Prerequisites

MIS6000: Principles of System Development
MIS6010: Project Management
MIS6020: Corporate Information Systems Management

Corequisites

None

Information Technology

ITS1000: Computer and Internet Literacy

This course is for students to obtain basic knowledge and skills in using computer office production software and Internet features. A broad range of software applications, such as word processing, spreadsheets, presentation software, and Internet usage concepts will be covered.

Credits 4.0

Prerequisites

None

Corequisites

None

ITS1101: Foundations of Information Technology

This course introduces students to the fundamental areas of Information Technology, including computer organization, computer system hardware and software, operating systems, and current computing technologies. This course is designed as a general framework for information technology and serves as a foundation for the Information Technology major.
Credits 4.0
Prerequisites
None
Corequisites
None

ITS1103: Ethics and Information Technology

This course examines ethical considerations specific to the IT industry through a systematic approach of the basic principles of ethics and the relationship of these principles to a technological and global society. It also explores ethical decision-making and practical applications of ethics in society.
Credits 4.0
Prerequisites
None
Corequisites
None

ITS1105: Theory of Computation

This course introduces students to the foundations of computational theory. Topics that will be covered include truth tables, Boolean logic, state-based computing, logic, computability, algorithms, and computational complexity. This course will deliver the foundational information for further study of computer architecture and software engineering.
Credits 4.0
Prerequisites
ITS1101: Foundations of Information Technology
Corequisites
None

ITS2021: Spreadsheet and Database Applications

This course provides students the opportunity to obtain basic knowledge and skills in using spreadsheet and database software. A broad range of software applications, concepts, and problems will be covered.
Credits 4.0
Prerequisites
None
Corequisites
None

ITS2101: Applied Calculus for IT

This course covers fundamental techniques and methods of theory of computation and calculus as applied to information technology. The course utilizes the universal language of calculus to formulate and understand practical IT problems, utilizing examples and exercises pertinent to IT applications. The student gains computational knowledge and skills that are relevant and useful to IT professionals.
Credits 4.0
Prerequisites
MAT1001
Corequisites
None

ITS2103: Networking Fundamentals

This course introduces students to the study of basic networking terminology, concepts, components (hardware) and basic network design. Investigation of functions required to operate computer communications networks will also be addressed.
Credits 4.0
Prerequisites
ITS1101: Foundations of Information Technology
Corequisites
None

ITS2104: Programming Logic

This course introduces the beginning programmer to structured program logic without focusing on any particular language. Much emphasis is placed on developing sound programming techniques including flowcharting and naming conventions.
Credits 4.0
Prerequisites
None
Corequisites
None

ITS2105: Programming I

This course builds on the foundation developed in ITS2104 Programming Logic. Students are introduced to the elements of structured programming-related components, such as overall program design, data types, variables, arrays, operators, control statements, classes, objects, methods, and inheritance. The course also introduces the concepts of packages and interfaces, as well as exception handling.
Credits 4.0
Prerequisites
ITS2104: Programming Logic
Corequisites
None

ITS2108: Human Computer Interface

This course introduces Interaction Design, a broad scope of issues, topics and paradigms, which has traditionally been the scope of Human Computer Interaction (HCI) and Interaction Design (IS). Students will formulate a design project, applying usability concepts and intuitive design. Students will construct interactive designs for specific software interfaces appropriate for the client and/or target audience.
Credits 4.0
Prerequisites
ITS1101: Foundations of Information Technology
Corequisites
None

ITS2110: Database Design and Development

This course introduces students to database basic concepts, conceptual data models with case studies, common data manipulation languages, logical data models, database design, facilities for database security/integrity, and applications.
Credits 4.0
Prerequisites
ITS2104: Programming Logic
Corequisites
None

ITS2111: Multimedia Web Development

This course will provide a basic understanding of the methods and techniques of developing a simple to moderately complex website. Using the current standard Web page languages, students will be instructed on creating and maintaining a website. The aid of Web Development software will be introduced in this course along with fundamental media creation.
Credits 4.0
Prerequisites
ITS1101: Foundations of Information Technology
Corequisites
None

ITS2507: Computer Law

Students will identify and analyze statutory, regulatory, constitutional, and organizational laws that affect the information technology professional. This course will explore the complex legal issues as they relate to technological advancements. Topics will include the introduction to many of the current laws and acts affecting technologies today, including the Computer Fraud and Abuse Act, the Wiretap Act, the Stored Communications Act and the Cybersecurity Act, and various additional new laws that are enacted.
Credits 4.0
Prerequisites
None
Corequisites
None

ITS3100: Software Engineering Fundamentals

This course introduces the principles of software development, addressing both procedural and object-oriented development. Topics include: requirements, analysis, design, coding, testing, verification, and maintenance. Students will design and implement a project.

Credits 4.0

Prerequisites

ITS2105: Programming I

Corequisites

None

ITS3101: Advanced Operating Systems and Architecture

This course serves as a survey of the structure and functions of operating systems, process communication techniques, high-level concurrent programming, virtual memory systems, elementary queuing theory, security, and distributed systems using case studies of modern operating systems.

Credits 4.0

Prerequisites

ITS2105: Programming I

Corequisites

None

ITS3102: SQL Development

This course continues the concepts introduced in ITS2110 and introduces students to advanced database design concepts and further mastery of the SQL language, including advanced querying, SQL database creation, and SQL database updates. Throughout this course, the student will gain practical experience in database creation, updating, management, and optimization in the SQL language.

Credits 4.0

Prerequisites

ITS2110: Database Design and Development

Corequisites

None

ITS3103: Advanced Networking

This course continues the concepts introduced in ITS2103 and introduces students to the study of advanced network planning, protocols, and strategies for effective connectivity and deployment. Students will study the current generation of wireless technology, mobile networking technology, satellite networking, and connectivity protocols for widespread and global networks

Credits 4.0

Prerequisites

ITS2103: Networking Fundamentals

Corequisites

None

ITS3104: IT Security

This course presents a comprehensive introduction to computer security issues in the areas of integrity, confidentiality, and availability. There is an emphasis on applying security to home and networked computers along with practical considerations of improving system security. Techniques and common means of attack and defense are reviewed. Topics include threats, vulnerabilities, security management, encryption, laws, and ethics of hacking.

Credits 4.0

Prerequisites

ITS2103: Networking Fundamentals

Corequisites

None

ITS3105: Programming II

This course provides a more in-depth use of software design and implementation aspects introduced in ITS2105 Programming I and applies in more depth the elements of object-oriented design (OOD) and programming (OOP). In addition, the course expands the scope of software development by addressing the concepts of multithreaded programming, metadata, string handling, library features, GUI (Graphical User Interface) implementation, interfacing with a database, interactive debugging techniques, and recursion.

Credits 4.0

Prerequisites

ITS2105: Programming I

Corequisites

None

ITS3110: Applied Systems Analysis

This course introduces students to System Development Life Cycle (SDLC) containing system analysis, design, development and implementation. The course will explain about conventional and current approach for SDLC and explain the role of Computer Aided Systems Engineering (CASE) tools, software, communications and data base technology in practicing various steps of SDLC.
Credits 4.0
Prerequisites
ITS2105: Programming I
Corequisites
None

ITS4000: Cybersecurity Research

This course is designed to provide cybersecurity students with a guide to future research in the field of cybersecurity. The purpose of this course is to facilitate students moving into industry with an understanding of how to remain current in their field and to contribute in a research environment in further graduate study. This is a culmination of prior academic work and it is recommended that, at a minimum, the completion of all prior major common core curriculum courses be completed before taking this course. Students may opt to complete some, or all, of their major core courses before taking this course. The outcome of this course is a fundamental literature review and problem presentation suitable for further research and study focusing on topics pertinent to the field of cybersecurity.
Credits 4.0
Prerequisites
ITS3110: Applied Systems Analysis
Corequisites
None

ITS4011: IT Project Management

This course focuses on the information technology project management process and development of the project team as key to the successful achievement of IT projects. The process examines the main elements required in every proposal/ plan: time frame and budget. Key areas of IT project teams serve to support the fundamental approach that every project team is tailored to achieve project results efficiently and effectively.
Credits 4.0
Prerequisites
ITS3110: Applied Systems Analysis
Corequisites
None

ITS4090: Applied Systems Analysis II

This is the second course covering the in-depth process of the System Development Life Cycle (SDLC). This course focuses on development strategies, validation and verification testing, deployment, maintenance, and revision. Additional topics include quality management, fault tolerance, requirements feedback, and system assessment.
Credits 4.0
Prerequisites
ITS3110: Applied Systems Analysis
Corequisites
None

ITS4099: IT Research

This course is designed to provide students with a guide to future research in the field of information technology. The purpose of this course is to facilitate students moving into industry with an understanding of how to remain current in their field and to contribute in a research environment in further graduate study. The outcome of this course is a fundamental literature review and problem presentation suitable for further research and study.
Credits 4.0
Prerequisites
ITS3110: Applied Systems Analysis
Corequisites
None

ITS4103: IT Capstone

This course will focus on the refinement of previous works into a comprehensive portfolio representative of IT skills. Emphasis will be on development, design, craftsmanship and presentation. In addition, the students will go through a number of activities that will help them to develop career building skills, such as resume and cover letter design and other career related considerations. Minimum of 120 contact hours.
Credits 4.0
Prerequisites
ITS4011: IT Project Management
Corequisites
None

ITS4105: Network Administration I

This course provides an overview of implementing Local Area Network (LAN) network management tools through the study of Transmission Control Protocol/ Internet Protocol (TCP/IP), hardware routers and client/ server architecture related to configuring network services, e.g. Dynamic Host Configuration Protocol (DHCP) scope and policies. Routing, Internet Control Message Protocol (ICMP), troubleshooting, non-broadcast IP networks and subnet/supernet and connectivity will also be addressed.
Credits 4.0
Prerequisites
ITS2103: Networking Fundamentals
Corequisites
None

ITS4106: Network Administration II

This course provides an in-depth study of cloud computing technology. The course content is aligned with the curriculum of the CompTIA Cloud+ Certification. The course is design oriented, focusing on topics such as cloud architecture, virtualization, cloud services, DevOps, cloud security and reliability, and quality of service. Students will be introduced to cloud related areas of network administration, cloud delivery model considerations, cost metrics and pricing models, service quality metrics and SLAs, that are related to the day-to-day job of network administration.
Credits 4.0
Prerequisites
ITS3103: Advanced Networking
Corequisites
None

ITS4107: Designing and Maintaining Network Implementations

This course provides an in-depth knowledge of data communications and networking requirements including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis and design of networking applications in organizations.
Credits 4.0
Prerequisites
ITS4106: Network Administration II
Corequisites
None

ITS4108: Network Programming

This course is designed to prepare students to write programs that operate across network connections. The basic principles of programming general client/ server applications in Perl and interacting with a variety of common servers will be addressed.
Credits 4.0
Prerequisites
ITS4106: Network Administration II
Corequisites
None

ITS4109: Server Technology

This course integrates different aspects of server-based technologies and the practical requirements and implementations of secure communication. Topics will include password authentication in the Apache web server; using password authentication in PHP scripting for both Internet and Intranet applications; administering user accounts through database operation; and, using email to validate/confirm user account information.

Credits 4.0

Prerequisites

ITS2103: Networking Fundamentals

ITS3101: Advanced Operating Systems and Architecture

Corequisites

None

ITS4110: Digital Audio and Imaging for Multimedia and Web

This course examines the use of audio, video and other digital media as corporate, educational and personal communication. Students will configure and apply a number of compression techniques and file formats to different media, and evaluate the effective use of digital media. Students will also publish the course project to the Web.

Credits 4.0

Prerequisites

ITS2111: Multimedia Web Development

Corequisites

None

ITS4111: Web Authoring Tools

Students learn and practice the principles of multimedia authoring using software similar to Flash as a development tool and Extensible Markup Language (XML) based web multimedia approaches such as Synchronized Multimedia Integration Language (SMIL) and Scalable Vector Graphics (SVG). Students develop presentations targeted to the various media players/browsers, integrating video clips, rolling text documents with hyperlink, background music, animation sequences, and slideshows of still and moving images with narration.

Credits 4.0

Prerequisites

ITS2111: Multimedia Web Development

Corequisites

None

ITS4112: Web Programming

This course will introduce industry standard programming languages including Structured Query Language (SQL) and Java to develop or manage web applications. Error and exception handling techniques, stored procedures and functions, concurrency issues, etc. will be addressed.

Credits 4.0

Prerequisites

ITS2104: Programming Logic

Corequisites

None

ITS4113: Database Systems for Website Applications

This course examines how databases are used to support websites and organizations using case studies. Students will develop dynamic websites with web applications that link databases to websites, pull web data and content in and out of databases and integrate a variety of coding and scripting technologies to enhance the functionality and flexibility of websites. Emphasis is placed on web performance tuning, and the application and maintenance of databases to web development.

Credits 4.0

Prerequisites

ITS2110: Database Design and Development

Corequisites

None

ITS4114: Advanced Database Design and Development

This course represents the practical and demanding challenges of creating web applications for ecommerce, with an emphasis on the Structured Query Language (SQL) queries necessary to build complex relations. In creating the "shopping cart" project for this course, the students will design a normalized database. This course will review Hypertest Preprocessor (PHP) code structures as well as provide basic instruction in Object-Oriented techniques. Also, this course will show students how to document and evaluate their work, within codified goals and test protocols.
Credits 4.0
Prerequisites
ITS2110: Database Design and Development
Corequisites
None

ITS4115: Database Administration

This course provides students with an in-depth coverage of tasks an administrator performs which include, but are not limited to creating and managing database users, implementing a security system, designing a backup strategy, performing recovery, tuning databases to optimize performance and troubleshooting.
Credits 4.0
Prerequisites
ITS3102: SQL Development
Corequisites
None

ITS4116: Database Programming

In this course, students will be introduced to the Data Access Object (DAO) hierarchy which provides the background for the development of sophisticated relational database applications using the control-based methods and object programming methods for data. Remote Data Objects (RDO), Active Data Objects (ADO), structured query language (SQL) and how to combine SQL with Visual Basic controls will also be covered.
Credits 4.0
Prerequisites
ITS2105: Programming I
Corequisites
None

ITS4117: Web Stack Construction

This course guides students through the development of enterprise-quality web applications using current web development frameworks. The course adopts a step-by-step approach by example to web application development using open-source technologies, including but not limited to, HTML5, CSS3, JavaScript, Node.js, a JavaScript-based framework. In this course, students will:

- create a frontend with React
- create a backend with Node.js, Express and Mongo dB
- setting up a database with MongoDB to connect the frontend to the backend creating a full stack

The React, Express JS and Node.js combination provides tools to run web applications on both the client and the server side. Throughout the course, the students learn foundational security concepts and best practices pertaining to enterprise-quality web development, which are applied to secure end-to-end web applications from common cyber threats.
Credits 4.0
Prerequisites
ITS2105: Programming I
Corequisites
None

ITS4200: Information Technology Internship

The goal of this course is to produce a professional who is both highly self-directing and able to use consultative supervision. The internship program is designed specifically to enable the IT student to apply classroom knowledge to the work environment, and to better prepare the student to enter the Information Technology industry. This course is a faculty supervised and evaluated field experience in the student's chosen profession. Students will work with Career Services or the appropriate Department Chair, Program Director, or designee to identify a potential internship site location. Once an acceptable organization and site supervisor are found, South University must approve the organization to be utilized for this purpose. The Site Supervisor, student, and Faculty Coordinator, as defined in the College of Business Internship Courses Student Handbook, arrange for the student to have an opportunity to realize the goals and objectives and apply competencies of this course to real life situations. Please refer to the Internship Learning Agreement in the College of Business Internship Courses Student Handbook for further information regarding requirements prior to participating in an internship. Minimum of 120 contact hours. This course is Pass/Fail (P/F).

Credits 4.0

Prerequisites

ITS4090: Applied Systems Analysis II

Corequisites

None

ITS4211: Network Security

The course covers the network security principles and infrastructure protection strategies. IP security, cryptography, prevention/detection systems, wireless security and system security. The course covers the network security principles and how to mitigate the risk of an attack.

Credits 4.0

Prerequisites

ITS3104: IT Security

Corequisites

None

ITS4221: Application Software Security

The course is a study of security concepts in developing software applications. This course discusses design principles for secure software development, and some of the security issues in current programming and scripting languages, database systems and Web systems. The student will learn the foundations of application security and how to create secure software. This course is part of the cybersecurity curriculum, targeting students who want to work in the field of application security including penetration testing and ethical hacking, but can also apply to other information technology students wanting to know more about the security of software. Upon completing this course, the student will know enough on what it takes to make secure software and where to find information pertinent to solve typical application software security problems.

Credits 4.0

Prerequisites

ITS3104: IT Security

Corequisites

None

ITS4222: IT Governance

This course discusses the fundamental concepts of IT Governance, Audit and Control process that are utilized in a plethora of environments including but not limited to, government, financial, mortgage, service and healthcare industries. Control frameworks, control objectives and the logging, monitoring and reporting and subsequent change management of controls is examined. Students will be exposed to a process for creating a control structure with goals and objectives, auditing a given IT infrastructure against it, and establishing remediation procedures. The primary framework employed is ISACA's COBIT 5.0 open standard framework which is also an integral part of the CISA (Certified Information System Auditor), CISM (Certified Information Security Manager), and CGEIT (Certified in the Governance of Enterprise IT) professional certifications.

Credits 4.0

Prerequisites

ITS3104: IT Security

Corequisites

None

ITS4223: Information Technology Service Management

Managing IT in today's business environment entails more than managing the technology within IT. With business demands for IT services increasing, Information Technology Service Management (ITSM) involves organizing IT as a set of services that are aligned to business needs. With the change in focus of the IT function to a service provider from a technology provider, it is imperative to focus on strategic and important business outcomes, and not just technology outcomes. This course focuses on concepts, techniques, and technologies applied to help IT function as a service provider closely aligned with business needs including links between lifecycle stages, the processes used and their contribution to service management practices. This course enables students to look at IT service management through an end-to-end operating model for the creation, delivery and continual improvement of technology-enabled products and services.

Credits 4.0

Prerequisites

ITS3103: Advanced Networking

Corequisites

None

ITS4224: Foundations of Enterprise Architecture

An enterprise is a collection of organizations that share a common set of goals and objectives. Enterprise architecture is fast emerging as a key function that enables synergy between IT and business strategy and delivery as well as IT in an enterprise. This course provides students with an understanding of advanced concepts and practices in establishing and running ongoing Enterprise Architecture (EA) programs. It also provides students with a theoretical and practical understanding of the subject areas related to EA. Special emphasis is placed on the emerging technologies such as SDN, SOA, EA3, and cloud computing. To appreciate the foundations and decision-making framework of EA some time will be devoted to understand the business processes and strategies.

Credits 4.0

Prerequisites

ITS3101: Advanced Operating Systems and Architecture

Corequisites

None

ITS4231: Case Studies in Computer Security

This course presents the tools and tactics of forensic analysis in the context of electronic data tracking and recovery. Students will participate in an in-depth study of the practical aspects of computer security, including the study of vulnerabilities and tools used in their discovery. This course focuses on case studies as the primary means of exploring attacks and investigations.

Credits 4.0

Prerequisites

ITS3104: IT Security

Corequisites

None

ITS4232: Information Systems Security I

This course is the first course in a two-course sequence on information systems security. The course covers the material needed to prepare for the Certified Information Systems Security Professional (CISSP) certification from the International Information System Security Certification Consortium, (ISC)2. The course covers the domains of security and risk management, asset security, security engineering, and communication and network security. Security and risk management addresses the framework and policies, concepts, principles, structures, and standards used to establish criteria for the protection of information assets and assess the effectiveness of that protection. Asset security examines the concepts, principles, structures, and standards used to monitor and secure assets and controls used to enforce various levels of confidentiality, integrity, and availability. Security engineering describes the concepts, principles, structures, and standards used to design, implement, monitor, and secure, operating systems, equipment, networks, applications, and controls to achieve required levels of confidentiality, integrity, and availability. Communication and network security encompasses the structures, transmission methods, transport formats, and security measures used to provide confidentiality, integrity, and availability for transmissions over private and public communications networks and media. The course includes interactive learning resources and a virtual lab.

Credits 4.0

Prerequisites

ITS3101: Advanced Operating Systems and Architecture
ITS3104: IT Security
ITS3110: Applied Systems Analysis

Corequisites

None

ITS4233: Information Systems Security II

This course is the second course in a two-course sequence on information systems security. The course covers the material needed to prepare for the Certified Information Systems Security Professional (CISSP) certification from the International Information System Security Certification Consortium, (ISC)2. The course covers the domains of identity and access management, information security, security operations, and software development security. Access management examines all operational levels of an organization: facilities, support systems, information systems, and personnel. Information security covers the continued confidentiality- integrity-availability of an organization's assets. Security operations identifies critical information and the execution of selected measures to mitigate threats to critical information. Software development security examines the application of information systems security principles in the software development lifecycle. The course includes interactive learning resources and a virtual lab. The student is expected to have taken Information Systems Security I or equivalent.

Credits 4.0

Prerequisites

ITS4232: Information Systems Security I

Corequisites

None

ITS4234: Ethical Hacking I

This course is the first course in a two-course sequence on ethical hacking. An ethical hacker is a skilled professional who is proficient at examining vulnerabilities in target systems and applying knowledge and tools like those used by malicious hackers, but in a lawful and legitimate manner, to assess the security posture of target systems. The course covers the material needed to prepare for the Certified Ethical Hacker (CEH) certification from the International Council of E-Commerce Consultants (EC-Council). The course examines the specific network security discipline of ethical hacking from a technology-neutral perspective. In this first course, the student learns about threats, vulnerabilities, and exploitation techniques with computer systems, applications, and networks. The main topics covered include: cryptography, foot printing, scanning, enumeration, system hacking, malware, sniffers, and social engineering. The student gains knowledge through lectures and assignments, and hands-on experience through interactive practices, virtual-lab challenges and exercises that supplement the theory. The course assumes basic knowledge of network concepts and issues, computer hardware and software systems, as well as applications.

Credits 4.0

Prerequisites

ITS3101: Advanced Operating Systems and Architecture
ITS3110: Applied Systems Analysis
ITS4211: Network Security
ITS4221: Application Software Security

Corequisites

None

ITS4235: Ethical Hacking II

This course is the second course in a two-course sequence on ethical hacking. An ethical hacker is a skilled professional who is proficient at examining vulnerabilities in target systems and applying knowledge and tools like those used by malicious hackers, but in a lawful and legitimate manner, to assess the security posture of target systems. The course covers the material needed to prepare for the Certified Ethical Hacker (CEH) certification from the International Council of E-Commerce Consultants (EC-Council). In this second course, the student learns ethical-hacking principles and acquires practical skills in the following areas: denial of service, session hijacking, web servers and applications, SQL injection, hacking Wi-Fi and Bluetooth, mobile device security, evasion, cloud technologies and security, and physical security. The student gains knowledge through lectures and assignments, and hands-on experience through interactive practices, virtual-lab challenges and exercises that supplement the theory. The course assumes basic knowledge of network concepts and issues, computer hardware and software systems, as well as applications, and the completion of Ethical Hacking I or equivalent.

Credits 4.0

Prerequisites

ITS4234: Ethical Hacking I

Corequisites

None

ITS4236: Cyber Forensics

Cyber forensics goes beyond just analyzing computer hard drives or detecting intrusions to infrastructures. The term “cyber forensics” is the term adopted by the US Department of Defense, which indicates that the practice of forensics covers digital forensics, network forensics, and application forensics. The course is designed to be aligned with the common body of knowledge of the Computer Hacking Forensic Investigator Certification from the EC-Council. The course covers established digital forensics disciplines and new domains, such as mobile forensics. The course examines digital forensics techniques and procedures, standards and best practices, as well as legal considerations and ethics. The student learns how to obtain digital evidence that is accurate, complete, and dependable. The course also examines the application of the cyber forensics' competencies to different information security areas, such as e-discovery, malware analysis, and incident response. The course includes a direct component, which consists of demonstrations and virtual-lab assignments.

Credits 4.0

Prerequisites

ITS4235: Ethical Hacking II

Corequisites

None

ITS4238: Healthcare Information Systems Security and Privacy

This course covers the core domain knowledge needed to implement, manage, or assess the appropriate security and privacy controls of a healthcare organization. The course is aligned with the material needed to prepare for the Healthcare Information Security and Privacy Practitioner (HCISPP) from the International Information System Security Certification Consortium, (ISC)2. The student in this course learns about the best practices and techniques to protect healthcare organizations' assets, including their sensitive data, against emerging threats and breaches. The course examines essential domains of knowledge from the field of information security with focus on the healthcare industry. These are: healthcare industry, regulatory environment, privacy and security in healthcare, information governance and risk management, information risk assessment, and third-party risk management.

Credits 4.0

Prerequisites

ITS3104: IT Security

Corequisites

None

ITS4239: Incident Response

This course teaches the fundamental skills to recognize and respond to IT security incidents in an organization. Examples of IT security incidents include network security incidents, malware incidents, and unauthorized intrusions. The course covers essential principles and techniques for detecting, handling and responding to current and emerging IT security threats. This includes examining risk assessment methodologies, identifying laws and policies that are pertinent to incident handling, organizing and managing incident response teams, conducting training in incident management, and recovering from incidents. Throughout the course, the students apply the concepts learned on how to tackle different types of incident scenarios through hands-on labs. Upon completing this course, the students will be equipped to develop incident handling and response measures and react efficiently and effectively to IT security incidents.

Credits 4.0

Prerequisites

ITS4232: Information Systems Security I

Corequisites

None

Communications

COM1200: Media Literacy

Media literacy explores the critical role media plays in shaping truth and reality in today's digital age. Students will examine the business dynamics of media, the construction of target audiences, and the impact of mixed messages and content. The course delves into social justice messages, civic engagement, and the evolving landscape of technology in media. Through analytical frameworks and practical exercises, students will develop the skills to critically evaluate media content, understand media's influence on public perception, and engage responsibly as informed citizens in a media-saturated world.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100

COM2006: Interpersonal Communication

This course examines the fundamental role of communication in establishing and maintaining relationships. By surveying leading research and theories in interpersonal communication, students explore scholarly perspectives on how individuals enter into, maintain, and terminate relationships. Conceptual perspectives examined will include communicative competence, relational development, interaction process, codes, and context. This course has a prescriptive orientation, meaning that it is geared toward learning how to be a more competent communicator by being oriented towards others.

Credits 4.0

Prerequisites

None

Corequisites

None

COM2026: Professional Communications for Diverse Populations

Professional Communication for Diverse Populations will explore the complexities of intercultural communication by exploring obstacles affecting intercultural communication, understanding the relationship between communication and various cultures, comparing intercultural communication dynamics, and learning about communication theories and models in diverse contexts. Additionally, students will develop ethical and culturally competent communication skills to engage effectively in our interconnected world.

Credits 4.0

Prerequisites

ENG1100: Composition I

Corequisites

ENG1100: Composition I

None

Economics

ECO2071: Principles of Microeconomics

Microeconomics is the study of how individuals, households and firms make decisions about consumption and production which affect the supply and demand of goods and services. Other topics include the costs of production, behavior of firms, organization of industries, economics of labor markets, and theories of consumer choice.
Credits 4.0
Prerequisites
None
Corequisites
None

ECO2072: Principles of Macroeconomics

The study of macroeconomics includes the basic aspects of economic analysis of the business world. Students will develop an understanding of the monetary system, recession, inflation, and the main cycles of business activity
Credits 4.0
Prerequisites
None
Corequisites
None

Finance

FIN2030: Introduction to Finance

This course exposes the student to a wide range of important issues in managerial and personal finance, including such topics as the role of finance in organizations, principles of financial analysis, forecasting and working capital management, and the basics of analysis and evaluation of investments such as stocks, mutual funds and bonds.
Credits 4.0
Prerequisites
ACC1001: Accounting I
BUS1101: Introduction to Business
Corequisites
None

FIN3030: Corporate Finance

An introductory course in the financial management of non-financial corporations, this course focuses on the role of interest rates and capital markets in the economy. A variety of topics are addressed, including the structure and analysis of financial statements, time value of money circulations, and the valuation of income-producing physical assets.
Credits 4.0
Prerequisites
FIN2030: Introduction to Finance
Corequisites
None

FIN4060: Financial Statement Analysis

This course covers the decision-making principles of accounting and finance in an integrated manner. Material includes the recognition and understanding of the estimates and assumptions underlying financial statements.
Credits 4.0
Prerequisites
ACC1002, FIN2030
Corequisites
None

Management

MGT2037: Principles of Management

The latest major approaches and techniques of management are studied, including planning, systems management, new organizational concepts, computer influence, controlling, and quantitative measurement.
Credits 4.0
Prerequisites
BUS1101 (College of Business students only)
Corequisites
None

MGT2040: Fundamentals of Strategic Negotiations

The course explores the terminology, theories, and application of negotiations in a wide variety of organizational contexts. The primary focus for this class is single party negotiations although concepts related to multiparty and complex negotiations will be introduced. Consideration will be given to defining a successful negotiation outcome as well as to the behaviors and strategies that contribute to negotiation success.
Credits 4.0
Prerequisites
None
Corequisites
None

MGT3002: Organizational Behavior

This course advances the concepts learned in the Principles of Management course. In addition, behavioral concepts are applied to motivation, leadership, work groups, and communication.
Credits 4.0
Prerequisites
MGT2037: Principles of Management
Corequisites
None

MGT3035: Fundamentals of Project Management

This course will provide the student with an understanding of the main principles of project management. It will provide real-world examples of how and when to apply these principles, including financial, accounting, and budgeting considerations. An overview and usage of project planning software package will also be provided.
Credits 4.0
Prerequisites
ACC1003, MGT2037
Corequisites
None

MGT3045: Human Resources Management

This course represents a realistic study of the principles and practices of personnel management, major factors in personnel problems and labor relations, and the organization of personnel work. Attention is also given to the task of procuring, developing, maintaining, and using an effective team.
Credits 4.0
Prerequisites
None
Corequisites
None

MGT3050: Organizational Change Management

The methods and processes of planned change are examined. This course will emphasize design and implementation of continuous improvement systems and issues related to constant change. Change models are examined and students are given opportunities to apply these models to case studies and scenarios. Students are given the skills and tools to facilitate organizational change processes in organizations.
Credits 4.0
Prerequisites
MGT2037: Principles of Management
Corequisites
None

MGT3059: Operations Management

This course focuses on the production and operations component of business. Topics include operations strategy, forecasting of demand, design of goods and services, process, capacity and location planning, scheduling of jobs and projects, and job design. Students will learn to use basic decision tools to analyze and make decisions in these topic areas.
Credits 4.0
Prerequisites
MGT2037: Principles of Management
Corequisites
None

MGT3102: Leadership

This course examines the art and science of leadership in complex organizations. The roles of leaders and managers at different levels of the organizational structure are analyzed. Students are given opportunities to investigate personal characteristics of effective leaders. Through experiential activities, students discover the implications of collaborative management and effective leadership on the organization's performance and gain insights into their own leadership styles.

Credits 4.0

Prerequisites

MGT3002: Organizational Behavior

Corequisites

None

MGT4027: Global Business Management

Students study the basis for transacting business among countries, the mechanics of international trade and foreign exchange transactions, the characteristics of international management, and the different perspectives on organizational behavior, human resource management, management styles and business ethics practiced in different cultural settings. Business in the international environment is interpreted from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility.

Credits 4.0

Prerequisites

MGT2037: Principles of Management
ECO2071: Principles of Microeconomics
ECO2072: Principles of Macroeconomics

Corequisites

None

MGT4054: Small Business Management

In this course, students study the special problems of initiating and managing a small business. The course integrates the functions of finance, marketing and management and stresses the special discipline and characteristics required of the small business entrepreneur.

Credits 4.0

Prerequisites

MGT2037, MKT3010, FIN2030

Corequisites

None

MGT4059: Advanced Operations Management

This course provides an analysis of supply chain and operations management for products and services and the dynamic interaction of companies along an integrated supply chain. Topics include supply chain strategy, outsourcing, inventory management, aggregate planning, Material Requirements Planning (MRP) and Enterprise Resource Planning (ERP), scheduling, advanced production planning, and maintenance and reliability.

Credits 4.0

Prerequisites

MGT3059: Operations Management

Corequisites

None

MGT4070: Strategic Management

This capstone course is intended to integrate subject matter from more specialized business courses and related areas of study to help students develop conceptual skills needed in management. Major topics include the development of organizational strategy, decision making within a strategic framework, the planning process, formulation of objectives and policies, and the management of change. Use of the case method will draw significantly on students' prior management study and experience. Students will review business concepts for all areas of the business curriculum and demonstrate proficiency in the common professional components required of effective business managers and leaders through a standardized business test.

Credits 4.0

Prerequisites

Bachelor of Business Administration Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN4060, MGT3059, MKT2010. For BS Accounting and BS to MS Accounting Students: ACC1003, BUS2023, BUS3055, BUS3059, FIN2030, MGT3059, MKT2010

Corequisites

None

MGT7100: Seminar in Organizational Behavior

Doctoral level course focusing on topics related to individual behavior including individual personality, decision making, motivation, satisfaction, positive and negative reactions at work, conflict, and impression management. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze the research paradigms employed at the individual level of analysis. This course will incorporate research concepts being covered in the first research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

Online Students: BUS7000

Corequisites

Campus-based Students: BUS7000

MGT7105: Seminar in Group and Team Behavior

Doctoral-level course focusing on topics related to groups and teams. Topics covered include team dynamics, team alignment, coaching teams, team management, motivation through team management, integrating teams into business strategy and evaluating teams. The study of multi-level analysis will be an important part of this course. This course will incorporate statistical concepts being covered in the first statistics for research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

MGT7100: Seminar in Organizational Behavior

Corequisites

None

MGT7110: Seminar in Organizational Theory

Doctoral level course focusing on theoretical and pragmatic topics related to organizational theory. Topics include organizational design, strategy, environment, structure, process, people, coordination, context, partnerships, and diagnosis. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. Research paradigms at the organizational level of analysis will be explored. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the first research methods course and first statistics for research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

MGT7100 and Completion of Residency I (online program only)

Corequisites

Completion of Residency I (online program only)

MGT7115: Seminar in Leadership

Doctoral-level course focused on effective organizational leadership. Topics include leader attributes and behaviors, leader/follower interaction, approaches to leadership, theories of leadership, leading change, strategic leadership, and global leadership. The focus will start with the leader as individuals, followed by leading others and leading organizations. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

MGT7100: Seminar in Organizational Behavior

Corequisites

None

MGT7200: Seminar in Organizational Development and Change

Doctoral-level course focusing on topics related to organizational development and change within organizations. Topics covered include the history of organizational development, strategies for change, transforming organizations, organizational learning, implementation issues, and challenges and opportunities for organizational development. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

MGT7105: Seminar in Group and Team Behavior
MGT7110: Seminar in Organizational Theory
MGT7115: Seminar in Leadership

Corequisites

None

MGT7205: Seminar in Ethics and Social Responsibility

Doctoral level course focusing on topics related to business ethics including corporate social responsibility, stakeholder relationships, ethical leadership, trust and trustworthiness, morality and justice, international business ethics, and teaching business ethics. Students will be exposed to literature reviews of weekly topics and will discuss how to develop appropriate literature reviews for peer reviewed journals. The class will also begin to examine the basic design of research articles and analyze research paradigms employed at the individual and organizational levels of analysis. Students will develop a research proposal up to the point of data collection and will discuss how they would collect and analyze the data. This course will incorporate research concepts being covered in the second statistics for research methods course. Students will also develop resources to be used in teaching the course topics.

Credits 4.0

Prerequisites

MGT7200: Seminar in Organizational Development and Change

Corequisites

BUS7002 (online program only)

Marketing

MKT2010: Principles of Marketing

This is an introductory course in the primary activities and practices of domestic and global marketing. It provides an overview of the marketing environment, consumer behavior, market segmentation and target marketing, branding, the distribution of goods and services, the pricing system, promotional and communication activities, and new product development.

Credits 4.0

Prerequisites

BUS1101: Introduction to Business

Corequisites

None

MKT3010: Marketing Management

This course studies the marketing process and the business environment in which it operates. The emphasis is on the role of the marketing manager and the basis for strategic and tactical marketing decisions required for achieving the firm's strategic business goals.
Credits 4.0
Prerequisites
MKT2010, MAT2058
Corequisites
None

MKT4106: Advertising and Promotion

This course helps students understand how to plan, develop and execute integrated marketing communications programs using the tools of advertising, direct marketing, sales promotion, public relations, Internet advertising, and personal selling.
Credits 4.0
Prerequisites
MKT3010: Marketing Management
Corequisites
None

Politics

POL1150: Contemporary Issues

The course explores a series of public policy topics ranging from the economy, defense and security, individual rights, health care, immigration, energy and the environment. Students will develop critical thinking skills and gain an in-depth understanding of the historical background of selected policy topics. Students will develop the skills necessary for viewing and grasping policy topics from multiple perspectives, learn how to evaluate, synthesize, and debate policy issues, and become civically engaged and informed citizens.
Credits 4.0
Prerequisites
ENG1100: Composition I
Corequisites
None

POL2076: American Government

This course introduces students to the American Government. By examining the struggle for power-the participants, the stakes, the processes, and the institutional arenas — this course introduces the students to the political struggles that drive democracy.
Credits 4.0
Prerequisites
ENG1200
Corequisites
ENG1200

Professional Development

UVC1000: Strategies for Success

This course equips students with the essential tools for success in both academic and professional environments. Through the identification of academic resources and the development of resiliency skills, students will gain strategies to overcome challenges and achieve long-term goals. The course also highlights the role of critical thinking as a cornerstone for decision-making and goal attainment, preparing students to navigate complex academic and professional landscapes with confidence and integrity.
Credits 4.0
Prerequisites
None
Corequisites
None

UVC2001: Introduction to Health Professions

Explore the dynamic world of healthcare professions and enhance cultural competence in this comprehensive course. Gain insights into diverse health roles, understand and apply sensitive communication strategies, and develop collaborative and ethical practices crucial for modern healthcare.
Credits 4.0
Prerequisites
None
Corequisites
None

UVC4000: Career Exploration Seminar

Designed to help pending graduates develop an effective approach to the job search, this course emphasizes the understanding of industry expectations and job trends, assessing and developing skills for the work place, developing a professional portfolio with cover letters and resumes, projecting professionalism, and the practical applications of networking, self-promotion, successful interviewing, salary negotiations, and overcoming rejection.
Credits 4.0
Prerequisites
None
Corequisites
Taken within 3 quarters (campus-based) or 9 classes from Graduation (South University, Online Programs)

Project Management

PMC6601: Foundations of Project Management

This course introduces students to the challenges associated with projects in the business arena. The course introduces the terms and conceptual framework for Project Management as detailed in the ANSI Standard Guide to the Project Management Body of Knowledge (PMBOK Guide). The course focuses on the processes of project integration management including initiating projects, project planning, executing project plans, controlling and monitoring project work, and closing the project. Students also analyze how project management disciplines such as leadership, ethics, strategic management, operations management, and human resources management utilize project management processes.
Credits 4.0
Prerequisites
MBA5009: Managerial Environment
Corequisites
None

Anesthesia Science

ANS5001: Clinical Anesthesia I

Survey the foundations of the clinical practice of anesthesia through one-on-one supervised instruction in operating rooms and ancillary anesthetizing locations. Study operating room practices, including traffic control, sterile technique, conduct and uniform policy, personnel, and professionalism.
Credits 1.0
Prerequisites
Admission to the Anesthesiologist Assistant Program
Corequisites
None

ANS5012: Clinical Anesthesia II

Begin to practice clinical anesthesia during required general rotations. Gain experience executing the foundations of the clinical practice of anesthesiology through one-on-one supervised instruction in the operating room and ancillary procedural locations. Apply classroom reading and learning to firsthand clinical encounters.
Credits 4.0
Prerequisites
ANS5001: Clinical Anesthesia I
Corequisites
None

ANS5013: Clinical Anesthesia III

Continue to practice clinical anesthesia during required general rotations. Gain experience executing the foundations of the clinical practice of anesthesiology through one-on-one supervised instruction in the operating room and ancillary procedural locations. Increasingly apply classroom reading and learning to firsthand clinical encounters.
Credits 5.0
Prerequisites
ANS5012: Clinical Anesthesia II
Corequisites
None

ANS5014: Clinical Anesthesia IV

Continue to practice clinical anesthesia during required general rotations. Gain experience executing the foundations of the clinical practice of anesthesiology through one-on-one supervised instruction in the operating room and ancillary procedural locations. Increasingly apply classroom reading and learning to firsthand clinical encounters.

Credits 5.0

Prerequisites

ANS5013: Clinical Anesthesia III

Corequisites

None

ANS5015: Clinical Anesthesia V

Continue to practice clinical anesthesia during required general rotations. Gain experience executing the foundations of the clinical practice of anesthesiology through one-on-one supervised instruction in the operating room and ancillary procedural locations. Increasingly apply classroom reading and learning to firsthand clinical encounters.

Credits 6.0

Prerequisites

ANS5014: Clinical Anesthesia IV

Corequisites

None

ANS5020: Medical Terminology

Explore the methods of word formulation used in modern medical terminology. Apply known methods of terminology formation to understand and identify standard abbreviations, surgical procedures, and other necessary information used in the clinical practice of anesthesia.

Credits 1.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5081: Principles of Airway Management I

Study basic airway management techniques, including bag/mask ventilation, oral and nasal airway procedures, laryngeal mask airway placement, and alternative device placement. Examine pediatric airway considerations and difficult airway management, as well as extubation and complications of airway management.

Credits 2.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5100: Physics of Anesthesia

Investigate the basic physical principles and processes applied to the clinical practice of anesthesia, including gas laws, fluid mechanics, heat transfer, vaporization, diffusion, solubility, and time constants. Examine the hazards of anesthesia and the surgical environment to patients and providers, including fire, lasers, and ionizing radiation. Apply the principles of electrical circuit theory as a model for anesthesia equipment and physiologic systems.

Credits 2.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5120: Introduction to Anesthesia Delivery Systems & Equipment

Examine the anatomy of the anesthesia delivery system, including pipeline/cylinder gas distribution systems, breathing circuits, vaporizers, ventilators, scavenge of waste gases, suction, and resuscitation equipment. Describe the safety features of anesthesia delivery systems and discuss accounts of critical incidents involving anesthesia equipment. Understand American Society of Anesthesiologists (ASA) monitoring standards and explain how to employ the standards in anesthesia care.

Credits 2.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5140: Pre-anesthetic Evaluation

Introduce pre-anesthetic evaluation techniques and procedures to properly create and implement a complete anesthetic plan. Practice patient history-taking skills to inquire about pertinent information that could affect the anesthetic plan. Perform thorough physical examinations and determine necessary pre-operative testing. Explore optimization of common comorbidities and how disease processes can alter patient anesthetic care.

Credits 3.0

Prerequisites

ANS5160

Corequisites

None

ANS5160: Introduction to Clinical Anesthesia

Study anesthesia and operating room fundamentals, including commonly used medications, procedures surrounding different types of anesthesia, standards of patient monitoring, and clinical management during the perioperative period. Understand ethical and professional duty as an anesthesiologist assistant as it relates to patient confidentiality and standard of care.

Credits 3.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5181: Anesthesia Laboratory I

Learn hands-on skills for understanding and using the anesthesia machine, breathing circuit, and mechanical ventilator. Gain experience using introductory airway management techniques necessary for anesthesia practice. Work in small groups with instructors to practice IV insertion and drug administration using aseptic techniques. Skills learned in the lab are applied during clinical education and in the anesthesia simulation courses.

Credits 1.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5182: Anesthesia Laboratory II

Learn and practice hands-on techniques for airway management, patient positioning, and hemodynamic monitoring used in anesthesia practice. Work in small groups with instructors to master procedural skills and discuss the appropriate use of these skills as part of clinical care. Skills learned in the lab are applied during clinical education and in the anesthesia simulation courses.

Credits 1.0

Prerequisites

ANS5181: Anesthesia Laboratory I

Corequisites

None

ANS5183: Anesthesia Laboratory III

Learn techniques for lung isolation, crisis resource management, and advanced treatment algorithms for cardiac events during the perioperative period. Practice procedural skills and discuss the appropriate use of these skills as part of clinical care. Skills learned in the lab are applied during clinical education and in the anesthesia simulation courses.

Credits 1.0

Prerequisites

ANS5182: Anesthesia Laboratory II

Corequisites

None

ANS5184: Anesthesia Laboratory IV

Learn techniques for performing pediatric airway management, ultrasound imaging, neuraxial blockade, and central venous cannulation. Work in small groups with instructors to practice procedural skills and discuss the appropriate use of these skills as part of clinical care for adult and pediatric patients. Skills learned in the lab are applied during clinical education and in the anesthesia simulation courses.

Credits 1.0

Prerequisites

ANS5183: Anesthesia Laboratory III

Corequisites

None

ANS5191: Anesthesia Simulation I

Establish the clinical skills of a novice anesthesiologist assistant student. Apply American Society of Anesthesiologists (ASA) standard monitoring, perform a basic pre-anesthetic patient interview, demonstrate airway management techniques, manage an adult patient during the perioperative phase of a general anesthetic, and practice communication skills as appropriate for a member of the Anesthesia Care Team while using a high-fidelity patient simulator for the assigned tasks in the course.

Credits 1.0

Prerequisites

Admission to the Anesthesiologist Assistant Program

Corequisites

None

ANS5192: Anesthesia Simulation II

Establish the clinical skills of an anesthesiologist assistant student. Perform pre-operative interview and physical exam, conduct a complete anesthetic from induction through extubation, and assess and manage a difficult airway. Continue to practice clinical and communication skills as appropriate for a member of the Anesthesia Care Team while using a high-fidelity patient simulator for the assigned tasks in the course.

Credits 1.0

Prerequisites

ANS5191: Anesthesia Simulation I

Corequisites

None

ANS5193: Anesthesia Simulation III

Establish the clinical skills of an anesthesiologist assistant student. Practice advanced clinical decision-making during the course of an anesthetic, including use of crisis resource management principles and advanced cardiac life support algorithms. Continue to hone clinical and communication skills as appropriate for a member of the Anesthesia Care Team while using a high-fidelity patient simulator for the assigned tasks in the course.

Credits 1.0

Prerequisites

ANS5192: Anesthesia Simulation II

Corequisites

None

ANS5194: Anesthesia Simulation IV

Establish the clinical skills of an anesthesiologist assistant student. Practice advanced clinical decision-making during the course of an anesthetic, including use of crisis resource management principles in specialized patient populations. Continue to hone clinical and communication skills as appropriate for a member of the Anesthesia Care Team while using a high-fidelity patient simulator for the assigned tasks in the course.
Credits 1.0
Prerequisites
ANS5193: Anesthesia Simulation III
Corequisites
None

ANS5201: Cardiovascular Physiology for Anesthesia Practice I

Develop fundamental knowledge of the form and function of the human cardiovascular system. Understand the impact of anesthesia on hemodynamic variables and stability. Learn the physiologic causes of normal and abnormal clinical findings and apply them to properly care for patients in the perioperative setting.
Credits 2.0
Prerequisites
ANS5932
Corequisites
None

ANS5202: Cardiovascular Physiology for Anesthesia Practice II

Further explore the structure and function of the human cardiovascular system with a focus on intrinsic mechanisms and extrinsic mediators of hemodynamic control. Examine the cardiovascular response to normal and pathological situations. Understand how disease states impair function and apply that knowledge to anesthetic principles.
Credits 3.0
Prerequisites
ANS5201: Cardiovascular Physiology for Anesthesia Practice I
Corequisites
None

ANS5221: Principles of Instrumentation and Patient Monitoring I

Examine the fundamental principles of measurement, application, and interpretation of the primary monitoring modalities used in anesthesia practice, including electrocardiogram (ECG), invasive and non-invasive blood pressure, pulse oximetry and plethysmography, capnography, and neuromuscular junction monitoring.
Credits 2.0
Prerequisites
ANS5160: Introduction to Clinical Anesthesia
Corequisites
None

ANS5222: Principles of Instrumentation and Patient Monitoring II

Further examine the fundamental principles of measurement, application, and interpretation of advanced monitoring modalities used in anesthesia practice, including global delivery of oxygen, central venous and pulmonary artery pressure, cardiac output, coagulation/hemostasis, level of consciousness, and fetal monitoring. Analyze electrical risks to the patient in the operating room environment and explore the use of cardiac assist devices and ultrasound for the care of patients.

Credits 2.0

Prerequisites

ANS5221: Principles of Instrumentation and Patient Monitoring I

Corequisites

None

ANS5300: Pulmonary Physiology for Anesthesia Practice

Examine the function and processes of the human pulmonary system with particular emphasis on the application of concepts to the clinical practice of anesthesia.

Credits 2.0

Prerequisites

ANS5932

Corequisites

None

ANS5302: Pulmonary Physiology for Anesthesia Practice II

Explore the anatomy, function, and processes of the human pulmonary system with emphasis on the pathophysiology of pulmonary disease and how these disease states impact the care of the patient receiving anesthesia.

Credits 2.0

Prerequisites

ANS5300: Pulmonary Physiology for Anesthesia Practice

Corequisites

None

ANS5345: Anesthesia Principles and Practice I

Through classroom lectures, problem-based learning discussions, and applicable independent studies, explore the development of a complete anesthetic plan that focuses on unique patient considerations, including age, comorbidities, surgical procedure, and disease states. Examine commonly used anesthetic drugs, protocols employed in the management of major events, and professional and ethical dilemmas encountered in the modern practice of anesthesiology.

Credits 3.0

Prerequisites

ANS5160: Introduction to Clinical Anesthesia

Corequisites

None

ANS5346: Anesthesia Principles and Practice II

Through classroom lectures, problem-based learning discussions, and applicable independent studies, continue to explore the development of a complete anesthetic plan that focuses on unique patient considerations, including age, comorbidities, surgical procedure, and disease states. Examine commonly used anesthetic drugs, protocols employed in the management of major events, and professional and ethical dilemmas encountered in the modern practice of anesthesiology.

Credits 3.0

Prerequisites

ANS5345: Anesthesia Principles and Practice I

Corequisites

None

ANS5347: Anesthesia Principles and Practice III

Through classroom lectures, problem-based learning discussions, and applicable independent studies, continue to explore the development of a complete anesthetic plan that focuses on unique patient considerations, including age, comorbidities, surgical procedure, and disease states. Examine commonly used anesthetic drugs, protocols employed in the management of major events, and professional and ethical dilemmas encountered in the modern practice of anesthesiology.

Credits 3.0

Prerequisites

ANS5346: Anesthesia Principles and Practice II

Corequisites

None

ANS5348: Anesthesia Principles and Practice IV

Through classroom lectures, problem-based learning discussions, and applicable independent studies, further explore the development of a complete anesthetic plan that focuses on unique patient considerations, including age, comorbidities, surgical procedure, and disease states. Examine commonly used anesthetic drugs, protocols employed in the management of major events, and professional and ethical dilemmas encountered in the modern practice of anesthesiology.

Credits 3.0

Prerequisites

ANS5347: Anesthesia Principles and Practice III

Corequisites

None

ANS5421: Pharmacology in Anesthesia Practice I

Examine drugs specifically related to the practice of anesthesia, including inhaled and intravenous anesthetics, opioids, local anesthetics, neuromuscular blockers and reversal agents, and intravenous fluids. Develop strategies for the best use of various anesthetic drugs during the perioperative period.

Credits 2.0

Prerequisites

ANS5140: Pre-anesthetic Evaluation

Corequisites

None

ANS5422: Pharmacology in Anesthesia Practice II

Further examine drugs specifically related to the practice of anesthesia, including adrenergic agonists and antagonists, anti-dysrhythmics, anticoagulants and procoagulants, antiemetics, respiratory pharmacotherapies, and blood products. Develop strategies for the best use of various anesthetic drugs during the perioperative period.

Credits 2.0

Prerequisites

ANS5421: Pharmacology in Anesthesia Practice I

Corequisites

None

ANS5502: Advanced Anesthesia Systems and Monitoring

Through classroom lecture and sessions in the anesthesia learning laboratory, broaden knowledge and expand understanding of anesthesia delivery systems, modes of ventilation, and advanced patient monitoring, including transesophageal echocardiography, non-invasive cardiac output, and arterial, central venous, and pulmonary artery pressure monitoring.

Credits 2.0

Prerequisites

ANS5120 and ANS5222

Corequisites

None

ANS5510: AA Professional Seminar

Explore topics relevant to the ongoing professional development of anesthesiologist assistants.
Credits 1.0
Prerequisites
Admission to the Anesthesiologist Assistant Program
Corequisites
None

ANS5520: Advanced Airway Management

Develop strategies to recognize difficult airways and expand understanding of management techniques for both adult and pediatric difficult airway clinical scenarios. Analyze the American Society of Anesthesiologists (ASA) Difficult Airway Algorithm and discuss fiber optic strategies, invasive airway techniques, and airway management for central nervous system (CNS) injury and burn victims.
Credits 2.0
Prerequisites
ANS5081: Principles of Airway Management I
Corequisites
None

ANS5601: Regional Anesthesia Practice I

Explore fundamental techniques of regional anesthesia, including positioning and use of pertinent equipment, such as ultrasound. Understand the anatomy specific to neuraxial and upper extremity peripheral nerve blockade. Discuss the pharmacology and use of local anesthetics pertaining to regional anesthesia. Describe the indications for use and management of potential complications of regional blocks. Practice hands-on techniques during the accompanying course workshops.
Credits 2.0
Prerequisites
Permission of the faculty
Corequisites
None

ANS5602: Regional Anesthesia Practice II

Further explore fundamental techniques of regional anesthesia, including positioning and use of pertinent equipment such as ultrasound. Understand the anatomy specific to lower extremity, head and neck, thoracic, and abdominal plane nerve blockade. Discuss the indications for use and management of potential complications of regional blocks. Practice hands-on techniques during the accompanying course workshops.
Credits 2.0
Prerequisites
ANS5601: Regional Anesthesia Practice I
Corequisites
None

ANS5931: Anatomy & Physiology I

Examine human anatomy and physiology to include discussion of cellular and subcellular mechanisms of normal function. Apply knowledge of human structure and function to clinical practice. Explore variations from normal structure and function and the means by which the variations contribute to disease states. Focus is placed on human tissues and the cardiovascular, nervous, respiratory, and digestive systems.
Credits 4.0
Prerequisites
Admission to South University Anesthesiologist Assistant Program
Corequisites
ANS5941

ANS5932: Anatomy & Physiology II

Further examine human anatomy and physiology to include discussion of cellular and subcellular mechanisms of normal function. Apply knowledge of human structure and function to clinical practice. Explore variations from normal structure and function and the means by which the variations contribute to disease states. Focus is placed on the integumentary, gastrointestinal, musculoskeletal, endocrine, immune, renal, and reproductive systems.
Credits 4.0
Prerequisites
ANS5931, ANS5941
Corequisites
ANS5942

ANS5941: Anatomy & Physiology Lab I

Apply information and knowledge from ANS5931 Anatomy & Physiology I Lecture in a laboratory setting. Work in small groups with an instructor to identify relevant structures using multiple learning modalities, including models, dissections, radiographic images, virtual software, and other learning aids.
Credits 1.0
Prerequisites
Admission to South University Anesthesiologist Assistant Program
Corequisites
ANS5931: Anatomy & Physiology I

ANS5942: Anatomy & Physiology Lab II

Apply information and knowledge from ANS5932 Anatomy & Physiology II Lecture in a laboratory setting. Work in small groups with an instructor to identify relevant structures using multiple learning modalities, including models, dissections, radiographic images, virtual software, and other learning aids.
Credits 1.0
Prerequisites
ANS5931 and ANS5941
Corequisites
ANS5932: Anatomy & Physiology II

ANS5995: Individual Tutorial

Permits first year students to study a particular problem or area of emphasis in anesthesiology, with more breadth or greater depth than covered in the normal curriculum, under the direction of a faculty member. Pass/Fail
Credits 0
Prerequisites
Permission of the faculty
Corequisites
None

ANS5996: Individual Directed Study

Permits first year students to study a particular problem or area of emphasis in anesthesiology, with more breadth or greater depth than covered in the normal curriculum, under the direction of a faculty member. Pass/Fail
Credits 0
Prerequisites
Permission of faculty
Corequisites
None

ANS5998: Remedial Studies

Permits first year students to enroll for review, under the direction of a faculty member, an area of emphasis in anesthesiology for which the student is having difficulty. Pass/Fail
Credits 1.0
Prerequisites
Permission of the faculty
Corequisites
None

ANS5999: Comprehensive Anesthesia Studies

In conjunction with clinical learning and under the direction of a faculty member, this course engages first year students in remediation studies to redress knowledge deficits.
Credits 16.0
Prerequisites
Matriculation in the anesthesiologist assistant program
Corequisites
None

ANS6011: Clinical Anesthesia I

Practice clinical anesthesia during required rotations through general and subspecialty areas over the course of the final year. Gain firsthand experience through one-on-one supervised instruction in the operating room and ancillary procedural locations.
Credits 16.0
Prerequisites
ANS5015: Clinical Anesthesia V
Corequisites
None

ANS6012: Clinical Anesthesia II

Practice clinical anesthesia during required rotations through general and subspecialty areas over the course of the final year. Gain firsthand experience through one-on-one supervised instruction in the operating room and ancillary procedural locations.
Credits 16.0
Prerequisites
ANS6011: Clinical Anesthesia I
Corequisites
None

ANS6013: Clinical Anesthesia III

Practice clinical anesthesia during required rotations through general and subspecialty areas over the course of the final year. Gain firsthand experience through one-on-one supervised instruction in the operating room and ancillary procedural locations.
Credits 15.0
Prerequisites
ANS6012: Clinical Anesthesia II
Corequisites
None

ANS6014: Clinical Anesthesia IV

Practice clinical anesthesia during required rotations through general and subspecialty areas over the course of the final year. Gain firsthand experience through one-on-one supervised instruction in the operating room and ancillary procedural locations.
Credits 16.0
Prerequisites
ANS6013: Clinical Anesthesia III
Corequisites
None

ANS6021: Senior Seminar I

Learn how to critically evaluate and analyze evidence-based medicine in the field of anesthesiology. Develop and deliver cohesive class presentations of a clinical case vignette, hazards and complications scenario, or other relevant topic in current anesthesia practice using recent peer-reviewed medical literature.
Credits 1.0
Prerequisites
Permission of the program director
Corequisites
None

ANS6022: Senior Seminar II

Develop and deliver cohesive class presentations of a clinical case vignette, hazards and complications scenario, or relevant topic in current anesthesia practice using recent peer- reviewed medical literature.
Credits 1.0
Prerequisites
Permission of the program director
Corequisites
None

ANS6023: Senior Seminar III

Develop and deliver cohesive class presentations of a clinical case vignette, hazards and complications scenario, or relevant topic in current anesthesia practice using recent peer- reviewed medical literature.
Credits 1.0
Prerequisites
ANS6022: Senior Seminar II
Corequisites
None

ANS6024: Senior Seminar IV

Develop and deliver cohesive class presentations of a clinical case vignette, hazards and complications scenario, or relevant topic in current anesthesia practice using recent peer- reviewed medical literature.
Credits 1.0
Prerequisites
ANS6023: Senior Seminar III
Corequisites
None

ANS6041: Anesthesia Review I

Read and review specific topics in a comprehensive anesthesiology textbook during the final year to accumulate and expand subject knowledge.
Credits 1.0
Prerequisites
ANS5348: Anesthesia Principles and Practice IV
Corequisites
None

ANS6042: Anesthesia Review II

Read and review specific topics in a comprehensive anesthesiology textbook during the final year to accumulate and expand subject knowledge.
Credits 1.0
Prerequisites
ANS6041: Anesthesia Review I
Corequisites
None

ANS6043: Anesthesia Review III

Read and review specific topics in a comprehensive anesthesiology textbook during the final year to accumulate and expand subject knowledge.
Credits 1.0
Prerequisites
ANS6042: Anesthesia Review II
Corequisites
None

ANS6044: Anesthesia Review IV

Read and review specific topics in a comprehensive anesthesiology textbook during the final year to accumulate and expand subject knowledge.
Credits 1.0
Prerequisites
ANS6043: Anesthesia Review III
Corequisites
None

ANS6995: Individual Clinical Practicum

Permits students to enroll for review and participation in, a subspecialty area of clinical anesthesia. Minimum of 30 clinical hours for each credit hour enrolled.
Credits 0
Prerequisites
Permission of the faculty
Corequisites
None

ANS6996: Individual Directed Study

Permits senior students to study a particular problem or area of emphasis in anesthesiology that is not covered in the program curriculum, under the direction of a faculty member.
Credits 0
Prerequisites
Permission of the faculty
Corequisites
None

Physician Assistant

PAS5100: Physical Diagnosis I

Diagnostic skills build critical thinking and decision-making competencies in physician assistants managing patients across the life span. Students learn patient communication skills, interview techniques, and physical diagnostic techniques to complete a comprehensive physical examination of the relevant regions and systems of the body. Through discussion and case-based analysis, students master the skills required to complete a comprehensive physical examination. A separate laboratory course (PAS5200 Physical Diagnosis I Lab) provides students with the opportunity to demonstrate the skills needed to perform a complete physical examination of the body systems covered in this course.
Credits 3.0
Prerequisites
Admission to the PA Program
Corequisites
PAS5200 Physical Diagnosis I Lab

PAS5102: Medical Interviewing and Documentation

Medical communication skills are essential in health care. Students identify the components of a complete and focused medical history utilizing effective interviewing skills. Documentation of patient encounters in a variety of settings will be explored.
Credits 3.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS5105: Epidemiology and Biostatistics

This course provides a broad overview to familiarize Physician Assistant students with the basic concepts of public health and preventative medicine. Epidemiological concepts include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases; and environmental occupational, behavioral, and chronic disabling conditions. Students are introduced to approaches to evaluate the validity of research data and the content of articles that appear in the medical literature
Credits 3.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS5115: Physical Diagnosis II

Diagnostic skills build critical thinking and decision-making competencies in physician assistants managing patients across the life span. Students continue learning patient communication skills, techniques of interviewing, and physical diagnostic techniques to complete the comprehensive physical examination. Through discussion and case-based analysis, students further master the skills required to complete a comprehensive physical examination. A separate laboratory course (PAS5215 Physical Diagnosis II Lab) allows the student an opportunity to demonstrate the skills needed to perform a complete physical examination of the body systems covered in this course.
Credits 3.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
PAS5215 Physical Diagnosis Lab II

PAS5124: Essentials of Behavioral Medicine

Evaluation and management of patients with behavioral and mental health conditions influence physician assistants in all disciplines of medicine. Students examine effective interviewing methods, physical examination techniques, and pharmacological principles to treat psychiatric and behavioral conditions across the life span. Students also examine areas in the social and behavioral sciences with application to clinical practice, including human sexuality; response to illness, injury, and stress; the detection and treatment of substance abuse; and the identification and prevention of violence and neglect.
Credits 3.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5125: Medical Anatomy and Physiology I

Medical anatomy and physiology is the foundation of providing medical care to patients as a physician assistant. Students correlate anatomic and physiologic variations across the lifespan from fetal development to geriatrics.

Credits 4.0

Prerequisites

Admission to the Physician Assistant Program

Corequisites

PAS5225 Medical Anatomy and Physiology I Lab

PAS5126: Medical Anatomy and Physiology II

Medical anatomy and physiology is the foundation of providing medical care to patients as a physician assistant. Students continue correlating anatomic and physiologic variations across the lifespan from fetal development to geriatrics.

Credits 4.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

PAS5226 Medical Anatomy and Physiology II Lab

PAS5130: Diagnostic Methods

Interpretation of electrocardiography and radiologic imaging is essential in the diagnosis and treatment of patients across the life span. Students recognize medical disease processes using a systematic approach to electrocardiogram (EKG) analysis and selection of imaging modalities. Students also interpret EKGs and radiologic diagnostic testing through case-based methodology.

Credits 4.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5132: Essentials of Clinical Geriatrics

This course demonstrates new changes in clinical geriatric medicine and the ways in which care for the elderly is being organized. Instruction provides the Physician Assistant student, as a future healthcare practitioner, an excellent understanding of the expanding area of geriatrics and prepares the Physician Assistant student to appropriately evaluate, diagnose, monitor, treat, counsel, and refer elderly patients. Students are given formal instruction on process of death and dying. The interpretation and evaluation of medical literature is also emphasized.

Credits 4.0

Prerequisites

Admission to the Physician Assistant Program

Corequisites

None

PAS5135: Laboratory Diagnostics

Choosing diagnostics appropriately ensures patients receive high-value care. Students correlate clinical principles with selection of diagnostic tests and subsequent interpretation. Emphasis is placed on clinical reasoning, critical thinking, and formulation of a final diagnosis.

Credits 3.0

Prerequisites

Admission to the Physician Assistant Program

Corequisites

None

PAS5138: Fundamentals of Surgery

This course is designed to provide the physician assistant with an early introduction to the evaluation and management of various surgical conditions. Students will initially focus on pre/postoperative evaluation, wound care, assessment and management of trauma patients, and fluid and blood replacement. In the second portion, a systematic approach to surgical diseases, conditions and procedures is used. The course will also reinforce knowledge and instruction on knot tying, suturing and surgical instrumentation.
Credits 4.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS5143: Special Populations in Primary Care I

Managing medical diseases and disorders across the life span with attention to the diversity and vulnerability of the patient population allows students to apply the medical knowledge gained in the classroom. Social determinants of health and cultural competency are factors related to patient compliance and outcomes. Through discussion, analysis, and case-based scenarios, students evaluate differing beliefs, values, and expectations which impact methods of patient education, counseling, and decision-making.
Credits 3.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5144: Special Populations in Primary Care II

Managing medical diseases and disorders across the life span with attention to the diversity and vulnerability of the patient population allows students to apply the medical knowledge gained in the classroom. Social determinants of health and cultural competency are factors related to patient compliance and outcomes. Through discussion, analysis, and case-based scenarios, students continue to evaluate differing beliefs, values, and expectations which impact methods of patient education, counseling, and decision-making.
Credits 4.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5147: Clinical Procedures

The purpose of this course is to provide students fundamental concepts and skills required to perform common clinical procedures based on current practice standards. Students will receive knowledge of key indications, contraindications, risks, and benefits of basic procedural skills often performed in various practice settings. A basic review of the appropriate anatomy and physiology will be included. The laboratory environment will provide students an opportunity to perform and practice these procedures.
Credits 2.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS5160: Public Health and Evidence Based Medicine

Public health and disease surveillance are integral in preventative medical care incorporating evidence-based medicine. Students research population health concepts derived from the medical literature as they relate to the treatment of their patients. Through research, analysis, and discussion, students incorporate evidence-based medicine into preventative care management of patients.
Credits 4.0
Prerequisites
Admission to the PA Program
Corequisites
None

PAS5173: Professional Seminar I

The Physician Assistant (PA) profession has evolved throughout its development in the medical community. Students explore the history and modernization of clinical PA practice with local and national laws, regulations, and policies. Activities will examine leadership and professionalism through accountability. An introduction to patient equity and healthcare systems will be provided. This is a pass/fail course.
Credits 2.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS5174: Professional Seminar II

The Physician Assistant (PA) profession has evolved throughout its development in the medical community. Students explore the professional development required in clinical PA practice with preparation for clinical rotations to include licensure, hospital credentials, liability, malpractice, safety, and building an individual portfolio. Activities will examine leadership and professionalism through accountability. This is a pass/fail course.
Credits 3.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5180: Clinical Medicine and Pharmacotherapeutics I

Clinical medicine is the core foundation of managing acute, chronic, and emergent medical disease progression across the life span. Through lectures and clinical scenarios, students explore the system-based epidemiology, etiology, clinical manifestations, diagnostic approach, and therapeutic management of diseases common to primary care practice. Preventative medical care with a focus on patient education is examined.
Credits 8.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5181: Clinical Medicine and Pharmacotherapeutics II

Clinical medicine is the core foundation of managing acute, chronic, and emergent medical disease progression across the life span. Through lectures and clinical scenarios, students continue to explore the system-based epidemiology, etiology, clinical manifestations, diagnostic approach, and therapeutic management of diseases common to primary care practice. Preventative medical care with a focus on patient education is examined.
Credits 8.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5182: Clinical Medicine and Pharmacotherapeutics III

Clinical medicine is the core foundation of managing acute, chronic, and emergent medical disease progression across the life span. Through lectures and clinical scenarios, students continue to explore the system-based epidemiology, etiology, clinical manifestations, diagnostic approach, and therapeutic management of diseases common to primary care practice. Preventative medical care with a focus on patient education is examined.

Credits 8.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5183: Clinical Medicine and Pharmacotherapeutics IV

Clinical medicine is the core foundation of managing acute, chronic, and emergent medical disease progression across the life span. Through lectures and clinical scenarios, students continue to explore the system-based epidemiology, etiology, clinical manifestations, diagnostic approach, and therapeutic management of diseases common to primary care practice. Preventative medical care with a focus on patient education is examined.

Credits 8.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5190: Essentials of Emergency Medicine

Evaluation and management of patients with emergent and urgent health conditions influence physician assistants in all disciplines of medicine. Students examine effective interviewing methods, physical examination techniques, and pharmacological principles to treat emergent and urgent conditions across the life span. Through discussion and case-based analysis, students integrate evaluation techniques and management of patients in the emergent setting.

Credits 4.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5200: Physical Diagnosis Lab I

Diagnostic skills build critical thinking and decision-making competencies in physician assistants managing patients across the life span. Students demonstrate techniques of physical diagnosis to complete a comprehensive physical examination of the relevant regions and systems of the body. Through group practice, students master techniques necessary to complete a comprehensive physical examination.

Credits 1.0

Prerequisites

Admission to the PA Program.

Corequisites

PAS5100 Physical Diagnosis I

PAS5215: Physical Diagnosis Lab II

Diagnostic skills build critical thinking and decision-making competencies in physician assistants managing patients across the life span. Students demonstrate techniques of interviewing, physical diagnosis, and documentation to complete the comprehensive physical examination of the relevant regions and systems of the body. Through group practice, students further master techniques necessary to complete a comprehensive physical examination.
Credits 1.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
PAS5115 Physical Diagnosis II

PAS5225: Medical Anatomy and Physiology I Lab

Medical Anatomy and Physiology is the foundation of providing medical care to patients as a physician assistant. Through the laboratory setting, students correlate anatomic and physiologic variations across the lifespan from fetal development to geriatrics.
Credits 1.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
PAS5125 Medical Anatomy and Physiology I

PAS5226: Medical Anatomy and Physiology II Lab

Medical Anatomy and Physiology is the foundation of providing medical care to patients as a physician assistant. Through the laboratory setting, students continue to correlate anatomic and physiologic variations across the lifespan from fetal development to geriatrics.
Credits 1.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
PAS5126 Medical Anatomy and Physiology II

PAS5295: Applied Learning Experience I

Clinical experiences build interpersonal communication skills and clinical reasoning competencies in physician assistants managing patients across the life span. Students practice techniques of interviewing, physical diagnosis, and documentation in a variety of community clinical sites. This is a pass/fail course.
Credits 1.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5296: Applied Learning Experience II

Clinical experiences build interpersonal communication skills and clinical reasoning competencies physician assistants managing patients across the life span. Students continue practicing techniques of interviewing, physical diagnosis, and documentation in a variety of community clinical sites with a focus on preventative medicine. This is a pass/fail course.
Credits 2.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5297: Applied Learning Experience III

Clinical experiences build interpersonal communication skills and clinical reasoning competencies in physician assistants managing patients across the life span. Students continue practicing techniques of interviewing, physical diagnosis, and documentation in a variety of community clinical sites. This is a pass/fail course.
Credits 1.0
Prerequisites
Successful completion of coursework in preceding academic quarter
Corequisites
None

PAS5298: Applied Learning Experience IV

Clinical experiences build interpersonal communication skills and clinical reasoning competencies in physician assistants managing patients across the life span. Students continue practicing techniques of interviewing, physical diagnosis, and documentation in a variety of community clinical sites. This is a pass/fail course.

Credits 1.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5365: Surgery and Procedures I

Surgical and clinical procedural competencies are essential for physician assistant practice. Students examine the indications and risks associated with clinical procedures performed in various practice settings. Through lectures and labs, students focus on clinical and technical skills.

Credits 4.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5366: Surgery and Procedures II

Surgical and clinical procedural competencies are essential for PA practice. Students examine the indications and risks associated with clinical procedures performed in various practice settings. Through lectures and labs, students continue to apply clinical and technical skills.

Credits 2.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5370: Medical Ethics

The integration of law and ethics within the practice of medicine impacts patient management. Students examine their professional responsibility, duty to treat, and patient advocacy through ethical problem-solving skills. Through discussion, analysis, and case-based scenarios, students examine dilemmas faced by those in clinical practice.

Credits 2.0

Prerequisites

Successful completion of coursework in preceding academic quarter

Corequisites

None

PAS5382: Clinical Medicine and Pharmacotherapeutics III Lab

Small groups are specifically useful for developing higher order cognitive skills such as evaluation, problem solving, interpretation of complex concepts, and application of principles and basic information to practical problems. The small group is coordinated with the Clinical Medicine and Pharmacotherapeutics 3 lecture course in order to coordinate the skills learned in the classroom as well as to incorporate OSCE cases related to the classroom discussion. Pass/Fail

Credits 1.0

Prerequisites

Admission to the Physician Assistant Program

Corequisites

None

PAS5383: Clinical Medicine and Pharmacotherapeutics IV Lab

As a supplement to the lecture sequences, students will meet weekly for case-based laboratories. These will be small group labs, facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The students will be given introductory information and must elicit the necessary information from a facilitator to lead to the formulation of an appropriate differential diagnosis, diagnosis and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and diseases to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions. Pass/Fail

Credits 1.0

Prerequisites

Admission to the Physician Assistant Program

Corequisites

None

PAS5480: Clinical Medicine and Pharmacotherapeutics I Lab

The application of clinical medicine through clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors required for PA practice. Managing medical diseases and disorders across the lifespan in a systems-based approach allows students to apply the didactic knowledge gained in the classroom. Through small group instruction, students rotate through patient evaluation and management skills stations, clinical case scenarios, simulation and debriefing culminating in an Objective Structured Clinical Examination (OSCE) skills assessment in the laboratory.

Credits 1.0

Prerequisites

Admission to the PA Program.

Corequisites

PAS5180 Clinical Medicine and Pharmacotherapeutics I

PAS5481: Clinical Medicine and Pharmacotherapeutics II Lab

The application of clinical medicine through clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors required for PA practice. Managing medical diseases and disorders across the lifespan in a systems-based approach allows students to apply the didactic knowledge gained in the classroom. Through small group instruction, students continue to rotate through patient evaluation and management skills stations, clinical case scenarios, simulation and debriefing culminating in an Objective Structured Clinical Examination (OSCE) skills assessment in the laboratory.

Credits 1.0

Prerequisites

Admission to the PA Program.

Corequisites

PAS5181 Clinical Medicine and Pharmacotherapeutics II

PAS5482: Clinical Medicine and Pharmacotherapeutics III Lab

The application of clinical medicine through clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors are required for PA practice. Managing medical diseases and disorders across the lifespan in a systems-based approach allows students to apply the didactic knowledge gained in the classroom. Through small group instruction, students continue to rotate through patient evaluation and management skills stations, clinical case scenarios, simulation and debriefing culminating in an Objective Structured Clinical Examination (OSCE) skills assessment in the laboratory.

Credits 1.0

Prerequisites

Admission to the PA Program.

Corequisites

PAS5182 Clinical Medicine and Pharmacotherapeutics III

PAS5483: Clinical Medicine and Pharmacotherapeutics IV Lab

The application of clinical medicine through clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, and professional behaviors are required for PA practice. Managing medical diseases and disorders across the lifespan in a systems-based approach allows students to apply the didactic knowledge gained in the classroom. Through small group instruction, students continue to rotate through patient evaluation and management skills stations, clinical case scenarios, simulation and debriefing culminating in an Objective Structured Clinical Examination (OSCE) skills assessment in the laboratory.
Credits 1.0
Prerequisites
Admission to the PA Program.
Corequisites
PAS5183 Clinical Medicine and Pharmacotherapeutics IV

PAS5499: Independent Study I

Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty.
Credits 8.0
Prerequisites
Admission to the PA Program.
Corequisites
None

PAS5599: Independent Study II

Permits students to enroll for review under the direction of a faculty member and area of emphasis in medicine in which the student is having difficulty.
Credits 8.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS6152: Medical Literature in Clinical Practice

The purpose of this course is to teach students how to access and interpret medical literature. As life-long learners, Physician Assistants must be able to locate, understand, and apply concepts derived from the medical literature as they relate to the treatment of their patients. This course will focus on an evidence-based medicine approach to interpreting the medical literature. The University librarian will also teach students to search medical databases to efficiently locate appropriate material. The course will use definitions and concepts taught in the PAS5105 Epidemiology and Biostatistics course.
Credits 1.0
Prerequisites
Admission to the Physician Assistant Program
Corequisites
None

PAS6200: Clinical Rotation I

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).
Credits 8.0
Prerequisites
Successful completion of the didactic phase of the Physician Assistant Program
Corequisites
None

PAS6205: Clinical Rotation II

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6210: Clinical Rotation III

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6215: Clinical Rotation IV

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6220: Clinical Rotation V

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6225: Clinical Rotation VI

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6230: Clinical Rotation VII

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6235: Clinical Rotation VIII

Clinical Rotations I-VIII are designed to provide the student with supervised clinical practice experiences (SCPEs) that will reinforce medical knowledge, interpersonal skills, clinical and technical skills, clinical reasoning and problem-solving integration, and professionalism behaviors required for PA practice. This rotation may be conducted in one of the required disciplines (i.e. Emergency Medicine, Internal Medicine, Family Medicine, Women's Health, Pediatrics, Surgery, or Behavioral Medicine) or other various disciplines as a Clinical Elective. Based upon the assigned medical discipline, students will participate in the care of patients across the lifespan (e.g. infants, children, adolescents, adults, and/or elderly), through a variety of different encounters (e.g. acute, chronic, emergent, and/or preventative), and in various clinical settings (e.g. outpatient, inpatient, operating room, and/or emergency department).

Credits 8.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6320: Special Topics in Clinical Practice I

This is the first course in a three-course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction on areas of clinical practice essential for the PA student to develop clinical skills and allows for formative and/or summative assessments of clinical competencies. While some professional topics are a regular part of the course on an annual basis, other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments, on areas of clinical practice essential for the PA student to develop clinical skills and allows for formative and/or summative assessments of clinical competencies. Other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments. This is a pass/fail course.

Credits 2.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6330: Special Topics in Clinical Practice II

This is the second course in a three-course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction on areas of clinical practice essential for the PA student to develop clinical skills and allows for formative and/or summative assessments of clinical competencies. While some professional topics are a regular part of the course on an annual basis, other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments, on areas of clinical practice essential for the PA student to develop clinical skills and allows for formative and/or summative assessments of clinical competencies. Other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments. This is a pass/fail course.

Credits 2.0

Prerequisites

Successful completion of the didactic phase of the Physician Assistant Program

Corequisites

None

PAS6340: Special Topics in Clinical Practice III

This is the final course in a three-course sequence designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. The course is designed to provide instruction on areas of clinical practice essential for the PA student to develop clinical skills and allows for formative and/or summative assessments of clinical competencies. While some professional topics are a regular part of the course on an annual basis, other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments, on areas of clinical practice essential for the PA student to develop competent clinical skills and allows for formative and/or summative assessments of clinical competencies. Other clinical topics are inserted or removed as the knowledge and skills needs of each cohort are determined through various assessments. This is a pass/fail course.

Credits 2.0

Prerequisites

Successful completion of didactic phase of Physician Assistant Program

Corequisites

None

PAS6350: Physician Assistant Senior Seminar

This course is designed to be a capstone course in the physician assistant curriculum. It is designed to review competency and evaluate knowledge and skills deemed essential for successful completion of the program and entry into the PA profession. The course includes an extensive didactic review of medical topics in a system-based approach. Evaluations are conducted to assess each student's knowledge, interpersonal skills, patient care skills, critical thinking, problem solving, and professionalism. This is a pass/fail course.

Credits 4.0

Prerequisites

Admissions into the PA program.

Corequisites

None

Occupational Therapy Assistant

OTA1001: Introduction to Occupational Therapy

This course introduces concepts of human occupation and the framework for practice and examines the role of occupational therapy in a variety of settings. Topics include history and philosophical principles, meaning of occupation, the Occupational Therapy Framework: Domain and Process; Standards of Practice; Code of Ethics, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, evidence-based practice, credentialing requirements and professional associations.

Credits 3.0

Prerequisites

Eight/Nine Quarter Program: Application into the Professional OTA Curriculum; this course must be taken as a prerequisite in the quarter before student hopes to start in the Professional OTA Curriculum.

Corequisites

None

OTA1003: Introduction to Occupational Therapy Assistant

This course introduces concepts of human occupation and the framework for practice and examines the role of occupational therapy in a variety of settings. Topics include history and philosophical principles, meaning of occupation, the Occupational Therapy Practice Framework: Domain and Process; Standards of Practice; Code of Ethics, current and emerging practice areas, roles of the registered occupational therapist and the certified occupational therapy assistant, evidence-based practice, credentialing requirements and professional associations.

Credits 3.0

Prerequisites

Application into the Professional OTA Curriculum; this course must be taken as a prerequisite within 2 years prior to admission in the Professional OTA Curriculum.

Corequisites

None

Notes

Delivered on campus at Richmond

Delivered virtual at Tampa

OTA1011: Medical Conditions

The course will examine the etiology and symptoms of clinical conditions that are commonly referred to in occupational therapy. This includes topics on trauma, disease and congenital conditions that can impact human occupations and performance. Procedures and precautions ensuring safety of clients and caregivers will be reviewed.

Credits 3.0

Prerequisites

Eight Quarter Program: Admission to the Professional Curriculum of the OTA program; Nine Quarter Program: OTA1020, OTA1031, OTA1039, OTA1045

Corequisites

Eight Quarter Program: OTA1020, OTA1031, OTA1039, OTA1045; Nine Quarter Program: OTA2031, OTA2039

Notes

Delivered virtual at Richmond and Tampa

OTA1020: Occupational Analysis I

This course will focus on the observations, analysis, and performance of human occupation in work, self-care, and play/leisure throughout the lifespan. The major emphasis of this course is analysis of occupations and occupational performance through activity analysis. The process of teaching and learning and the language of occupational therapy will be incorporated.

Credits 4.0

Prerequisites

Admission to the Professional Curriculum of the OTA Program

Corequisites

Eight Quarter Program: OTA1011, OTA1031, OTA1039, OTA1045; Nine Quarter Program: OTA1031, OTA1039, OTA1045

Notes

Delivered on campus at Richmond and Tampa

OTA1031: Occupational Therapy in Mental Health

This course will center on the occupational therapy process in relation to individuals with psychosocial conditions and/or challenges across the lifespan. Emphasis is placed on historical and theoretical overview, clinical characteristics and medical management, assessments and intervention, evidence-based practice, and issues impacting holistic psychosocial OT practice.

Credits 5.0

Prerequisites

Admission to the Professional Curriculum of the OTA Program

Corequisites

OTA1011: Medical Conditions
OTA1020: Occupational Analysis I
OTA1039: Level I Fieldwork in Mental Health
OTA1045: Professional Documentation

Notes

Delivered on campus at Richmond and Tampa

OTA1039: Level I Fieldwork in Mental Health

Students will be placed on a Level I Fieldwork experience for 30 hours that offers students an opportunity to observe and assist practitioners and/or staff working with people who have psychosocial conditions. Students will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic psychosocial occupational therapy practice. The Level I Fieldwork experience provides opportunities to apply academic course preparation in a psychosocial setting. This course is Pass/Fail (P/F).

Credits 1.0

Prerequisites

Admission to the Professional Curriculum of the OTA program

Corequisites

OTA1011: Medical Conditions
OTA1020: Occupational Analysis I
OTA1031: Occupational Therapy in Mental Health
OTA1045: Professional Documentation

OTA1045: Professional Documentation

This course provides training in professional documentation, record keeping for accountability and reimbursement. Focus is also on other verbal and nonverbal professional communication. Content includes structure and function of daily note writing, patient/client evaluation such as data gathering, reassessment, treatment recommendations, home programing and discharge planning. Students learn to write behavioral objectives and assist the occupational therapist with goal writing. Documentation for quality assurance, insurance systems, and various methods for documentation are explored. Legal and ethical implications for documentation are included.

Credits 1.0

Prerequisites

Admission to the Professional Curriculum of the OTA Program

Corequisites

OTA1011, OTA1020, OTA1031, OTA1039;

Notes

Delivered virtual at Richmond

Delivered on campus at Tampa

OTA2020: Occupational Analysis II

This course will focus on the development of skills in adapting and grading self-care, work, play and leisure occupations for individuals throughout the lifespan. Emphasis is also placed on the development of therapeutic use of self, and group assessment and occupation-based activities. Topics include standardized and non-standardized assessments/ evaluations, assistive technology, and low vision adaptations.

Credits 4.0

Prerequisites

Eight Quarter Program: OTA1011, OTA1020, OTA1031, OTA1039, OTA1045; Nine Quarter Program: OTA1011, OTA2031, OTA2039

Corequisites

Eight Quarter Program: OTA2031, OTA2039, OTA2041; Nine Quarter Program: OTA2041, OTA2060

Notes

Delivered on campus at Richmond and Tampa

OTA2031: Occupational Therapy for Children and Adolescents

A review of human development from birth through adolescence provides an understanding of behavior in children and adolescents. Emphasis is placed on occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the OT and OTA in the delivery of holistic pediatric services in various practice settings.

Credits 5.0

Prerequisites

OTA1011: Medical Conditions
OTA1020: Occupational Analysis I
OTA1031: Occupational Therapy in Mental Health
OTA1039: Level I Fieldwork in Mental Health
OTA1045: Professional Documentation

Corequisites

OTA2020: Occupational Analysis II
OTA2039: Level I Fieldwork for Children and Adolescents
OTA2041: Movement for Human Occupation

Notes

Delivered on campus at Richmond and Tampa

OTA2039: Level I Fieldwork for Children and Adolescents

Students will be placed on a Level I Fieldwork experience for 30 hours that offers students an opportunity to observe and assist practitioners and/or staff working with typical and atypical children and adolescents. Student will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic pediatric occupational therapy practice. The Level I Fieldwork experience provides opportunities to apply academic course preparation to practice settings working with children and adolescents. This course is Pass/Fail (P/F).

Credits 1.0

Prerequisites

OTA1011: Medical Conditions
OTA1020: Occupational Analysis I
OTA1031: Occupational Therapy in Mental Health
OTA1039: Level I Fieldwork in Mental Health
OTA1045: Professional Documentation

Corequisites

Eight Quarter Program: OTA2020, OTA2031, OTA2041; Nine Quarter Program: OTA1011, OTA2031

OTA2041: Movement for Human Occupation

This course will focus on the development of skills in adapting and grading self-care, work, and leisure occupations for individuals throughout the lifespan. Students review origins and insertions of upper limb musculature while learning how to conduct tests for range of motion, muscle strength and coordination. The biomechanics portion of the course will address posture, balance and transfers. Students will explore movement and positioning using crutches, walkers, wheelchairs, mobile arm supports and suspension slings; movement will be applied to human occupation.

Credits 4.0

Prerequisites

Eight Quarter Program: OTA1011, OTA1020, OTA1031, OTA1039, OTA1045; Nine Quarter Program: OTA1011, OTA2031, OTA2039

Corequisites

Eight Quarter Program: OTA2020, OTA2031, OTA2039; Nine Quarter Program: OTA2020, OTA2060

OTA2051: Occupational Therapy for Adults and the Elderly

This course will emphasize occupational performance of typical and atypical individuals, theory and application, frames of reference, evidence-based practice, the occupational therapy process, and roles of the occupational therapist and occupational therapy assistant in the holistic delivery of physical rehabilitation services in various practice settings.

Credits 5.0

Prerequisites

OTA2020: Occupational Analysis II
OTA2031: Occupational Therapy for Children and Adolescents
OTA2039: Level I Fieldwork for Children and Adolescents
OTA2041: Movement for Human Occupation

Corequisites

OTA2059: Level I Fieldwork for Adults and the Elderly
OTA2060: Occupational Therapy Management
OTA2071: Community Practice
OTA2080: Professional Issues

Notes

Delivered on campus at Richmond and Tampa

OTA2059: Level I Fieldwork for Adults and the Elderly

Students will be placed on a Level I Fieldwork experience for 30 hours that offers an opportunity to observe and assist practitioners and/or staff working with typical and atypical adults and the elderly. Students will observe client assessment and intervention, as appropriate, and learn about issues impacting holistic adult and the elderly occupational therapy practice. The Level I Fieldwork experience provides opportunities to apply academic course preparation to practice settings of adult and the elderly populations. This course is Pass/Fail (P/F).

Credits 1.0

Prerequisites

OTA2020: Occupational Analysis II
OTA2031: Occupational Therapy for Children and Adolescents
OTA2039: Level I Fieldwork for Children and Adolescents
OTA2041: Movement for Human Occupation

Corequisites

OTA2051: Occupational Therapy for Adults and the Elderly
OTA2060: Occupational Therapy Management
OTA2071: Community Practice
OTA2080: Professional Issues

OTA2060: Occupational Therapy Management

This course examines basic management and support tasks relevant to the role of the occupational therapy assistant. Emphasis is placed on ethical and legal issues related to occupational therapy practice, the roles and functions of regulatory agencies, funding and reimbursement systems, and health care delivery systems. Students complete experiential learning with program development.

Credits 4.0

Prerequisites

Eight Quarter Program: OTA2020, OTA2031, OTA2039, OTA2041; Nine Quarter Program: OTA1011, OTA2031, OTA2039

Corequisites

Eight Quarter Program: OTA2051, OTA2059, OTA2071, OTA2080; Nine Quarter Program: OTA2020, OTA2041

Notes

Delivered virtual at Richmond

Delivered on campus at Tampa

OTA2071: Community Practice

The occupational therapy process will be explored in relation to populations of individuals in the community in various settings in all contexts throughout the lifespan. Focus will be on health literacy, wellness, prevention, maintenance and client advocacy as well as client/caregiver education and training. Home and community programming throughout the lifespan will also be addressed.

Credits 2.0

Prerequisites

Eight Quarter Program: OTA2020, OTA2031, OTA2039, OTA2041; Nine Quarter Program: OTA2020, OTA2041, OTA2060

Corequisites

Eight Quarter Program: OTA2051, OTA2059, OTA2060, OTA2080; Nine Quarter Program: OTA2051, OTA2059, OTA2080

Notes

Delivered on campus at Richmond

Delivered virtual at Tampa

OTA2080: Professional Issues

This course is designed to examine professional issues related to standards of practice and the code of ethics. Role delineation of the occupational therapist and occupational therapy assistant will be discussed as well as supervision requirements in fieldwork and in the professional field. Students will investigate professional issues, the role of agencies and associations that support and regulate occupational practice and advocacy roles of the occupational therapy assistant. Students will analyze issues and make decisions to resolve personal and organizational conflict in support of clinical practice. Student will use evidence-based practice to support decisions made in collaboration with the OTR and other professionals.

Credits 2.0

Prerequisites

Eight Quarter Program: OTA2020, OTA2031, OTA2039, OTA2041; Nine Quarter Program: OTA2020, OTA2041, OTA2060

Corequisites

Eight Quarter Program: OTA2051, OTA2059, OTA2060, OTA2071; Nine Quarter Program: OTA2051, OTA2059, OTA2071

Notes

Delivered on campus at Richmond

Delivered virtual at Tampa

OTA2380: Level II Fieldwork A

Level II Fieldwork A is a full-time, eight-week fieldwork educational course for students to gain experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant. 240 contact hours. Pass/Fail course.

Credits 8.0

Prerequisites

Completion of all didactic coursework in the Professional OTA Curriculum

Corequisites

OTA2385

OTA2385: Fieldwork Seminar A

This course assimilates and refines skills in clinical reasoning and clinical problem solving while supporting the use of evidence-based practice during Level II Fieldwork A. Based on real clinical scenarios, role delineation of the occupational therapist and occupational therapy assistant will be addressed as will ethics and confidentiality.

Credits 4.0

Prerequisites

Eight Quarter/Nine Quarter Programs: Completion of all didactic coursework in the Professional OTA Curriculum

Corequisites

Eight Quarter/Nine Quarter Programs: OTA2380

OTA2390: Level II Fieldwork B

Level II Fieldwork B is a full-time, eight-week fieldwork educational course for students to gain experience in an approved setting focused on helping individuals regain social, emotional, spiritual, occupational, intellectual and physical wellness. Students are assigned to a setting offering diverse experiences from those gained in Level II Fieldwork A. Students apply academic knowledge and skills to gain entry level competencies under the graded supervision of a licensed occupational therapist or occupational therapy assistant. 240 contact hours. Pass/Fail.

Credits 8.0

Prerequisites

Completion of all didactic coursework in the Professional OTA Curriculum

Corequisites

OTA2395

OTA2395: Fieldwork Seminar B

Actual clinical problems, scenarios, and client cases will be used to assist the student in assimilating ethics, clinical information and knowledge related to skills in clinical reasoning and problem solving. Emphasis will also be placed on the use of evidence-based practice as it relates to the Level II Fieldwork experience.

Credits 4.0

Prerequisites

Eight Quarter/Nine Quarter Programs: Completion of all didactic coursework in the Professional OTA Curriculum

Corequisites

Eight Quarter/Nine Quarter Programs: OTA2390

Physical Therapist Assistant

PTA1001: Introduction to Physical Therapist Assistant

This course introduces the student to ethical conduct, standards of practice, the role and responsibilities of a physical therapist assistant, the history of physical therapy and the American Physical Therapy Association (APTA), documentation, problem-oriented medical records, and patient-therapist communication. Students may take this course in the last quarter of general education courses.

Credits 4.0

Prerequisites

Eight / Nine Quarter Programs: Satisfactory completion of all required general education courses. (Eight Quarter Program: This course can also be taken in the quarter prior to the professional phase.)

Corequisites

Eight Quarter Program: PTA1003, PTA1005, PTA1006; Nine Quarter Program: PTA1003, PTA1005

PTA1003: Pathophysiology

Pathophysiology is an introductory study of disease processes in humans. Disease signs, symptoms, complications, as well as physical, clinical, and laboratory findings are reviewed by body system. Emphasis is placed on those conditions which will be seen by physical therapists or which, if present, will have an impact on the physical therapy care of patients. Treatment, medication, prognosis, precautions, and ramifications for physical therapy are also presented.

Credits 4.0

Prerequisites

Eight Quarter/Nine Quarter Programs: Satisfactory completion of all required general education courses

Corequisites

Eight Quarter Program: PTA1001 (co-requisite or prerequisite), PTA1005, PTA1006; Nine Quarter Program: PTA1001, PTA1005

PTA1005: Kinesiology

This course covers the scope of the biomechanically appropriate movement of the body parts with regard to muscle action, neuromuscular innervations, neuromuscular function and dysfunction related to abnormal postures and motion.

Credits 6.0

Prerequisites

Eight Quarter/Nine Quarter Programs: Satisfactory completion of all required general education courses

Corequisites

Eight Quarter Program: PTA1001 (corequisite or prerequisite), PTA1003, PTA1006; Nine Quarter Program: PTA1001, PTA1003

PTA1006: Testing and Measurement for the Physical Therapist Assistant

This course prepares the student to assess accurately and objectively the parameters of strength, motion, muscle length, mass, dimensions, response to exercise, and functional abilities evaluated by the physical therapist in order to determine progress toward therapist established goals of treatment. The understanding of the use of these measures to document progress and to guide the treatment program will be developed.

Credits 6.0

Prerequisites

Eight Quarter Program: Satisfactory completion of all required general education courses; Nine Quarter Program: PTA1001, PTA1003, PTA1005

Corequisites

Eight Quarter Program: PTA1001 (co-requisite or prerequisite), PTA1003, PTA1005; Nine Quarter Program: PTA2000

PTA1008: Modalities

This course addresses the techniques and effects of physical agents such as thermal, ultrasound, biofeedback, diathermy, compression, traction, hydrotherapy, and electrical stimulation as treatment and/or facilitator.

Credits 6.0

Prerequisites

Nine Quarter Program: PTA1006, PTA2000

Corequisites

Nine Quarter Program: PTA2021

PTA2000: Habilitation/ Rehabilitation

This course allows the student to apply aspects of pathophysiology, body structure and function, and activity as it applies to basic physical therapy procedures utilized to safely guide the patient to maximum independence in activities of daily living (ADLs) and mobility. The student will learn and apply basic principles of body mechanics and the application of these to safe patient handling. The student will learn to assess needs and instruct in ADL techniques, as well as to fit and instruct patients in the safe use of assistive and orthotic devices. Instruction in wound care, in lower extremity amputations and prosthetics, in wheelchair management, in architectural barriers, and in pulmonary care is provided. Intervention techniques pertinent to the above topics are taught and practiced to develop the fundamentals of patient care.

Credits 6.0

Prerequisites

Eight Quarter Program: PTA1001, PTA1003, PTA1005, PTA1006; Nine Quarter Program: PTA1001, PTA1003, PTA1005

Corequisites

Eight Quarter Program: PTA2024, PTA2047; Nine Quarter Program: PTA1006

PTA2021: Therapeutic Exercise and Orthopedic Applications

PTA2021 studies the use of exercise techniques to impact the musculoskeletal system to increase strength, normalize range of motion, improve balance and coordination in the performance of movement, correct postural dysfunction, and promote wellness. Students will also study measurement techniques appropriate to exercise programs.

Credits 6.0

Prerequisites

Eight Quarter Program: PTA2000, PTA2047; Nine Quarter Program: PTA1006, PTA2000

Corequisites

Eight Quarter Program: PTA2046, PTA2050; Nine Quarter Program: PTA1008

PTA2024: Therapeutic Interventions I

This course presents the biophysical principles, physiological effects, and clinical application of physical agents, including thermal agents, electrical currents and electromagnetic agents, and mechanical agents. Foundational concepts in therapeutic exercise are introduced, including interventions to promote health and wellness, prevent injuries, and improve movement and function. Special considerations for older individuals, the cardiovascular system, and the lymphatic system are also addressed.

Credits 6.0

Prerequisites

PTA1001: Introduction to Physical Therapist Assistant
PTA1003: Pathophysiology
PTA1005: Kinesiology
PTA1006: Testing and Measurement for the Physical Therapist Assistant

Corequisites

PTA2000, PTA2047

PTA2025: Therapeutic Interventions II

This course expands on the concepts and techniques presented in Therapeutic Interventions I to address the management of cardiopulmonary and musculoskeletal conditions through advanced application of physical agents, manual techniques, therapeutic exercise, and functional training. Clinical problem-solving and decision-making in the implementation and modification of physical therapy interventions is emphasized.

Credits 6.0

Prerequisites

PTA2000, PTA2024, PTA2047

Corequisites

PTA2046, PTA2050

PTA2046: Advanced Habilitation/ Rehabilitation

This course introduces the student to the theory and practice of advanced rehabilitation techniques for the complex and multiply diagnosed individual. Emphasis is on the patient with neurological dysfunction, as well as those with special rehabilitation needs due to mental and cognitive disorders.

Credits 6.0

Prerequisites

Eight Quarter Program: PTA2000, PTA2047; Nine Quarter Program: PTA1008, PTA2021

Corequisites

Eight Quarter Program: PTA2025, PTA2050; Nine Quarter Program: PTA2050, PTA2057

PTA2047: Essentials of Clinical Care

Students will integrate didactic and laboratory learning by demonstrating selected clinical competencies under the direct supervision of a physical therapist or physical therapist assistant. Competencies will focus on safety, professional clinical behaviors, and practice of clinical skills. This course includes unpaid clinical externship hours.

Credits 2.0

Prerequisites

PTA1001: Introduction to Physical Therapist Assistant
PTA1003: Pathophysiology
PTA1005: Kinesiology
PTA1006: Testing and Measurement for the Physical Therapist Assistant

Corequisites

PTA2000: Habilitation/Rehabilitation
PTA2024: Therapeutic Interventions I

PTA2048: Clinical Externship I

This is a 240-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a license physical therapist or physical therapist assistant. Pass/Fail.

Credits 8.0

Prerequisites

PTA2025: Therapeutic Interventions II
PTA2046: Advanced Habilitation/Rehabilitation
PTA2047: Essentials of Clinical Care

Corequisites

PTA2049

PTA2049: Current Rehabilitation Issues

This is a lecture discussion course consisting of presentations designed to acquaint the student with the latest practice techniques and venues used in the care of patients requiring physical therapy intervention. Presentations will be made by local clinicians as well as by students, based on an independent study conducted during the full-time clinical rotation, PTA2048.

Credits 4.0

Prerequisites

PTA2025, PTA2046, PTA2050

Corequisites

PTA2048: Clinical Externship I

PTA2050: Professional Seminar

This course expands on evidence-based practice and teaches foundational principles for independent, lifelong learning. Students will also apply knowledge and skills from previous coursework to prepare for work as physical therapist assistants in a variety of settings. Emphasis is placed on ethical conduct, practice regulation, community service and effective communication skills.

Credits 4.0

Prerequisites

Eight Quarter Program: PTA2000, PTA2024, PTA2047; Nine Quarter Program: PTA1008, PTA2021

Corequisites

Eight Quarter Program: PTA2025, PTA2046; Nine Quarter Program: PTA2046, PTA2057

PTA2057: Physical Therapy through the Lifespan

This course focuses on a review of pathologies that could require physical therapy intervention in clients through the life span. The course will include discussion of diagnoses and associated physical therapy interventions for the neonate, child, and adolescent; physical therapy interventions for women's health issues including pregnancy; the effect of aging on multiple systems; and end of life care. It is meant as a final preparatory course before the student goes out into the clinic.

Credits 2.0

Prerequisites

PTA1008: Modalities
PTA2021: Therapeutic Exercise and Orthopedic Applications

Corequisites

PTA2046: Advanced Habilitation/Rehabilitation
PTA2050: Professional Seminar

PTA2058: Clinical Externship I

This is a 280-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a license physical therapist or physical therapist assistant. Pass/Fail.

Credits 9.0

Prerequisites

PTA2046: Advanced Habilitation/Rehabilitation
PTA2050: Professional Seminar
PTA2057: Physical Therapy through the Lifespan

Corequisites

PTA2059

PTA2059: Current Rehabilitation Issues

This course promotes student integration of knowledge and skills from previous coursework and the first clinical experience. Students gain foundations in career readiness and lifelong learning, while investigating the role of the physical therapist assistant in specialty areas of physical therapy and working with diverse patient populations. Students will perform therapeutic interventions in wound care, lymphedema management, and vestibular rehabilitation.

Credits 3.0

Prerequisites

PTA2046: Advanced Habilitation/Rehabilitation
PTA2050: Professional Seminar
PTA2057: Physical Therapy through the Lifespan

Corequisites

PTA2058: Clinical Externship I

PTA2099: Clinical Externship II

This is a 360-hour unpaid clinical externship through which students perform and validate their professional competencies under the direct supervision of a licensed physical therapist or physical therapist assistant. Pass/Fail.

Credits 12.0

Prerequisites

Eight Quarter Program: PTA2048, PTA2049; Nine Quarter Program: PTA2058, PTA2059

Corequisites

Eight/Nine Quarter Programs: None

Nutrition Science

NTR2050: Nutrition

This course surveys the principles necessary to promote optimum nutrition throughout the life cycle. Consideration is given to informed evaluation of areas of controversy, as well as influence of socioeconomic and culture on nutritional practices.

Credits 4.0

Prerequisites

CHM1010, BIO1013 and BIO1014 with grades of C or better in each of these courses

Corequisites

None

Nursing

NSG3001: Introduction to the Profession of Nursing

This course introduces professional nursing as a discipline-based profession, centered in the art of caring and integrating principles of holism in its foundation of service. Topics discussed include evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, healthcare delivery systems, finance and health care policy. Students are introduced to critical thinking, the nursing process and documentation. Students learn the unique contribution of nursing to society. The health-illness continuum, health promotion, basic human needs, therapeutic communication and nurse-client interactions are explored, including the interdisciplinary team approach.

Credits 4.0

Prerequisites

Admission to the Bachelor of Science in Nursing program

Corequisites

NSG3008, NSG3009, NSG3022

NSG3005: Transition into Professional Nursing for RNs

This course introduces the student to baccalaureate nursing practice, centered in the art of caring and integrating principles of holism in its foundation of professional service. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, legal and ethical issues, health care delivery systems, finance and health care policy.

Credits 4.0

Prerequisites

Admission into the RN to Bachelor of Science in Nursing program

Corequisites

None

NSG3006: Professional Nursing Practice

This course provides an introduction to the theories, concepts, and knowledge necessary in professional nursing practice. Emphases are on professional role development; the value of life-long learning; and the trends, issues, values, and standards for advanced nursing practice. The student explores the application of five integral components of the nursing profession: Caring, Communication, Critical Thinking, Professionalism and Holism in the professional practice role.

Credits 2.0

Prerequisites

Admission into the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3007: Foundations for Professional Nursing

This course introduces the student to baccalaureate nursing practice centered in the art of caring and integrating principles of holism in its foundation of professional service. Students utilize critical thinking and communication skills as they explore issues related to the evolution and philosophy of nursing, theoretical foundations of practice, health care delivery systems, finance, and health care policy focused on quality outcomes and patient safety.

Credits 4.0

Prerequisites

Admission into the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3008: Principles of Assessment Lab

This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course. 60 total course hours. Course final grade is Pass or Fail (P/F).

Credits 3.0

Prerequisites

Admission to prelicensure BSN program

Corequisites

NSG3001, NSG3009, NSG3022

NSG3009: Principles of Assessment

This course introduces the beginning level nursing student to a systems approach to physical assessment. Each physiological system will be studied with inclusion of normal or expected findings as well as abnormal or pathological findings. A lifespan approach and an end of course integration toward a comprehensive holistic assessment of person will be included. Therapeutic communication skills and cultural diversity issues are integrated.

Credits 3.0

Prerequisites

Admission to the Bachelor of Science in Nursing program

Corequisites

NSG3001, NSG3008, NSG3022

NSG3011: Principles of Assessment Lab

This laboratory course is designed to provide the student with practical application of NSG3009. Students will be expected to integrate all components of assessment to perform comprehensive holistic assessments. Students practice interviewing skills, obtain health histories, and perform physical assessments. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course. 4 credits/8 hours week. Course final grade is Pass or Fail (P/F)

Credits 4.0

Prerequisites

Admission to prelicensure BSN program

Corequisites

NSG3001, NSG3009, NSG3014

NSG3012: Principles of Assessment for RNs

This course builds on the physical assessment skills of the registered nurse. The course takes a systems approach to physical assessment and includes both normal and abnormal findings.

Credits 4.0

Prerequisites

Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3014: Critical Reading, Studying and Thinking in Nursing

Designed to equip nursing students with the active learning skills needed to excel in the nursing education program, emphasis is on critical reading, self-management and complex knowledge acquisition as well as development and application of critical thinking to actual material students are studying. Concrete strategies for preparing for and taking tests are included.

Credits 2.0

Prerequisites

Admission to the Bachelor of Science in Nursing program

Corequisites

NSG3001: Introduction to the Profession of Nursing
NSG3009: Principles of Assessment
NSG3011: Principles of Assessment Lab

NSG3016: Caring for a Multicultural Society

This course focuses on ways to assist the nurse to provide holistic care in a multicultural society. Theories related to culture and caring, holism and spirituality are used as a foundation for understanding our multicultural world. Specific cultural practices, beliefs and issues affecting the health of persons and communities are studied.

Credits 2.0

Prerequisites

Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3022: Pharmacotherapeutics I

This course addresses the basic principles of pharmacology and studies drugs using a pharmacotherapeutic approach. The course focuses on the major pharmacological classifications and utilizes a prototypic approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Drugs that affect neurological, cardiovascular, fluid and electrolyte, and hematological balance are included.

Credits 3.0

Prerequisites

Admission to the Bachelor of Science in Nursing program.

Corequisites

NSG3001: Introduction to the Profession of Nursing
NSG3008: Principles of Assessment Lab
NSG3009: Principles of Assessment

NSG3023: Fundamentals of Nursing

This course focuses on holistic caring for basic human needs of individuals, families, and communities. Strategies to promote health and well-being are identified as well as care of persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of professionalism (competency, legal, ethical, political and economic issues), communication, and critical thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 3.0

Prerequisites

NSG3001: Introduction to the Profession of Nursing
NSG3008: Principles of Assessment Lab
NSG3009: Principles of Assessment
NSG3022: Pharmacotherapeutics I

Corequisites

NSG3024, NSG3027, NSG3032

NSG3024: Fundamentals of Nursing Skills Lab

This laboratory course is designed to provide the student with practical application of NSG3023. This interactive course concentrates on psychomotor performance. Students will practice skills until proficient. Practice sessions may include class partners, simulations manikins, and a variety of supplies and equipment. Students must satisfactorily perform all assigned skills to successfully complete the course. Skills for this course will enable the student to care for persons with special needs including clients with immobility problems, skin integrity and wound problems, sensory alterations, the surgical client, elders and those requiring extended care. Components of professionalism (competency, legal, ethical, political and economic issues), communication, and critical thinking are incorporated throughout this course to enable students to integrate theory and practice for each skill. Students must demonstrate competence of all assigned assessment skills and achieve 80% on a dosage calculation examination to pass the course 4 credits/8 lab hours week. Course final grade is Pass or Fail (P/F).

Credits 4.0

Prerequisites

NSG3001: Introduction to the Profession of Nursing
NSG3008: Principles of Assessment Lab
NSG3009: Principles of Assessment
NSG3022: Pharmacotherapeutics I

Corequisites

NSG3023, NSG3027, NSG3032

NSG3027: Fundamentals of Nursing Practice

This first clinical course is designed to provide the student with practical application of NSG3023 and NSG3024 and to assist the beginning level student to become grounded in caring for elders and persons requiring long-term care. This course is conducted in extended care facilities where students focus on the skills of communication, assessment, and assisting residents with personal hygiene, feeding and mobility. Components of Professionalism (competency, legal, ethical, political and economic issues), Communication, and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students must satisfactorily perform all assigned skills and perform satisfactorily to successfully complete the course. 60 practice hours. Course final grade is Pass or Fail (P/F).

Credits 2.0

Prerequisites

NSG3001: Introduction to the Profession of Nursing
NSG3008: Principles of Assessment Lab
NSG3009: Principles of Assessment
NSG3022: Pharmacotherapeutics I

Corequisites

NSG3023, NSG3024, NSG3032

NSG3028: Caring for the Community

This course focuses on the role of the nurse in the community and public health. The community and public health focus includes caring for people in the home, school, workplace, health department, as well as various agencies. Content focuses on the environment, epidemiological issues, and vulnerable populations across the lifespan, communicable disease, and health promotion. Perspectives on health care and community-oriented nursing, influences on healthcare delivery, and conceptual and scientific approach applied to community-oriented nursing are also emphasized. The principles of professional nursing care to culturally diverse individuals, families, and groups are integrated throughout the health-illness continuum.

Credits 4.0

Prerequisites

Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3029: Foundations of Nursing Research

This course guides registered nurse students to understand research methods and apply evidenced-based findings to professional nursing practice. Qualitative, quantitative and mixed methods will be examined. Also included is the evaluation of research for translation into clinical practice.

Credits 4.0

Prerequisites

Admission to the RN to Bachelor of Science in Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3032: Pharmacotherapeutics II

A continuation of NSG3022, this course addresses the basic principles of pharmacology and uses a pharmacotherapeutic focus to study drugs. The course focuses on the major pharmacological classifications and utilizes a prototypic approach. Current pharmacological principles, therapeutic effect, drug interactions, and side effects are emphasized. Content includes drugs that are used in the treatment of cardiovascular, endocrine, reproductive, respiratory, gastrointestinal, bone and joint, cancer, immunologic, inflammatory and infectious disorders.

Credits 3.0

Prerequisites

NSG3001: Introduction to the Profession of Nursing
NSG3008: Principles of Assessment Lab
NSG3009: Principles of Assessment
NSG3022: Pharmacotherapeutics I

Corequisites

NSG3023: Fundamentals of Nursing
NSG3024: Fundamentals of Nursing Skills Lab
NSG3027: Fundamentals of Nursing Practice

NSG3033: Caring for Adults I

This course serves as the foundational course in caring for adults with health alterations from a holistic perspective. This unit of study concentrates on adults experiencing cardiovascular, respiratory, gastrointestinal, endocrine and related oncological alterations. Concepts of pathophysiology, diagnostics and treatments including pharmacotherapeutics, are integrated throughout the course. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 5.0

Prerequisites

NSG3022, NSG3023, NSG3024, NSG3027, and NSG3068 or NSG3069

Corequisites

NSG3032, NSG3034 or NSG3038_P, NSG3036

NSG3034: Caring for Adults I - Practice

This clinical practice course is designed to provide the student with application of theoretical content from NSG3033. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus is related to adults experiencing cardiovascular, pulmonary, gastrointestinal, endocrine, cancer and immunological disorders. Emphasis is placed on the processes used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 4 credits/120 clinical hours. Course final grade is Pass or Fail (P/F)

Credits 5.0

Prerequisites

NSG3022, NSG3023, NSG3024, NSG3027, NSG3069

Corequisites

NSG3032, NSG3033, NSG3036

NSG3036: Introduction to Nursing Research

Students are introduced to concepts, issues and processes in nursing research and its application to practice. Emphasis is placed on the review, analysis, evaluation, and application of current nursing research. Selected research studies are critiqued.

Credits 3.0

Prerequisites

NSG3023, NSG3024, NSG3027, NSG3032 For RN to Bachelor of Science in Nursing program Prerequisites: Statistics (undergraduate or graduate course) and NSG3005

Corequisites

NSG3037, NSG3038_P, NSG3068

NSG3037: Caring for Adults I

This course serves as the foundational course in caring for adults with health alterations from a holistic perspective. This unit of study concentrates on adults experiencing cardiovascular, respiratory, endocrine and related oncological alterations. Concepts of pathophysiology, diagnostics and treatments including Pharmacotherapeutics, are integrated throughout the course. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 4.0

Prerequisites

NSG3023: Fundamentals of Nursing
NSG3024: Fundamentals of Nursing Skills Lab
NSG3027: Fundamentals of Nursing Practice
NSG3032: Pharmacotherapeutics II

Corequisites

NSG3038_P, NSG3036, NSG3068

NSG3038_P: Caring for Adults I-Practice

This clinical practice course is designed to provide the student with application of theoretical content from NSG3037. Students, utilizing therapeutic communication, provide nursing care for adults experiencing health problems. The clinical focus is related to adults experiencing cardiovascular, pulmonary, endocrine, cancer and immunological disorders. Emphasis is placed on the processes used to implement care and meet the needs of ill adults and their families. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 4.0

Prerequisites

NSG3023: Fundamentals of Nursing
NSG3024: Fundamentals of Nursing Skills Lab
NSG3027: Fundamentals of Nursing Practice
NSG3032: Pharmacotherapeutics II

Corequisites

NSG3037, NSG3036, NSG3068

NSG3039: Information Management and Technology

This course provides students with knowledge and skills to use information management and patient care technologies to deliver safe, efficient and effective care. Nursing's role in decision-making, product testing, asset acquisition, project management and change management will be addressed.

Credits 4.0

Prerequisites

Admission to the RN to Bachelor of Science Nursing or RN to Master of Science in Nursing program

Corequisites

None

NSG3042: Caring for Women and Neonates

This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and complementary treatments used in the management of women's health are explored. Students critically examine contemporary issues and concerns in gynecological and reproductive health care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 4.0

Prerequisites

NSG3032, NSG3033, NSG3034, NSG3036, NSG3069

Corequisites

NSG3043, NSG4069

NSG3043: Caring for Women and Neonates - Practice

This course is designed to provide the student with clinical application of NSG3042. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences are also included. Students utilize critical thinking skills in application of the nursing process in the care of the neonate and women. Components of Professionalism, (competency, legal, ethical, political and economic issues), Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 150 clinical hours. Course final grade is Pass or Fail (P/F).

Credits 5.0

Prerequisites

NSG3033, NSG3034, NSG3036, NSG3069

Corequisites

NSG3042, NSG4069

NSG3044: Caring for Adults II

This course concentrates on caring for adults with neurological, integumentary, and sensory alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 2.0

Prerequisites

NSG3032: Pharmacotherapeutics II
NSG3033: Caring for Adults I
NSG3034: Caring for Adults I - Practice
NSG3036: Introduction to Nursing Research

Corequisites

NSG3045

NSG3045: Caring for Adults II - Practice

This clinical practice course is designed to provide the student with application of theoretical content from NSG3044. Utilizing supervised acute, rehabilitative and community-based clinical experiences provides nursing care practice for adults and geriatric adults experiencing health problems primarily in the areas of neurology, integumentary and sensory alterations. Emphasis is placed on utilizing the nursing process to provide holistic care for a culturally diverse population. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Students develop increased nursing skills, including problem solving and decision making, as they work toward becoming independent. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course.

Credits 3.0

Prerequisites

NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice

Corequisites

NSG3046

NSG3046: Caring for Adults II

This course concentrates on caring for adults with neurological, gastrointestinal, integumentary, and sensory alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote critical thinking and assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 3.0

Prerequisites

NSG3036, NSG3037, NSG3038_P, NSG3068

Corequisites

NSG3045: Caring for Adults II - Practice

NSG3047: Caring for Women and Neonates

This course provides the student with a foundation for caring for women and neonates. Emphasis is on caring for women before, during and after childbirth. Caring for the neonate is also addressed. Traditional and complementary treatments used in the management of women's health are explored. Students critically examine contemporary issues and concerns in gynecological and reproductive health care. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 3.0

Prerequisites

NSG3036, NSG3037, NSG3038_P, NSG3068

Corequisites

NSG3048_P

NSG3048_P: Caring for Women and Neonates-Practice

This course is designed to provide the student with clinical application of NSG3047. Clinical experiences are provided in acute care settings including maternity services and newborn nursery and neonatal intensive care settings. Selected community experiences are also included. Students utilize critical thinking skills in application of the nursing process in the care of the neonate and women. Components of Professionalism, (competency, legal, ethical, political and economic issues), Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. 120 Total course hours.

Credits 4.0

Prerequisites

NSG3036, NSG3037, NSG3038_P, NSG3068

Corequisites

NSG3047: Caring for Women and Neonates

NSG3068: Caring for Diverse & Vulnerable Populations I

This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences.

Credits 3.0

Prerequisites

NSG3023: Fundamentals of Nursing
NSG3024: Fundamentals of Nursing Skills Lab
NSG3027: Fundamentals of Nursing Practice
NSG3032: Pharmacotherapeutics II

Corequisites

NSG3036: Introduction to Nursing Research
NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice

NSG3069: Caring for Diverse and Vulnerable Populations I

This course focuses on caring for aggregates, particularly vulnerable populations. Concepts related to community and public health nursing are addressed. Among these are environment, epidemiological issues, and communicable disease. The nursing process is applied to groups and students are introduced to community-based care settings through observational experiences.

Credits 4.0

Prerequisites

NSG3023: Fundamentals of Nursing
NSG3024: Fundamentals of Nursing Skills Lab
NSG3027: Fundamentals of Nursing Practice
NSG3032: Pharmacotherapeutics II

Corequisites

NSG3033: Caring for Adults I
NSG3034: Caring for Adults I - Practice
NSG3036: Introduction to Nursing Research

NSG4028: Concepts of Teaching and Learning

This course gives the registered nurse the opportunity to enhance his/her patient teaching skills and develop skills for staff education. Principles of learning, teaching strategies, communication and preparation of continuing education programs will be included. Considerations for teaching and learning with a diverse population will be explored.

Credits 4.0

Prerequisites

None

Corequisites

None

NSG4029: Leadership in a Diverse Society

This course prepares the registered nurse to utilize leadership and management theory and skills in professional practice. The need for cultural competence, effective communication skills, understanding of health care systems, commitment to quality improvement and patient safety initiatives are included.

Credits 4.0

Prerequisites

None

Corequisites

None

NSG4045: Health Promotion Across the Life Span

This course prepares the student to practice holistic health promotion across the life span. Content includes assessment and planning care for individuals, families and aggregates. Special emphasis will be given to diverse and vulnerable populations.

Credits 4.0

Prerequisites

NSG3028: Caring for the Community
NSG3036: Introduction to Nursing Research

Corequisites

None

NSG4052: Caring for Adults III

This course concentrates on caring for adults with male reproductive, renal and urological, hematological and musculoskeletal alterations. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 2.0

Prerequisites

NSG3045: Caring for Adults II - Practice
NSG3046: Caring for Adults II

Corequisites

NSG4053_P

NSG4053_P: Caring for Adults III - Practice

This course is designed to provide the student with clinical application of theoretical content from NSG4052. This practicum offers students opportunities to provide supervised care for a culturally diverse adult population in acute care and home health settings with health care problems related to musculoskeletal, urinary, hematological and male reproductive alterations. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course.

Credits 3.0

Prerequisites

NSG3036: Introduction to Nursing Research
NSG3045: Caring for Adults II - Practice
NSG3046: Caring for Adults II
NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

NSG4052: Caring for Adults III

NSG4055: Illness and Disease Management Across the Life Span

This course focuses on current collaborative management of the most problematic national health topics and indicators across the lifespan. The government website Healthy People will serve as the course foundation.

Credits 4.0

Prerequisites

BSN Students NSG3036; RN to Master of Science in Nursing and RN to Bachelor of Science in Nursing Students: None

Corequisites

None

NSG4056: Caring for Children

This course provides an understanding of the health care needs of children from birth through adolescence. Caring for the child and the family are addressed using the framework of holism. Health promotion, acute and chronic health concerns, and injury prevention are addressed with integration of child growth and development issues. Components of Professionalism (competency, legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 3.0

Prerequisites

NSG3036: Introduction to Nursing Research
NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice
NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

NSG4057_P

NSG4057_P: Caring for Children - Practice

This course is designed to provide the student with the clinical application of NSG4056. Supervised clinical experience takes place with children of various ages both in acute care and community settings. The students learn to care for children within the framework of holism and caring. Components of Professionalism (competency legal, ethical, political, and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course. Course final grade is Pass or Fail (P/F).

Credits 4.0

Prerequisites

NSG3036: Introduction to Nursing Research
NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice
NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

NSG4056: Caring for Children

NSG4058: Caring for Persons with Psychiatric/Mental Health Problems

This course provides the essential theoretical content for the performance of the professional mental health/psychiatric nurse. The conceptual framework of mental health/mental disorders is integrated in caring for culturally diverse individuals, families, and groups throughout the health-illness continuum. Students are introduced to psychiatric disorders, treatment modalities, and contemporary issues that affect persons with mental health/psychiatric problems. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. Emphasis is placed on therapeutic communication.

Credits 3.0

Prerequisites

NSG3036: Introduction to Nursing Research
NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice
NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

NSG4059_P

NSG4059_P: Caring for Persons with Psychiatric/Mental Health Problems - Practice

This course is designed to provide the student with clinical application of theoretical content from NSG4058. Clinical practice takes place in both in-patient psychiatric facilities and outpatient community settings utilizing the nursing process as well as critical thinking in caring for individuals experiencing specific psychiatric disorders. Group dynamics, treatment modalities, and strategies for prevention of mental illness are practiced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course.

Credits 4.0

Prerequisites

NSG3036: Introduction to Nursing Research
NSG3037: Caring for Adults I
NSG3038_P: Caring for Adults I-Practice
NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

NSG4058: Caring for Persons with Psychiatric/Mental Health Problems

NSG4060: Caring for Adults IV

This course concentrates on caring for critically ill adults. Content includes caring for patients experiencing acts of bioterrorism, conditions of cardiac failure, dysrhythmias, respiratory failure, Multiple Organ Failure, multiple traumas, and shock requiring care in emergent and critical care settings. The challenge of holistic caring in high technologic environments is addressed. Concepts of pathophysiology, pharmacotherapeutics, and holistic assessment are integrated throughout the course to promote assimilation of learning. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 2.0

Prerequisites

NSG4052: Caring for Adults III

NSG4053_P: Caring for Adults III - Practice

Corequisites

NSG4061_P

NSG4061_P: Caring for Adults IV - Practice

This course is designed to provide the student with clinical application of theoretical content from NSG4060. This clinical practice offers students opportunities to provide supervised care for a culturally diverse adult population in critical/ emergency acute care settings with complex health care problems including multiple system failure. Experiences include providing nursing care within the critical care units, emergency room & PACU. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course.

Credits 3.0

Prerequisites

NSG4052: Caring for Adults III

NSG4053_P: Caring for Adults III - Practice

Corequisites

NSG4060: Caring for Adults IV

NSG4067: Gerontological Nursing

This course provides registered nurses with an overview of the common issues affecting the health care needs of gerontological adults. Theories of aging are reviewed as well as common physiological, psychological, and social changes experienced by the population. Students are provided with assessment tools and strategies to improve nursing practice with older adults. Major foci of this course include promoting wellness and safety, prevention and assessment of elderly neglect or abuse and other legal/ethical concerns. Health promotion of the Gerontologic client in diverse health care settings will be reviewed.

Credits 4.0

Prerequisites

None

Corequisites

None

NSG4068: Trends in Healthcare Policy

This course explores healthcare, financial and regulatory policies that prepare the Registered Nurse student for an enhanced role as policy maker and healthcare advocate. Economics of healthcare disparities in the healthcare system, legal and ethical issues as well as impact of social trends will be addressed.

Credits 4.0

Prerequisites

NSG3029 Foundations of Nursing Research

Corequisites

None

NSG4069_P: Caring for Diverse and Vulnerable Populations II

This community practice/seminar course builds on NSG3068. Concepts related to community, community-based and public health nursing are addressed. Students participate in public health and community-based experiences. Areas of clinical concentration include: disparity, vulnerability, socioeconomic determinants of health, environment, epidemiological issues, and communicable disease. Evidence-based practice for community and public health nursing is integrated into the clinical experience. The relationship of evidence to formation of health policy is explored. Students explore the impact of culture on the definition of health.

Credits 2.0

Prerequisites

NSG3068: Caring for Diverse & Vulnerable Populations I

Corequisites

None

NSG4070: Legal and Ethical Issues in Nursing

This course analyzes professional ethical and legal issues with the ensuing nursing dilemmas integrating the factors of professional laws/standards, personal ethical stance, social, spiritual, transcultural, economic, institutional and political climate. Legal and ethical practice issues will be reviewed. Emphasis is given to the resolution of ethical dilemmas through ethical reasoning and ethical and legal obligations in professional patient relationships.

Credits 2.0

Prerequisites

All courses in Quarter 1-6

Corequisites

NSG4071 and NSG4073

NSG4071: Transition into Professional Nursing

This course is designed to assist the student in making the transition into professional practice. Students select, research, analyze and evaluate current issues affecting the nursing profession. This course explores selected topics involving socioeconomics of the healthcare environment, organizational structure and culture, healthcare delivery systems and the impact of political issues on the profession of nursing. Professional roles & responsibilities in leadership, management, consumer advocacy and a commitment to lifelong learning and professional growth are reinforced. Components of Professionalism (competency, legal, ethical, political and economic issues) and Critical Thinking are incorporated throughout this course to enable students to integrate theory and practice.

Credits 6.0

Prerequisites

All courses in Quarter 1-6

Corequisites

NSG4070 and NSG4073

NSG4073: Transition into Professional Nursing Preceptorship

This course is designed to provide the student, under the direction of the clinical faculty, with a concentrated select clinical nursing practice experience. Students complete 120 hours in the clinical setting. Students gradually assume increased levels of clinical responsibilities in the transition toward entry into practice. Components of professionalism (competency, legal, ethical, political and economic issues) and critical thinking are incorporated throughout this course to enable students to integrate clinical and leadership theory into practice. The student must receive a satisfactory clinical evaluation in order to receive a passing grade for this course.

Credits 4.0

Prerequisites

All courses in Quarters 1-6

Corequisites

NSG4070: Legal and Ethical Issues in Nursing
NSG4071: Transition into Professional Nursing

NSG4074: Health Promotion and Clinical Prevention

This course focuses on nursing's role in health promotion and disease prevention in various community settings with emphasis on primary, secondary and tertiary levels of prevention among diverse and vulnerable clients and aggregates.
Credits 4.0
Prerequisites
None
Corequisites
NSG4076

NSG4075: Holistic Professional Nursing

This course allows the student to develop and initiate a plan of care for aggregates in the community. The plan will include concepts discussed throughout the curriculum. The student will practice roles of provider, designer, manager, coordinator of care and member of a profession.
Credits 6.0
Prerequisites
Taken in the last quarter of the program or by permission of the program director
Corequisites
None

NSG4076: RN to BSN Capstone Synthesis

In this clinical course, the student integrates and synthesizes the curricular components of assessment, health promotion/clinical prevention, research, professionalism, teaching, leadership, information management and technology, as well as healthcare policies to create and implement a clinical project relating to the healthcare needs of an aggregate within the community. Creation and implementation of the project will include direct and indirect care of clients in the selected aggregate. (5 credits 3 credits didactic, 2 credits clinical practicum [60 hours])
Credits 5.0
Prerequisites
None
Corequisites
NSG4074: Health Promotion and Clinical Prevention

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice

In this course, students examine the multifaceted role of the advanced practice nurse within contemporary in healthcare systems and political arenas. Students examine the responsibilities, scope of practice, and historical evolving role of the advanced practice nurseand leadership models within a variety of healthcare regulatory settings provide the basis for self-reflection, self-mastery, professional integrity, and ethical decision making to help the student transition from entry-level practice to the advanced practice role A grade of B or higher is required to progress in the MSN program(s).
Credits 4.0
Prerequisites
Acceptance into the Master of Science in Nursing program.
Corequisites
None

NSG5002: Advanced Theoretical Perspectives for Nursing

This course explores theories related to nursing, health care and learning. Students will have the opportunity to analyze and critique various theories. Students will demonstrate how theory is applied to research. A minimum grade of a B is necessary to pass this course.
Credits 4.0
Prerequisites
None
Corequisites
None

NSG5003: Advanced Pathophysiology

In this course, students examine pathophysiologic principles and common pathological conditions. In depth theoretical and clinical principles of diseases encountered in primary care settings as well as health disparities resulting from genetic, environmental, and stress related causes are included.The focus is on pathological conditions encountered in advanced clinical practice across the lifespan of patients.. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6001: Advanced Nursing Practice I

The focus of this course is to synthesize content from advanced pathophysiology, pharmacology and evidence-based treatment modalities to develop expertise in disease management and collaborative practice. This course will prepare the learner to manage the most common health problems across the lifespan. A minimum grade of B is required to pass this course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5002: Advanced Theoretical Perspectives for Nursing

Corequisites

NSG6005

NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice

In this course, students cultivate an understanding of health care policy formation and evaluation, while examining the nursing role in public policy, finance, and politics. The organization and delivery of healthcare is explored, applying the most current knowledge available in health promotion and disease prevention. Guidelines, initiatives, mandates, and recommendations from a variety of agencies and organizations provide a solid foundation from which nurses in advanced practice roles can plan, implement, and evaluate care related to health promotion and disease prevention. A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6003: Teaching and Learning Strategies in Nursing

Students in this course will examine learning theories, learning styles, and factors which influence motivation and learning in students, while applying evidenced-based teaching practices to create learning environments and teaching plans for both didactic and clinical settings to optimize student outcomes. Methods of evaluation will be examined and utilized to determine student outcomes. The emphasis is on innovative teaching strategies, utilizing technology, and collaboration of nurse educators in the in the didactic, simulation, and clinical settings. A minimum grade of B is required to pass this course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6005: Advanced Pharmacology

In this course, students review and synthesizes the principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs commonly used in the management of acute and chronic illnesses across the lifespan. Emphasis is on the therapeutic decision-making in drug selection and monitoring therapeutic response for culturally diverse patients. Patient education, legal, ethical and economic issues are reviewed. A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6006: Pre-Specialty Evaluation

This course is designed to assess the student's preparedness for progression into the Nurse Practitioner specialty courses. It is evaluated by an examination that assesses the student's core knowledge of theoretical perspectives in nursing, the roles of the advanced practice nurse, and health policy. Students must pass the exam in order to advance in the program. This course is a pass/fail/limited progress.

Credits 0

Prerequisites

NSG5000, NSG5002, and NSG6002 (for campus-based students)

Corequisites

NSG6002 (for online students)

NSG6020: Advanced Health and Physical Assessment

In this course, students apply holistic health concepts by performing culturally sensitive, comprehensive health assessments in clients across the lifespan. History taking includes: physical, and psychological assessment of client's signs and symptoms, pathophysiologic changes, and psychosocial variations of the client including the individual, family, and community. T Students develop a thorough understanding of the client's health statusto determine appropriate and effective health care strategies that include health promotion and illness prevention across the lifespan. Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course. A grade of B or higher is required to progress in the MSN program(s).

Credits 6.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6005: Advanced Pharmacology
NSG6101: Nursing Research Methods

Corequisites

NSG6021: Pre-Clinical Evaluation

NSG6021: Pre-Clinical Evaluation

In this course, students'complete an exam designed to assess preparedness for the practicum experience. The exam is designed to evaluate students' knowledge in the areas of Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment. The exam is a standardized assessment. Students must pass all components of the exam to advance in the Nurse Practitioner program. This course is pass/fail.

Credits 0.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6005: Advanced Pharmacology
NSG6101: Nursing Research Methods

Corequisites

NSG6020: Advanced Health and Physical Assessment

NSG6023: Nurse Practitioner Enhancement

In this course, students have the opportunity to retake a comprehensive exam related to relate to Advanced Pharmacology, Advanced Pathophysiology and Advanced Physical Assessment. Based upon identified gaps in knowledge, students complete remedial work to obtain the necessary knowledge and skills necessary to ensure basic competency and to enter clinical preceptorships within the Nurse Practitioner Program. Students who are unsuccessful in NSG6023 cannot progress in the NP program(s) but may transfer to another MSN degree. This course is pass/fail.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6005: Advanced Pharmacology
NSG6020: Advanced Health and Physical Assessment
NSG6021: Pre-Clinical Evaluation
NSG6205: Decision Making for the Advanced Practice Nurse I
unsuccessful attempt of NSG6021

Corequisites

None

NSG6101: Nursing Research Methods

In this course, students develop and refine essential skills necessary to strengthen critique of selected peer-reviewed research studies. The student identifies a topic or problem, related to their field of study, using consideration of national/international research initiatives and priorities. Students review quantitative and qualitative research designs for essential understanding of research elements as a foundation for evidenced-based practice . A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

Acceptance in the Master of Science Nursing Program.

Corequisites

None

NSG6102: Evaluation of Educational Outcomes in Nursing

This course focuses on the development of teaching and learning strategies designed to measure learner acquisition of nursing knowledge and achievement of performance standards for use in classroom, laboratory, and clinical practice settings. Content includes formative and summative assessment methodologies. Students will develop and analyze measurable assessments based upon program outcomes, accreditation and regulatory requirements. A minimum grade of B is required to pass this course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6103: Curriculum Design and Evaluation in Nursing Education

This course prepares the learner to design nursing curriculum and create program mission and philosophy statements. Students will explore the process for course design based upon current health care needs, nursing organizational standards, and evidence-based practices. Course organizational models will be analyzed. Students will develop course objectives and learning activities, and include interdisciplinary collaboration, technology, service learning, and global health. Methods to evaluate and revise curriculums will be examined. A minimum grade of B is required to pass this course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6104: Pharmacology, Pathophysiology, & Physical Assessment for the Nurse Educator

In this course students enhance their knowledge and skills through a comprehensive exploration into the interconnected disciplines of pathophysiology, pharmacology, and health assessment within the context of healthcare practice across the lifespan. Students delve into the fundamental principles underlying disease processes, the actions and interactions of pharmacological agents, and the essential skills necessary for holistic health assessment. A grade of B or higher is required to progress in the MSN program(s).

Credits 6.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6203: Practicum in Nursing Education I

In this course, the student participates in the direct care role, under the supervision of a clinical preceptor, to integrate direct care knowledge. The practicum area should be in an area where the student gains new, advanced knowledge to enhance their professional role.

A minimum grade of B is required to successfully complete this course. Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods
NSG6003: Teaching and Learning Strategies in Nursing
NSG6102: Evaluation of Educational Outcomes in Nursing
NSG6103: Curriculum Design and Evaluation in Nursing Education
NSG6104: Pharmacology, Pathophysiology, & Physical Assessment for the Nurse Educator

Corequisites

co-req NSG6999 if last practicum in the program.

NSG6204: Practicum in Nursing Education II

Under the supervision of a local mentor, the student will apply knowledge of learning theories, learning styles, and evidenced based teaching practices to design lessons for didactic and clinical settings. The student will engage in evaluation of educational outcomes for both didactic and clinical performance, ensuring the safe practice of patient care. The student will further engage in various roles of the nurse educator, such as facilitator of learning, scholarship, and service.

A minimum grade of B is required to successfully complete this course. Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6003: Teaching and Learning Strategies in Nursing
NSG6101: Nursing Research Methods
NSG6102: Evaluation of Educational Outcomes in Nursing
NSG6103: Curriculum Design and Evaluation in Nursing Education
NSG6104: Pharmacology, Pathophysiology, & Physical Assessment for the Nurse Educator

Corequisites

co-req NSG6999 if last practicum in the program.

NSG6205: Decision Making for the Advanced Practice Nurse I

In this course, students gain enhanced knowledge and skills related to managing patients across the lifespan as they transition to advanced practice. Emphasis is placed on acute, episodic, and chronic conditions in the context of primary care. Management consists of identifying, monitoring, treating, and maintaining health care problems of patients utilizing research and/or evidence-based practice. A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6005: Advanced Pharmacology
NSG6101: Nursing Research Methods

Corequisites

None

NSG6206: Decision Making for the Advanced Practice Nurse II

In this course, students build upon previous NP specialization content to gain further knowledge and skills related to managing patients across the lifespan as students transition to advanced practice. Emphasis is placed on acute, episodic, and chronic conditions in the context of primary care. Clinical management of patients consists of identifying, monitoring, treating, and maintaining health care problems utilizing research and/or evidence-based practice. A grade of B or higher is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5002: Advanced Theoretical Perspectives for Nursing
NSG5003: Advanced Pathophysiology
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6005: Advanced Pharmacology
NSG6205: Decision Making for the Advanced Practice Nurse I
NSG6020: Advanced Health and Physical Assessment
NSG6021: Pre-Clinical Evaluation
NSG6101: Nursing Research Methods

Corequisites

None

NSG6320: Practicum I: Adult and Gerontology: Adults and Gerontology

In this course, students analyze and provide in-depth care related to alterations in health within primary care adult gerontology healthcare settings. Patient management focuses upon evidence-based practice and the nursing process. This is an advanced nursing practice experience for the beginning Adult-Gerontology Primary Care Nurse Practitioner student with mentoring, coaching and precepting by an approved preceptor. A grade of B or higher is required to progress in the MSN program(s). Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6021 or NSG6023; if unsuccessful in NSG6021

Corequisites

None

NSG6330: Practicum II: Adult and Gerontology: Reproductive Health

In this course, r students learn to manage the primary gender health care of patients from adolescence into adulthood. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health problems of reproductive health. The student identifies normal physiologic alterations associated with reproductive health, which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for the beginning Adult-Gerontology Primary Care Nurse Practitioner student with mentoring, coaching and precepting by an approved preceptor(s). A grade of B or higher is required to progress in the MSN program(s).

Credits 6.0

Prerequisites

NSG6206: Decision Making for the Advanced Practice Nurse II
NSG6320: Practicum I: Adult and Gerontology: Adults and Gerontology

NSG6340: Practicum III Adult Health: Gerontology

In this course, students continue to work with their approved preceptor to refine diverse, equitable, inclusive care for the Gerontological patient Emphasis is placed on diverse clinical experiences that build upon the student's knowledge base. Clinical experiences may include practice with specialty practices which focus on primary care. The student's level of function becomes more independent in practice. Mentoring, coaching and precepting are provided by approved preceptors. Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6206: Decision Making for the Advanced Practice Nurse II
NSG6320: Practicum I: Adult and Gerontology: Adults and Gerontology
NSG6330: Practicum II: Adult and Gerontology: Reproductive Health

Corequisites

NSG6998_A: Transition to the Professional Nurse Practitioner Role

NSG6420: Practicum I Family Health: Adults and Gerontology

In this course, students analyze and provide in-depth care maintenance in adult health in non-acute, community-office-outpatient clinic settings. Patient management focuseson evidence-based practice and the nursing process. This is an advanced nursing practice experience for the beginning Family Nurse Practitioner student with mentoring, coaching and precepting by an approved preceptor. A grade of B or higher is required to progress in the MSN program(s). Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6021 or NSG6023; if unsuccessful in NSG6021

Corequisites

None

NSG6430: Practicum II Family Health: Women's Health

In this course students learn how to manage the primary health care of women from menarche to senescence. Focus is on health promotion, disease prevention, and the clinical management and referral of common, recurring health issues of women, including pregnancy. The student identifies normal physiologic alterations associated with reproductive health, which are addressed with emphasis on health promotion behaviors. This is an advanced nursing practice experience for continuing level Family ARNP students. Mentoring, coaching and precepting are provided by approved and currently licensed and certified physicians, Certified Nurse Midwives or ARNPs. A grade of B or higher is required to progress in the MSN program(s). Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6206: Decision Making for the Advanced Practice Nurse II
NSG6420: Practicum I Family Health: Adults and Gerontology

Corequisites

None

NSG6435: Practicum III Family Health: Pediatrics

In this course students focus on advanced nursing and healthcare management for children and adolescents in primary care. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and developmental transitions within the family context. This is an advanced nursing practice experience for continuing level Family Nurse Practitioner students. Mentoring, coaching and precepting are provided by an approved preceptor A grade of B or higher is required to progress in the MSN program(s). Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6206: Decision Making for the Advanced Practice Nurse II
NSG6420: Practicum I Family Health: Adults and Gerontology

Corequisites

None

NSG6440: Practicum IV Family Health: Primary Care

In this course, students continue to work with their approved preceptor to refine diverse, equitable, and inclusive care for primary care patients across the lifespan. Emphasis is placed on diverse clinical experiences that build upon the student's knowledge base. The student's level of function becomes more independent in practice. Mentoring, coaching and precepting are provided by approved apreceptors. A grade of B or higher is required to progress in the MSN program(s). Learners must successfully complete all aspects of the practicum, or they must repeat all components of the course.

Credits 6.0

Prerequisites

NSG6206: Decision Making for the Advanced Practice Nurse II
NSG6420: Practicum I Family Health: Adults and Gerontology
NSG6430: Practicum II Family Health: Women's Health
NSG6435: Practicum III Family Health: Pediatrics

Corequisites

NSG6998_F: Transition to the Professional Nurse Practitioner Role

NSG6601: Managing Complex Healthcare Systems

This course examines the role of the nurse executive within complex health care environments, focusing on the conceptual frameworks of systems theory, complexity science, appreciative inquiry and organizational learning theory, as well as nursing administration models of organizational management.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6605: Quality Outcomes and Financial Management in Healthcare Organizations

This course provides an overview of quality, safety and performance improvement, including an analysis of care processes through evidence-based practice, research and translation of innovation. In addition, this course provides an overview of healthcare financing and financial management for the nurse executive. Topics may include financial accounting, cost accounting, budgeting, capital expenditures, and reimbursement systems.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6620: Practicum I: Quantitative Skills in Nursing Administration

This course is the first course in a two-course series which synthesizes content from the specialty administrative courses into a culminating “clinical” nursing administrative experience. In both courses the learner enacts the role of the nurse administrator. Content will include didactic and clinical administrative experiences. The course involves obtaining a local mentor and practicing the administrative role under guided mentorship. The majority of didactic course work includes practical experience with budgets, developing and honing leadership style and expertise, initiating collaborative practice and teambuilding, as well as working with change and motivational theories. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. The majority of clinical time will be spent in an administrative organizational setting mutually agreed upon by the instructor, the mentor and the student.

A minimum grade of a B is required to pass the didactic and practicum component. Online time will be used to analyze and evaluate this experience. A minimum of 120 practicum hours is required in the chosen administration setting.

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6630: Practicum II: Qualitative Skills in Nursing Administration

This course is the second in the set of two culminating administrative curricular experiences. It expands on previous didactic and clinical coursework, through didactic work in management areas such as quality management, patient care outcomes, and measurement of health care outcomes. Emphasis is placed on long-term and strategic planning, incorporating personnel management tactics such as performance evaluation, and collective bargaining. The student will continue to assimilate knowledge inclusive of the five pillars of caring, communication, critical thinking, professionalism, and holism into the administrative experience.
A minimum grade of a B is required to pass the didactic and practicum components. Online time will be used to analyze and evaluate this experience. A minimum of 120 practicum hours is required in the chosen administration setting.

Credits 4.0

Prerequisites

MBA5009: Managerial Environment
MHC6306: Human Resource Management in Healthcare Organizations
NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods
NSG6601: Managing Complex Healthcare Systems
NSG6620: Practicum I: Quantitative Skills in Nursing Administration

Corequisites

None

NSG6650: Introduction to Nursing Informatics

In this course students explore the role of the nurse informaticist using the ANA Scope and Standards of Practice for Nursing Informatics, Nursing Informatics theories, models, and frameworks are examined Additionally, the integrations of nursing, computer, and information sciences related to a foundation of knowledge within nursing practice is examined. A grade of B or better is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6652: Issues and Trends in Nursing Informatics

In this course students examine issues and trends in nursing informatics from sources such as professional and governmental regulations, academic and professional literature, and case studies. Topics include the Health Information Portability and Accountability Act, Meaningful Use stages, and Health Level 7 standards, with an emphasis on how these issues affect nursing informaticists in their current and future roles. A grade of B or better is required to progress in the MSN program(s).

Credits 4.0

Prerequisites

NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods

Corequisites

None

NSG6670: Practicum I: Database Management in Nursing Informatics

This course is the first course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of the nursing informatics professional. Content will include clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student. A minimum grade of a B is required to pass. A minimum of 120 practicum hours is required.

Credits 4.0

Prerequisites

MBA5009: Managerial Environment
MIS5010: Information Technology Infrastructure
MIS5020: Information Systems Fundamentals
NSG5000: Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice
NSG6002: Health Policy and Health Promotion in Advanced Nursing Practice
NSG6101: Nursing Research Methods
NSG6650: Introduction to Nursing Informatics
NSG6652: Issues and Trends in Nursing Informatics

Corequisites

None

NSG6680: Practicum II: Project Management in Nursing Informatics

This course is the second course in a two-course series which synthesizes content from the specialty informatics courses into a culminating "clinical" nursing informatics experience. In both courses the learner enacts the role of nursing informatics professional. Content will include didactic and clinical informatics experiences. The course involves obtaining a local mentor and practicing the informatics role under guided mentorship. The majority of clinical time will be spent in an informatics organizational setting mutually agreed upon by the instructor, the mentor, and the student.
A minimum grade of a B is required to pass. A minimum of 120 practicum hours is required.

Credits 4.0

Prerequisites

NSG6670: Practicum I: Database Management in Nursing Informatics

Corequisites

None

Notes

A minimum grade of a B is required to pass. A minimum of 120 practicum hours is required.

NSG6998: Transition to the Professional Nurse Practitioner Role

This course focuses on the comprehensive synthesis of skills and knowledge acquired throughout the program's didactive and clinical courses required for program completion and graduation. The comprehensive review adds breadth and depth to the learner's knowledge base, while examining the varied roles that students can expect upon graduation from the program. Students will demonstrate competence and readiness to assume the role and professional responsibilities required for the beginning-level nurse practitioner through scholarship, research, and knowledge. A minimum grade of B is required to pass this course.

Credits 4.0

Prerequisites

For Family Nurse Practitioner Track: NSG6420, NSG6430, and NSG6435; For Adult-Gerontology Nurse Practitioner Track: NSG6320 and NSG6330

Corequisites

Family Nurse Practitioner: NSG6440; Adult-Gerontology Nurse Practitioner: NSG6340

NSG6998_A: Transition to the Professional Nurse Practitioner Role

This course focuses on the comprehensive synthesis of skills and knowledge acquired throughout the program's didactive and clinical courses required for program completion and graduation. The comprehensive review adds breadth and depth to the learner's knowledge base, while examining the varied roles that students can expect upon graduation from the program. Students will demonstrate competence and readiness to assume the role and professional responsibilities required for the beginning-level nurse practitioner through scholarship, research, and knowledge. A minimum grade of B is required to pass this course.

NOTE: During the final course in the program, NSG6998_A, students take the APEA Predictor and University exam(s). These exams provide data on the student's readiness for the national certification examination. Students collaborate with their faculty of record to strengthen identified weaknesses in preparation for certification. Each of these exams account for a percentage of the final course grade.

Students unsuccessful on their second attempt are given an incomplete and placed into a workgroup for additional one-on-one mentoring. Requirements include an extension of a mandatory review on identified weak areas. Students who fail to post all necessary requirements of workgroup remediation will receive the initial grade from the course gradebook.

Refer to the Progression Policy for the Nurse Practitioner Student in the *Academic Catalog.*

**Any student who must retake NSG6998_A must retake the course online.

Credits 6.0

Prerequisites

NSG6320: Practicum I: Adult and Gerontology: Adults and Gerontology
NSG6330: Practicum II: Adult and Gerontology: Reproductive Health

Corequisites

NSG6340: Practicum III Adult Health: Gerontology

NSG6998_F: Transition to the Professional Nurse Practitioner Role

This course focuses on the comprehensive synthesis of skills and knowledge acquired throughout the program's didactive and clinical courses required for program completion and graduation. The comprehensive review adds breadth and depth to the learner's knowledge base, while examining the varied roles that students can expect upon graduation from the program. Students will demonstrate competence and readiness to assume the role and professional responsibilities required for the beginning-level nurse practitioner through scholarship, research, and knowledge. A minimum grade of B is required to pass this course.

NOTE: During the final course in the program, NSG6998_F, students take the APEA Predictor and University exam(s). These exams provide data on the student's readiness for the national certification examination. Students collaborate with their faculty of record to strengthen identified weaknesses in preparation for certification. Each of these exams account for a percentage of the final course grade.

Students unsuccessful on their second attempt are given an incomplete and placed into a workgroup for additional one-on-one mentoring. Requirements include an extension of a mandatory review on identified weak areas. Students who fail to post all necessary requirements of workgroup remediation will receive the initial grade from the course gradebook.

Refer to the Progression Policy for the Nurse Practitioner Student in the *Academic Catalog.*

**Any student who must retake NSG6998_F must retake the course online.
Credits 4.0
Prerequisites
NSG6420: Practicum I Family Health: Adults and Gerontology
NSG6430: Practicum II Family Health: Women's Health
NSG6435: Practicum III Family Health: Pediatrics
Corequisites
NSG6440: Practicum IV Family Health: Primary Care

NSG6999: Graduate Project in Nursing

The capstone project is a synthesis and application of advanced nursing knowledge, scholarship, and research in the area of specialization. The student's inquiry is focused in the area of the specialty concentration and will focus on a substantive nursing practice issues developing solutions based on the available evidence. The student will develop a scholarly project that will either demonstrate an application of evidence to practice for a substantive change or quality improvement, which can include generation of new nursing knowledge. Emphasis is placed on application of evidence-based research methodology, scholarly writing, and critical thinking. These scholarly projects are presented in both written and oral form. A minimum grade of B is required to pass this course.
Credits 4.0
Prerequisites
NSG6101 and successful completion of at least one graduate practicum in Nursing
Corequisites
None

NSG7000: Organization and Systems Leadership for Nursing

The course emphasizes leadership development for complex organizations and systems through a process of self-inquiry. The developmental needs of the student are identified. Unique leadership characteristics are examined and enhanced under the lens of transformational change. Course content focuses on synthesis of theoretical leadership concepts with personal and professional values. The learner will incorporate the five pillars of the conceptual framework into administrative experiences. Topics are rooted in teaching solutions to real problems facing contemporary business leaders. The content emphasizes leadership development, core business skills, ethical comportment and social responsibility. The outcome of the course is a deeper knowledge of leadership, greater confidence, and a keen awareness of the values that guide executive decisions. A grade of B or better is necessary to successfully complete this course.

Credits 4.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program

Corequisites

None

NSG7005: Clinical Prevention and Population Health

This course provides students with conceptual frameworks for advanced public health nursing practice, as well as exploring the contributions of population science to the health of the public. Analysis of population-focused nursing research and public health nursing management strategies is explicitly incorporated. Nursing models, theories, and evidence for critiquing and designing population-focused interventions form the basis for this course. Students apply principles, theory, and research about epidemiology/public health/public health nursing interventions in resolution of population-focused health issues. Collaborating with community-based partners to achieve public health objectives is expected. A grade of B or better is necessary to successfully complete this course.

Credits 4.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program

Corequisites

None

NSG7010: Healthcare Policy

This course advances students' abilities to analyze the politics, institutions, norms, and key stakeholders involved in agenda-setting, legitimating, and decision-making of health policy in the United States. Students learn to utilize analytical frameworks to explain how the policymaking process works, relates to the substance of policy, and applies to contemporary healthcare and nursing issues. Specific methods and strategies which healthcare providers use to influence health policy are explored with respect to grassroots organizing, advocacy, building coalitions among stakeholders, lobbying, working with media, developing and sustaining relationships with legislators and providing expert professional testimony as part of the policy-making process. The focus of dialogue includes ethical principles, as well as legal and regulatory issues that impact the health of the public. The preferences of individuals (politics), economic, psychological, social and technological determinants will be examined. The course also examines the impact of policy on the healthcare workforce, especially on nursing deployment and utilization. A grade of B or better is necessary to successfully complete this course.

Credits 4.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program

Corequisites

None

NSG7015: Financial Management and Resource Utilization

This course focuses on complex variables that influence financial management and resource utilization in nursing and healthcare. The conceptual basis and methods of financial analysis and decision making pertinent to healthcare delivery systems are examined. Healthcare economics, marketing principles, human resource management, and the influence of health policy and Healthy People 2020 objectives that impact current healthcare environments are explored. A grade of B or better is necessary to successfully complete this course.

Credits 4.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program

Corequisites

None

NSG7020: Evidence, Effectiveness, and Clinical Quality

The goal of this course is to provide students with the knowledge and skills necessary to assume a leadership role in transforming care in complex organizations and environments. This course provides the metrics for assessment, use, and evaluation of scientific data into evidence-based nursing practice. The steps in translating evidence into practice are explored. Knowledge assessment, clinical effectiveness, and tools for applying evidence to practice are emphasized. Strategies for creating a culture of evidence-based practice are embedded in course requirements. Barriers to evidence-based practice are identified. A grade of B or better is needed in order to successfully pass this course.

Credits 4.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program

Corequisites

None

NSG7200: Advanced Nursing Field Experience I

Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course. A minimum of 30 clinical hours for each enrolled credit is required.

Credits 6.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program; NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, PHE5015, PHE5020, and NSG7221, NSG7222 or NSG7223, if required.

Corequisites

None

NSG7205: Advanced Nursing Field Experience II

Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course. A minimum of 30 clinical hours for each enrolled credit is required.

Credits 6.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program, NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, PHE5015, PHE5020, and NSG7221, NSG7222 or NSG7223, if required.

Corequisites

None

NSG7210: Advanced Nursing Field Experience III

Theory, evidence, and the systematic translation of nursing science into practice provide the basis for DNP practica experiences across the program of study. Students investigate clinical problems and refine their clinical translational capabilities within the context of the broader health care system. Clinical learning is directed toward systematic application of knowledge and scientific discovery in resolving new or persistent problems affecting the safety and quality of patient care. Mentored clinical application of evidence-based knowledge and skills, as well as independent investigation and evaluation of outcomes, support knowledge acquisition, as well as integration of the DNP role into the complex circumstances of contemporary nursing practice. Leadership, consultation, advocacy, fiscal accountability and interdisciplinary collaboration serve as core competencies to effect organizational change. A grade of B or better is necessary to successfully complete this course.

Credits 6.0

Prerequisites

Admission to the Doctor of Nursing Practice (DNP) program, NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, PHE5015, PHE5020, and NSG7221, NSG7222 or NSG7223, if required.

Corequisites

None

NSG7221: Practice Immersion Experience I

This course allows students the opportunity to complete 180 practice hours of the required 1000 post-baccalaureate hours for completion of a Doctoral Nursing Program. Students complete post-baccalaureate practice experiences to enhance their skills as practitioners of nursing. Students work with an approved mentor to gather the experience required for a terminal degree in nursing. The course provides opportunities to help students assimilate knowledge for advanced specialty practice.

Credits 6.0

Prerequisites

None

Corequisites

None

NSG7222: Practice Immersion Experience II

This course allows students the opportunity to complete 180 practice hours of the required 1000 post-baccalaureate hours for completion of a Doctoral Nursing Program. Students complete post-baccalaureate practice experiences to enhance their skills as practitioners of nursing. Students work with an approved mentor to gather the experience required for a terminal degree in nursing. The course provides opportunities to help students assimilate knowledge for advanced specialty practice.

Credits 6.0

Prerequisites

None

Corequisites

None

NSG7223: Practice Immersion Experience III

This course allows students the opportunity to complete 120 practice hours of the required 1000 post-baccalaureate hours for completion of a Doctoral Nursing Program. Students complete practice post-baccalaureate experiences to enhance their skills as practitioners of nursing. Students work with an approved mentor to gather the experience required for a terminal degree in nursing. The course provides opportunities to help students assimilate knowledge for advanced specialty practice.

Credits 4.0

Prerequisites

None

Corequisites

None

NSG8100: Capstone in Applied Practice I

This integrated scholarly effort is presented in a series of four sequential one-credit offerings that provide the DNP student with substantive opportunities to engage in exploration of a critical clinical question. This comprehensive exploration is conducted as a mentored experience and includes identification, development, implementation, evaluation and dissemination of an independent scholarly project. This scholarly project focuses on problems of practice within a defined organization or within specific populations. Each course builds on the existing knowledge and practice expertise of the DNP student within the broader context of translating science into clinical practice or solving for intractable clinical problems in which outcomes management, including quality and safety, are essential. The range of projects varies according to the interest of the individual DNP student. A grade of B or better is necessary to successfully complete this course.

Credits 1.0

Prerequisites

NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, and NSG7221, NSG7222 or NSG7223 (if required)

Corequisites

PHE5020

NSG8105: Capstone in Applied Practice II

In this second of the four-course series, the DNP student works with a faculty mentor to refine the project design and apply contemporary investigative methods to structure data collection. Additionally, the DNP student will complete CITI/NIH training and submit an IRB application for Human subjects review where appropriate, prior to beginning data collection for this scholarly project. Students must successfully complete an oral defense of the project prior to implementation. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A grade of B or better is necessary in order to successfully pass this course.

Credits 1.0

Prerequisites

NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, and NSG7221, NSG7222 or NSG7223 (if required)

Corequisites

NSG7200: Advanced Nursing Field Experience I

NSG8110: Capstone in Applied Practice III

In this third course of a four-course series, the DNP student implements the evidence-based scholarly project specific to a population of interest within an identified clinical setting. Continued and ongoing interaction with the assigned mentor is expected and modifications of protocols are completed, where indicated, at this time. . Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A grade of B or better is needed in order to pass this course.

Credits 1.0

Prerequisites

NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, PHE5015, PHE5020, NSG8100, NSG8105 and NSG7221, NSG7222 or NSG7223 (if required)

Corequisites

NSG7205: Advanced Nursing Field Experience II

NSG8115: Capstone in Applied Practice IV

In this fourth and final course, the DNP student conducts the data analysis and writes the discussion section of the scholarly project. The discussion focuses on evaluation of the evidence generated in the scholarly project and the actual or potential impact of the project on identified health care outcomes. Students disseminate their findings through a final oral presentation (defense) and preparation of a manuscript suitable for a peer-reviewed publication. Each student will be required to submit individual objectives at the beginning of the semester for each of the four courses. The objectives will be signed by the student and the mentor. The student will be evaluated according to the requirements of the course within the context of the agreed-upon objectives. A B or better is necessary to successfully complete this course.

Credits 1.0

Prerequisites

NSG7000, NSG7005, NSG7010, NSG7015, NSG7020, NSG8100, NSG8105, NSG8110, PHE5015, PHE5020 and NSG7221, NSG7222 or NSG7223 (if required)

Corequisites

NSG7210: Advanced Nursing Field Experience III

Public Health

PHE2001: Introduction to Public Health

This course is designed to introduce the basic tenets, applications, and focus of public health. It will provide an introduction to public health terminology, history, core disciplines, professional roles and services, current public health challenges and the impact of public health efforts on population health.

Credits 4.0

Prerequisites

AHS1001, ENG1100, and 1 natural science course with a grade of C or better in all courses - OR -enrolled and in good standing in the RN to BSN or RN to MSN program.

Corequisites

None

PHE3001: Legal and Ethical Issues in Public Health

This course provides students with an overview and practical knowledge of public health law and ethics. Students will gain an understanding of the responsibility of government to protect the public health in the context of upholding individual rights. By the end of the course, students will be able to apply this knowledge to real-world applications of ethical decision making and gain a critical understanding of their own ethical opinions.

Credits 4.0

Prerequisites

PHE2001 with a grade of C or better

Corequisites

None

PHE3025: Research Methods in Public Health

This course provides students with an understanding of epidemiology and the philosophy and methods for health-related research. The course explores a wide range of topics, such as, research paradigms, research ethics, quantitative and qualitative research methods, descriptive and inferential statistics, hypothesis testing and writing research proposals.

Credits 4.0

Prerequisites

HSC4010, MAT2058 with a grade of C or better

Corequisites

None

PHE3040: Healthcare Law

This course presents an overview of the legal issues facing the health care and public health industry. The course provides students with a basic working knowledge of health law with a comprehensive review of a wide variety of health care and public health legal issues.

Credits 4.0

Prerequisites

PHE3001 with a grade of C or better

Corequisites

None

PHE3050: Public Health Policy

This course presents an overview of the public policy facing the health care industry. The course provides students with a basic working knowledge of health policy with a comprehensive review of a wide variety of policy making, policy analysis, economic, and insurance issues.

Credits 4.0

Prerequisites

HCM2004 or HCM2005 and PHE2001 with grades of 'C' or better

Corequisites

None

PHE3070: Medical and Public Health Informatics

In today's information driven age, access to healthcare information is vital. In both healthcare and public health, there are numerous systems that track disease outbreaks, environmental risks, and vital statistics. This course seeks to train students in the use of traditional health information systems and electronic health records. This course will describe health information systems, management of these systems, data integrity and standards, functionality, privacy, security, and decision-making. Additionally, the course will discuss the use of these systems as it relates to population health.

Credits 4.0

Prerequisites

PHE3001 with a grade of C or better

Corequisites

None

PHE4015: Introduction to Global Health

This course introduces the student to theory and practice in the field of global health dealing with not only the health issues of developing countries but the threats to health extending beyond borders and affecting the global population. Students will explore the determinants and disparities of health at the global level including poverty and health beliefs and behaviors; surveillance and intervention measures; global health policies; and the governmental and nongovernmental agencies and collaborative efforts and obstacles in play to resolve global health issues. Case studies and examples of current global health challenges and outcomes will be discussed with a focus on factors contributing to the issues and collaborative approaches to delivering solutions.

Credits 4.0

Prerequisites

HSC4010, HSC4021, and PHE3050 with a grade of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

PHE4030: Foundation of Health Communication

This course provides an overview of the health communication field and examines effective communication approaches. Students will learn how media can impact the health and well-being of populations at the personal, interpersonal, community, organizational, and policy level. Communication tools and technologies and strategies will be explored, as well as the importance of communication in advocacy for health promotion policies and programs. Students will develop a public health education piece addressing a current or emerging health information, prevention or emergency preparedness issue.

Credits 4.0

Prerequisites

PHE3050, with a grade of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

PHE4055: Public Health Planning and Evaluation

This course explores the basic concepts and theories relating to health program planning and program evaluation. Topics may include community health assessment, program theory, and program implementation and evaluation.

Credits 4.0

Prerequisites

HSC4021, PHE3025, & PHE3050 with grades of 'C' or better

Corequisites

None

PHE4070: Management and Administration of Public Health Systems

This course provides students with an understanding of the issues involved with the organization, management, and administration of U.S. public health services.

Credits 4.0

Prerequisites

PHE3050 with a grade of C or better

Corequisites

None

PHE4095: Special Topics in Public Health

This course is designed to provide students with an in-depth analysis of emerging and important issues and topics in the field of public health.

Credits 4.0

Prerequisites

PHE3050: Public Health Policy

Corequisites

None

PHE4120: Health Disparities and Minority Health

This course will examine the ways in which diverse personal, socio-cultural and institutional factors impact health, including race/ethnicity/culture, socioeconomic class, migration status, disability, gender, sexual orientation, sexism, place, age and spirituality. Strategies to reduce disparities and promote equity, cultural competency and advocacy will be examined.

Credits 4.0

Prerequisites

HSC4010, HSC4021 with a grade of C or better

Corequisites

None

PHE4200: Capstone in Public Health

This course provides students with the opportunity to apply the knowledge and skills acquired in the program courses to a real-world public health experience by identifying, assessing and addressing current issues in public health. Students will demonstrate their ability to integrate and adapt the competencies developed during the course of study to a comprehensive analysis of a public health problem that incorporates communication with working public health professionals and the opportunity to develop professional skills, practical experience and exploration of public health careers. Student must receive a grade of C or higher to pass this course.

Credits 4.0

Prerequisites

HSC2010, PHE2001, HSC3002, HSC4010, HSC4021, PHE3001, PHE3050, PHE3025, PHE4055, PHE4120 with all required grade requirements. This course is taken in the last quarter/term prior to graduation.

Corequisites

None

PHE5000: Public Health Foundations

This course introduces Public Health theories and practices. Students explore the evolution of contemporary Public Health systems and how those systems partner with healthcare systems. The course also explores and discusses Public Health principles, concepts, missions, current concerns, and values.
Credits 4.0
Prerequisites
None
Corequisites
None

PHE5001: Social and Behavioral Aspects of Public Health

The course provides an overview of social and behavioral issues related to public health practice. An examination of theories, concepts and models from various social and behavioral disciplines used in public health research and practice will be explored. Students will also gain an understanding of the areas of cultural competence, levels of prevention, and core competencies of public health throughout this course.
Credits 4.0
Prerequisites
PHE5000: Public Health Foundations
PHE5010: Environmental and Occupational Health
Corequisites
None

PHE5005: Introduction to Health Services and Research

This course examines the organization, delivery, and financing of the U.S. Healthcare system. Students will also explore healthcare systems of select countries and compare them to the system found within the United States. Utilizing health services research, students will identify principles for application in various public health settings.
Credits 4.0
Prerequisites
PHE5001: Social and Behavioral Aspects of Public Health
Corequisites
None

PHE5010: Environmental and Occupational Health

This course is a study of the major environmental and occupational factors that contribute to the development of health problems in industrialized and developed countries.
Credits 4.0
Prerequisites
PHE5000: Public Health Foundations
Corequisites
None

PHE5015: Principles of Epidemiology

This course is a study of epidemiological methods to evaluate the patterns and determinants of health and diseases in populations.
Credits 4.0
Prerequisites
For MPH: PHE5000, PHE5001, PHE5010, PHE5020
For DNP: None
Corequisites
None

PHE5020: Biostatistical Methods

This course provides a problem-based understanding and application of parametric statistical assessments in the area of public health practice, as well as exposure to more advanced methodologies such as ANOVA, linear and multiple regression methods, and categorical response variable analysis. Students will utilize statistical software to perform basic and advanced analyses.
Credits 4.0
Prerequisites
For MPH: MAT2058 or Equivalent, PHE5000, PHE5001, PHE5010

For DNP: MAT2058, PHE5015
Corequisites
None

PHE6201: Public Health Policy Research

This course is an analysis of current research in health policy including the history of issues, arguments for various positions, and the development of frameworks to enable development of positions on the issues.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5005: Introduction to Health Services and Research
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

None

PHE6202: Program Planning and Evaluation

This course provides a foundation for program planning and evaluation in public health. It provides basic planning principles, processes, and methods, and encourages a multi-disciplinary approach integrating the use of theory and practice.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

None

PHE6203: Public Health Informatics

Topics may include informatics content applicable to administrative and clinical systems used in public health. Students will analyze the application of information science and technology to public health practice.

Credits 4.0

Prerequisites

Completion of PHE5001, PHE5005, PHE5010, PHE5015, PHE5020

Corequisites

None

PHE6206: Global Community Health

In this course, students will analyze major health issues impacting communities worldwide, including communicable and non-communicable diseases, as well as the global burden of disease. Students will gain insight into the social, economic, and environmental determinants shaping health outcomes and health inequities across the globe. They will learn to design culturally sensitive disease prevention interventions at all levels of prevention. Additionally, students will compare the U.S. Public Health and healthcare systems with those in other international settings. In the realm of global health leadership, students will examine how leaders advocate for policies and programs that advance global health. The course also emphasizes the One Health approach, which acknowledges the interconnectedness of human, animal, and environmental health, and the impacts of climate change on all three.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

None

PHE6210: Health Promotion and Disease Prevention

This course provides skills and strategies for the development and implementation of health promotion and health education programs in various environments. Emphasis will be placed on how identification of risk factors, lifestyle, and behavior changes can promote positive healthy behaviors and prevent disease among individuals, groups, and communities.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

PHE6220 (PHE6210 can be taken before PHE6220)

PHE6220: Evidence-based Public Health Practice

Strategies will be presented for locating and utilizing scientific evidence to make programmatic and health policy decisions. Application of principles of scientific reasoning and systematic uses of data and information systems will be emphasized.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods
PHE6210: Health Promotion and Disease Prevention

Corequisites

PHE6210: Health Promotion and Disease Prevention

PHE6250: Case Studies in Public Health

Ecological approaches frame how prevention, control, health promotion, protection and emergency measures protect the public's health. Current topics may include health disparity, cultural competence, genomics, workforce planning, credentialing, and media communication.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

None

PHE6402: Public Health Law and Ethics

The course explores the basic legal and ethical foundations of the public health legal system and examines the relationships among public health, the constitution, economics and human rights.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods

Corequisites

None

PHE6404: Grant and Contract Proposal Writing in Public Health

This course examines the strategies and execution of grant and proposal writing as well as contract administration in the public health sectors. Topics may include research into funding sources, use of prospectus documents, preparation competitive proposals for grants and contracts, and peer review. Students will engage in all aspects of grant and proposal writing, including how to efficiently and effectively describe research and program design, outcomes, objectives and methodology, data management, evaluation, and budget development applied to the preparation of an actual proposal. Students will also examine the contract administrative responsibilities resulting from successful grants and contracts, including monitoring and reporting program and fiscal data.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods
PHE6201: Public Health Policy Research
PHE6202: Program Planning and Evaluation
PHE6206: Global Community Health
PHE6210: Health Promotion and Disease Prevention
PHE6220: Evidence-based Public Health Practice
PHE6250: Case Studies in Public Health
PHE6402: Public Health Law and Ethics

Corequisites

None

PHE6980: Practicum in Public Health

This course is a practical application of program knowledge, skills, and abilities to a real-world public health setting. The practicum involves placement of the student in a non-academic setting in the area where the student lives. The placement cannot be in the same department in which the student currently works and cannot assume the same role as the student currently works. Government agencies, community organizations, businesses, public health organizations, and social service agencies are all examples of the kinds of placements that would be appropriate. The student is expected to work with the agency/organization a minimum of twelve (12) hours a week for a minimum of 10 weeks and a minimum of 120 contact hours. In addition, the student is expected to maintain close contact with his/her faculty member as well as a preceptor from the agency/organization. The student is to write a report of his/her experience, describing the nature and operation of the placement setting, detailing his/her activities, responsibilities, and interactions with other individuals, and any public health insights gained from the experience. Where the student is given an issue or problem by the placement supervisor, its nature and outcome should also be included in the report, along with the methods used to address the issue or problem.

Credits 4.0

Prerequisites

PHE5000: Public Health Foundations
PHE5001: Social and Behavioral Aspects of Public Health
PHE5010: Environmental and Occupational Health
PHE5015: Principles of Epidemiology
PHE5020: Biostatistical Methods
PHE6201: Public Health Policy Research
PHE6202: Program Planning and Evaluation
PHE6206: Global Community Health
PHE6210: Health Promotion and Disease Prevention
PHE6220: Evidence-based Public Health Practice
PHE6250: Case Studies in Public Health
PHE6402: Public Health Law and Ethics
PHE6404: Grant and Contract Proposal Writing in Public Health

Corequisites

None

Health Sciences

HSC2010: Medical Sociology

This course explores the societal context of health, illness, and the health care system in American Society. Determinants and measurement of health and disease are examined and the study of epidemiology and public health is evaluated.

Credits 4.0

Prerequisites

BIO2015 or PTA1003 with a grade of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

HSC3000: Ethics in Healthcare

This course introduces health sciences students to ethical and bioethical issues confronting health care professionals and practitioners within the practice setting. We will explore the fundamental principles and nature of moral responsibility with the focus on facilitating students towards gaining a critical understanding of their own ethical opinions. Concepts of autonomy, duty, justice, truth, rights and equality are analyzed through lectures and other delivery methods, giving particular attention to their practice implications for health care practitioners.

Credits 4.0

Prerequisites

HCM2005

Corequisites

None

HSC3002: Environmental Health

This course explores the relationship and impact of the environment to health and illness in human populations. An exploration of man-made and natural environmental hazards will be discussed. Environmental health and risk assessment will be discussed as well as interventions. Environmental policy and practices will be viewed from the public health perspective and include the study of energy, waste, environmental justice and regulation.

Credits 4.0

Prerequisites

PHE2001 with a grade of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

HSC3004: Complementary and Alternative Health

This course reviews and compares traditional medicine to complementary or alternative health measures. Examination of current trends will focus on the business practices and practitioners involved in these alternative healing therapies. Various types of Alternative and Complementary medicine will be evaluated based on scientific research, including Systematized Practices, such as traditional Chinese and Ayurveda medicine; Botanical Healing, such as herbs, nutritional supplements and homeopathy; Manual Healing Methods, including chiropractic, massage, and pressure point therapies; and Mind-Body Techniques, such as yoga, meditation, hypnotherapy, and biofeedback.

Credits 4.0

Prerequisites

BIO1011, BIO1012, BIO1013 and BIO1014 with grades of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program

Corequisites

None

HSC3015: Behavioral Health

This course reviews the major issues and trends impacting the behavioral health industry and discusses the business and clinical environment of various types of behavioral health organizations including accreditation standards, reimbursement and patient care issues.
Credits 4.0
Prerequisites
HSC2010: Medical Sociology
Corequisites
None

HSC3070: Medical Informatics

This course details the history of medical information and biomedical communication. Participants will study information resources and services related to the transfer of information in the health sciences and integral computer applications to health sciences libraries including the organizational structure of medical knowledge. The course will familiarize students with the concept of information management and the application of information technology to health care. Participants will analyze current issues in the health care field and the relationship to health sciences libraries and information centers.
Credits 4.0
Prerequisites
BIO2015, HSC2010, HCM2005
Corequisites
None

HSC4000: Contemporary Issues in Aging

This course reviews current issues facing the elderly as they relate to physical changes, health concerns, social adjustments, economic pressures and public policy for this growing segment of the US population. Discussion will also include comparison of these issues within the international community and research in the field of gerontology.
Credits 4.0
Prerequisites
HSC2010, PHE2001 with a grade of C or better
Corequisites
None

HSC4010: Epidemiology and Disease Control

This course introduces the history and development of epidemiology in healthcare with a focus on disease identification and control. A special section is devoted to the detection and response to bioterrorism and pandemics.
Credits 4.0
Prerequisites
HSC2010 and PHE2001 with grades of 'C' or better or enrolled and in good standing in the RN to BSN or RN to MSN program
Corequisites
None

HSC4021: Health Promotion and Wellness

This course introduces basic concepts, strategies and methods of health promotion and disease prevention. It reviews the major issues and trends impacting the field of health promotion and wellness within the context of public health, and provides a broad overview of policy formation planning, implementation and evaluation.
Credits 4.0
Prerequisites
HSC2010, PHE2001 with grades of 'C' or better
Corequisites
None

HSC4030: Women and Minority Health Issues

This course explores the health problems and issues unique to women and minorities, including access to healthcare resources and the delivery of quality healthcare services.
Credits 4.0
Prerequisites
HSC2010, PHE2001 with a grade of C or better or enrolled and in good standing in the RN to BSN or RN to MSN program
Corequisites
None

HSC4040: Emergency and Disaster Management

This course explores the organization and delivery of emergency and disaster management services, from local first responders, to hospital emergency rooms to state and federal emergency and disaster relief.
Credits 4.0
Prerequisites
HSC2010
Corequisites
None

HSC4060: Working with Healthcare Professionals

This course explores the unique working environment, professional culture and job requirements of physicians, nurses, and physician extenders and offers tools for effectively working with and managing these professionals.
Credits 4.0
Prerequisites
HSC4021: Health Promotion and Wellness
Corequisites
None

Pharmacy

PHA3101: Biochemistry I

This course is focused on fundamentals of Vitamins, enzymes, proteins, and nucleic acids as applied to biomedical sciences. This course will provide an understanding of the biochemical processes of these biomolecules and their clinical significance to the practice of pharmacy.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3102: Biochemistry II

This course is the second of a two-course sequence and focuses on fundamentals of amino acids, nucleic acids, lipids, and enzymes as applied to medicine. This course will provide an understanding of the biochemical processes of these biomolecules and their clinical significance to the practice of pharmacy.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3109: Microbiology/ Immunology

This course discusses bacterial, fungal, viral, and parasitic infections known to be pathogenic in humans in addition to the immune system's response to these foreign organisms. The processes of microbiology and immunology are foundational for treating infectious diseases in patients.
Credits 5.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3110: Molecular Biology

The course will cover how the blueprints for cells and organisms are contained in the structure of molecules like DNA, RNA, and protein. Examples of minor structural changes in DNA (mutations) and their biochemical, pathological and health consequences are presented as well as how this information can be used in disease diagnosis and drug discovery. Disease states due to alterations in the proper function of DNA and RNA will be discussed throughout the course. Molecular mechanisms in place to maintain adequate cell number and control cell growth will also be covered.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3113: Pathophysiology I

This is the first of a two-course sequence designed to explore the mechanisms of disease and tissue injury to organs and organ systems during selected pathophysiologic states with the goal of providing students with a rationale for drug therapy. Patient cases will be reviewed from a pharmacist's perspective.
Credits 5.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3114: Pathophysiology II

This course is the second of a two-course sequence designed to explore the mechanisms of disease and tissue injury to organs and organ systems during selected pathophysiologic states with the goal of providing students with a rationale for drug therapy. Patient cases will be reviewed from a pharmacist's perspective.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3116: Pharmaceutics I

The course will cover a historical perspective of the evolution of modern dosage forms, governing laws, basic fundamentals of physical pharmacy, pharmacokinetic principles, and topics pertinent to the design, production, and stability of drugs and dosage forms. Lectures will focus on the rationale for design, intended performance characteristics, and the proper use of dosage forms to optimize clinical outcomes.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3117: Pharmaceutics II

This course will cover the theoretical and practical topics involved in the design, production, stability and performance of dosage forms. The particular strengths and weaknesses of common dosage forms and their proper utilization will be emphasized.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3118: Introduction to Medicinal Chemistry

This course reinforces biochemistry with a review of drug chemistry and resultant biological events. Discussion focuses on biologically active compounds and cover base structures, parent compounds, metabolites, and structure modifications for altered therapeutic effects.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3119: Professional Practice and Informatics

This course introduces the knowledge, skills, attitudes, and abilities to prepare students for the profession of pharmacy.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3124: Pharmacotherapy I

This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3127: Pharmaceutical Calculations

This course introduces the mathematical processes and computations essential to the practice of pharmacy. Emphasis will be placed upon development of fundamental calculation skills necessary in subsequent curricular courses and in professional practice.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3129: Introduction to Medicinal Chemistry

This course reinforces biochemistry with a review of drug chemistry and resultant biological events. Discussion focuses on biologically active compounds and cover base structures, parent compounds, metabolites, and structure modifications for altered therapeutic effects.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3130: Integrated Pharmacy Skills Laboratory I

In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3134: Biochemistry

This course is focused on fundamentals of vitamins, enzymes, proteins, nucleic acids, carbohydrates, and lipids as applied to biomedical sciences. This course will provide an understanding of the biochemical processes of these biomolecules and their clinical significance to the practice of pharmacy.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3136: Integrated Pharmacy Skills Laboratory II

Doctor of Pharmacy students are engaged in interactive laboratory sessions designed to provide a thorough understanding of pharmaceutical compounding, pharmaceutical science, and direct patient care.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter

PHA3137: Integrated Pharmacy Skills Laboratory III

Doctor of Pharmacy students are engaged in interactive laboratory sessions designed to provide a thorough understanding of institutional pharmacy, pharmaceutical science, and direct patient care.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3141: Pharmacy Practice and Communications

This course is designed to introduce students to the knowledge, skills, attitudes, and abilities to prepare students for the profession of pharmacy. This course also introduces students to effective communication strategies for use with patients, healthcare professionals, and other professional encounters. Students will learn to apply and integrate effective mode(s) of communication (verbal, nonverbal, written) and demonstrate that they have mastered effective communication skills.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3145: Integrated Pharmacy Skills Laboratory I

In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 1

PHA3146: Pharmaceutics I

The course will cover a historical perspective of the evolution of modern dosage forms, governing laws, basic fundamentals of physical pharmacy, pharmacokinetic principles, and topics pertinent to the design, production, and stability of drugs and dosage forms. Lectures will focus on the rationale for design, intended performance characteristics, and the proper use of dosage forms to optimize clinical outcomes.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3150: Health Care Systems

This course examines historical and current healthcare delivery in the United States. Discussion includes interprofessional collaborations within various practice settings as well as social, organizational, and financial aspects of providing patient care.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3152: Communications

This course is designed to teach effective communication strategies for use with patients, healthcare professionals, and other professional encounters. Students will learn to apply and integrate effective mode(s) of communication (verbal, nonverbal, written) and demonstrate that they have mastered effective communication skills.
Credits 2.5
Prerequisites
None
Corequisites
None
Notes
Quarter 2

PHA3162: Integrated Sequence I

This course will explore the foundational principles of pharmacodynamics and biopharmaceutics. Students will apply the concepts of drug-receptor interactions, drug absorption, distribution, metabolism, elimination, and pharmacogenomics to predict drug activity/ efficacy, drug interactions, and adverse effects for the rational treatment of disease as a pharmacist.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3220: Principles of Drug Action

This course will explore the foundational principles of pharmacodynamics and biopharmaceutics. Students will apply the concepts of drug-receptor interactions, drug absorption, distribution, metabolism, elimination, and pharmacogenomics to predict drug activity/ efficacy, drug interactions, and adverse effects for the rational treatment of disease as a pharmacist.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3222: Self-Care I

This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA3246: Pharmaceutics II

This course will cover the theoretical and practical topics involved in the design, production, stability and performance of dosage forms. The particular strengths and weaknesses of common dosage forms and their proper utilization will be emphasized.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA4212: Pharmacokinetics I

This course introduces the conceptual and mathematical expressions of Absorption, Distribution, Metabolism and Excretion processes. Students will derive pharmacokinetic parameters to calculate dosages by various routes of administration to achieve plasma drug concentrations within therapeutic range.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4218: Basics of Drug Discovery and Development School of Pharmacy

During this course, students will learn about fundamental principles of drug discovery, such as target identification, lead optimization, and preclinical evaluation. Students will also learn about the clinical trial process, including the role of regulatory bodies, the drug approval process, and post-market surveillance. Students will be exposed to emerging drug discovery and development trends and use molecular modeling software to visualize interactions between drugs and their targets. This course provides a comprehensive overview of the drug development process from initial discovery through commercialization.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA4220: Integrated Sequence I - Endocrine/Reproductive

This course is designed to familiarize the student with the anatomy and physiology of the endocrine system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.
Credits 3.5
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA4221: Integrated Sequence II - Inflammation

Students will study the molecular basis and drug designs to combat inflammation. Patient Cases and the drug classes covered are: Nonsteroidal Anti-Inflammatory Drugs (NSAIDs), Disease-Modifying Anti-Rheumatic Drugs (DMARDs), Opioid and Non-Opioid Analgesics, and Glucocorticoids, along with therapeutic approaches and patient care to Asthma, COPD, Gout, Osteoarthritis and Rheumatoid Arthritis.
Credits 2.5
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4222: Self-Care II

This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4225: Pharmacotherapy II

This course is designed to provide didactic framework for the therapeutic management of numerous, common, self-limiting diseases that can be treated with nonprescription medications. Students will be assessed on their ability to make appropriate, rational recommendations to patients requesting assistance with self-care and nonprescription therapy.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4228: Pharmacokinetics II

This course utilizes patient demographics, drug interactions, disease states and conditions (erratic absorption, organ dysfunction, obesity, pregnancy) in pharmacokinetic models to carry out patient-specific dosage calculations of drugs with a narrow therapeutic index in order to maximize efficacy and minimize toxicity.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4236: Leadership and Advocacy

This course exposes students to concepts of leadership skills and advocacy.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4238: Integrated Pharmacy Skills Laboratory IV

In this course, Doctor of Pharmacy students will apply concepts and demonstrate pharmacy skills and techniques necessary for competent pharmacy practice. Students are expected to apply problem solving skills and critical thinking in independent and team-based settings

Credits 1.0

Prerequisites

None

Corequisites

None

Notes

Quarter 4

PHA4239: Topics in Pharmaceutical Calculations

This course reinforces the mathematical processes and computations essential to the practice of pharmacy, with added emphasis on board preparation and experiential readiness. The course assessments will objectively evaluate competency and proficiency in pharmaceutical calculations expected of professional practitioners of the art.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA4243: Drug and Chemical Toxicology

The course provides a study of the toxicity of natural agents and manufactured products. Discussions include review of biochemical, molecular, pathophysiologic, and clinical factors such as signs and symptoms of toxicity, management strategies and antidotes.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA4246: Cultural Competence for Healthcare Providers

This course will be a blended format featuring in-class lectures, discussions, case studies and activities. Students will be exposed to patient and healthcare provider scenarios of different races, cultures and lifestyles, and will discuss the healthcare beliefs and habits generally attributed to the different groups. Students will explore the potential impact of cultural values, beliefs, and practices on patient care outcomes. Students will be given the skills to begin to develop a culturally competent practice.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA4247: Pharmaceutical Care for Patients with Diabetes

This course will provide the student with a detailed review of diabetes pathophysiology and management including special emphasis on diet and pharmaceutical management. The course will give the student a foundation of knowledge to help practice medication therapy management for patients with diabetes. Students will also be given projects throughout the quarter that teach them empathy for the patient with diabetes (i.e. keeping food diaries, taking blood sugar, etc.) Upon successful completion of the course, the student will be awarded a certificate stating that they have completed APhA's Pharmaceutical Care for Patients with Diabetes course.

Credits 3.0

Prerequisites

PHA4220: Integrated Sequence I - Endocrine/ Reproductive

Corequisites

None

PHA4248: Immersive Lifestyle

Critical role of the pharmacists as emerging health care providers is assisting make practical and sustainable life style modifications. Understanding barriers to healthy lifestyles is central to helping patients becomes successful in implementing change. Students will increase their knowledge regarding lifestyle medicine and motivational interviewing, and engage in physical activity.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA4249: Understanding Clinical Decision Making

The intent of this course is to provide students with practical knowledge and insight into the rationale for the use of medications in clinical practice. Application of primary literature and guidelines in a clinical setting will be addressed.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA4250: Clinical Practice Lab I

This course engages students in a review of material presented throughout the curriculum using the Pharmacist Patient Care Process. Students are expected to solve disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students will be expected to develop, and ultimately master, effective written and verbal communication skills by the conclusion of the course sequence.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4254: Pharmacy Law/Ethics

This course will include an introduction to the law and ethics of the practice of pharmacy.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4264: Integrated Sequence II - Infectious Disease

This course is designed to orient students to antimicrobial principles and pertinent disease -state management strategies through utilization of patient-specific and laboratory generated clinical parameters. Specifically, familiarization with the pharmacology, medicinal chemistry and therapeutic application of antibiotics, antivirals and antifungals will be stressed.
Credits 5.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4265: Integrated Sequence III - Inflammation

Students will study the molecular basis and drug designs to combat inflammation. Patient Cases and the drug classes covered are: Nonsteroidal Anti-Inflammatory Drugs (NSAIDs), Disease-Modifying Anti-Rheumatic Drugs (DMARD), Opioid and Non-Opioid Analgesics, and Glucocorticoids, along with therapeutic approaches and patient care to Gout, Osteoarthritis and Rheumatoid Arthritis.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4277: Introductory Community Pharmacy Practice I

The introductory community pharmacy practice I, II, and III rotations are designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. The primary focus should be on distributive functions but should include at an introductory level direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.
Credits 1.0
Prerequisites
None
Corequisites
None

PHA4278: Introductory Community Pharmacy Practice II

The introductory community pharmacy practice I, II, and III rotations are designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. The primary focus should be on distributive functions but should include at an introductory level direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 3

PHA4279: Introductory Community Pharmacy Practice III

The introductory community pharmacy practice I, II, and III rotations are designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to expose the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. The primary focus should be on distributive functions but should include at an introductory level direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 4

PHA4280: Community Professional Practice Experience

The introductory community pharmacy practice rotation is designed to expose the student to a variety of patient care services in the community pharmacy practice site. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to patient care as an independent practitioner in an outpatient pharmacy setting. The primary focus should be on distributive functions but should include at an introductory level direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.
Credits 8.0
Prerequisites
None
Corequisites
None
Notes
Quarter 5

PHA4281: Institutional Professional Practice Experience

The introductory institution pharmacy practice rotation is designed to expose the student to the inpatient drug distribution facility of a hospital or other institutional health care setting. The goal of the rotation is to teach the student to integrate basic pharmacy related concepts to pharmacy practice in the inpatient setting and to provide a basic understanding of how distributive, clinical, and administrative aspects of pharmacy practice are intertwined.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 5

PHA4287: Introductory Pharmacy Practice I

The introductory Pharmacy Practice I is designed to expose the student to the practice of pharmacy in community pharmacy practice sites. This course aims to expose the students through a combination of lectures, group discussions, and interactive activities; students will develop a rudimentary understanding of the complexities surrounding pharmacy operations. In an observational setting, the student will primarily focus on distributive functions and advocacy but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.

Credits 1.0

Prerequisites

None

Corequisites

None

PHA4288: Introductory Pharmacy Practice II

The introductory Pharmacy Practice II is designed to expose the student to the advocacy of the pharmacy profession. This course aims to expose the students to advocacy through a combination of lectures, group discussions, and interactive activities.

Credits 1.0

Prerequisites

None

Corequisites

None

PHA4289: Introductory Pharmacy Practice III

The introductory Pharmacy Practice III is designed to expose the student to pharmacy practice in an institution. This course aims to expose the students to the practice of pharmacy in an institution setting through a combination of lectures, group discussions, and interactive activities; students will develop a rudimentary understanding of the complexities surrounding pharmacy operations as independent pharmacy practitioners. In an observational setting, the student will primarily focus on distributive functions but may include, at an introductory level, direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management.

Credits 1.0

Prerequisites

None

Corequisites

None

PHA4330: Integrated Sequence III - Autonomics

This course is a continuum of Integrated Sequences I - II with an emphasis on the Autonomic Nervous System. The course is devoted to discussing the pharmacological treatment, dosing, and monitoring of autonomic nervous system therapeutic agents. The course will provide students with the information that they need to develop rational therapeutic recommendations to various healthcare providers and patients.
Credits 4.5
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4331: Integrated Sequence IV - GI/Hepatic

This course is designed to familiarize the student with the anatomy and physiology of the gastrointestinal tract and accessory organs. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.
Credits 2.5
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4335: Clinical Epidemiology and Biostatics

The course will cover fundamental statistical theory, epidemiological research design, and sources of error. These concepts will be directly applied to the comprehension of clinical research articles.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4350: Clinical Practice Lab II

This course engages students in a review of material presented throughout the curriculum using the Pharmacist Patient Care Process. Students are expected to solve disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students will be expected to develop, and ultimately master, effective written and verbal communication skills by the conclusion of the course sequence.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4367: Integrated Sequence IV - Autonomies

This course is a continuum of Integrated Sequences I - III with an emphasis on the Autonomic Nervous System. The course is devoted to discussing the pharmacological treatment, dosing, and monitoring of autonomic nervous system therapeutic agents. The course will provide students with the information that they need to develop rational therapeutic recommendations to various healthcare providers and patients.
Credits 5.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4368: Integrated Sequence V - GI/Hepatic Therapeutics

This course is designed to familiarize the student with the anatomy and physiology of the gastrointestinal tract and accessory organs. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 6

PHA4371: Special Topics in Pharmaceutical Science

This course consists of student-driven research.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA4372: Special Topics in Practice: Hormone Dependent Cancers

This course is focused on the current understanding of etiology of hormone dependent malignancies with emphasis on prostate and breast cancers. Foundation topics such as cell cycle and cell cycle regulations, parameters that are used to describe compound activity as well as general characteristics of malignancies will be covered. The class will also discuss drug development in these diseases, issues of resistance to drugs and how the increased understanding of intratumoral hormone biosynthesis has led to development of new drugs.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA4374: Developing the Pharmacy Leader

This course will provide the student with foundational concepts and skills in leadership and advocacy to prepare them for leadership roles as a student and as a pharmacist. Students will develop an understanding of the components that make leadership successful and their personal strengths as a leader.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5001: General Pharmacology I

Gain knowledge of basic and applied pharmacology necessary for health care professionals. Explore essential pharmacological principles with special emphasis on pharmacokinetics and pharmacodynamics. Examine medications used in the treatment of disease processes of the endocrine, autonomic, and central nervous systems.
Credits 4.0
Prerequisites
Admission to the Anesthesiologist Assistant Program
Corequisites
None

PHA5002: General Pharmacology II

Continue to gain knowledge of basic and applied pharmacology necessary for health care professionals. Explore essential pharmacological principles with special emphasis on pharmacokinetics and pharmacodynamics. Examine medications used in the treatment of disease processes of the cardiovascular and respiratory systems.
Credits 4.0
Prerequisites
PHA5001: General Pharmacology I
Corequisites
None

PHA5233: Drug Information: Evaluation of Medication Literature & Safety

This course engages students in drug information and literature retrieval, interpretation, and application to clinical practice including communication of findings to patients, healthcare professionals, and regulatory organizations. These skill sets assist pharmacists with conducting practice activities that promote optimal health outcomes while minimizing/avoiding adverse events.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 7

PHA5250: Clinical Practice Lab III

This course engages students in a review of material presented throughout the curriculum using the Pharmacist Patient Care Process. Students are expected to solve disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students will be expected to develop, and ultimately master, effective written and verbal communication skills by the conclusion of the course sequence.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 7

PHA5302: Personal Finance for Pharmacists

This course is designed to use active-learning instruction, group discussion, exercises, and lectures to provide students with the knowledge and skill to manage their personal finances in an efficient manner.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5303: Animal Venoms and Poisons

The course will offer an in-depth study of venomous and poisonous animals including marine animals, terrestrial animals, invertebrates and vertebrates. Medicinal chemistry, biochemistry, and pathophysiology caused by animal toxins, as well as case-based pharmacotherapy options are discussed. Course material is presented primarily as faculty lectures, with student presentations also. Patient cases will be periodically discussed in class in order for students to better understand application of information in clinical practice.

Credits 3.0

Prerequisites

At least sixth quarter standing in the Doctor of Pharmacy program or permission of the instructor and the Office of the Dean

Corequisites

None

PHA5307: A Practical Approach to Substance Abuse, Addiction and Recovery

The intent of this course is to provide an overview of addictive disorders. Addiction principles, treatment programs, strategies for prevention, recovery principles, and legal issues surrounding substance abuse will be addressed.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5308: Aromatherapy

The course material covered in the Aromatherapy elective offers an in-depth study of topics such as the history and origin of aromatherapy, sources to obtain essential oils, databases and resources on essential oils, aromatherapy and their uses, and different delivery systems for use of essential oils. The chemical and clinical information of various essential oils are covered. Compounding of various aromatherapy dosage forms will be performed. Course material is presented primarily as faculty lectures with students compounding in the laboratory. Each student will perform a project whereby they visit local pharmacies or the natural products section of the pharmacy. Students will inquire about the education and training of the pharmacists on aromatherapy and complete a 1-page reflection on their findings. Patient cases will be discussed in class in order for students to better understand application of information in clinical practice. Grading is based on the pass/fail system.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5310: Strategies to Enhance Teaching and Presentation Skills School of Pharmacy

This course prepares student pharmacists for success in clinical and educational public speaking by developing their self-confidence, communication, organizational, and presentation skills.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5311: Basics of Pharmacogenomics South University School of Pharmacy

This elective is designed to expose students to a fast-advancing field of personalized medicine based on the study of genetic variations, called pharmacogenomics. Pharmacogenomics is concerned with identifying the genetic differences that lead to variable therapeutic as well as toxic responses to drugs. Increasing use of a selective regime of potent therapeutic agents in past decades has contributed to enhanced patient survival with a significantly better quality of life.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5320: Clinical Practice Lab IV

This course engages students in a review of material presented throughout the curriculum using the Pharmacist Patient Care Process. Students are expected to solve disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students will be expected to develop, and ultimately master, effective written and verbal communication skills by the conclusion of the course sequence.
Credits 1.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA5329: Introduction to Long Term Care Pharmacy

This course introduces the student to the career options of long-term care and consultant pharmacy. Regulations concerning long term care facilities, including legal requirements and limitations for pharmacists and dispensing to patients in these facilities, will be addressed. Collaboration with other healthcare disciplines for patient care in residential facilities will be reviewed. Business models for consultant pharmacist services will be discussed.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5331: Applied Pharmaceutical Care I

This course challenges students to identify disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students also develop physical assessment techniques to aid in evaluating disease-state status and drug therapy impact.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA5332: Applied Pharmaceutical Care II

This course engages students in a review of disease state management using the pharmacist patient care process. Additionally, collaboration, communication, and documentation are included as part of delivering patient-centered care.
Credits 3.0
Prerequisites
At least ninth quarter standing in the Doctor of Pharmacy program
Corequisites
None
Notes
Quarter 9

PHA5333: Drug Information, Literature Evaluation, Research Design and Methods

This course engages students in drug information and literature retrieval, interpretation, and application to clinical practice including communication of findings to patients, healthcare professionals, and regulatory organizations. These skill sets assist pharmacists with conducting practice activities that promote optimal health outcomes while minimizing/avoiding adverse events.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 7

PHA5343: Comprehensive Diabetes Management

This course is a continuum of the diabetes portion of Endocrine Integrated Sequence delivered in Quarter 8. Students will review basics of diabetes pathophysiology, blood sugar/blood pressure/lipid/ associated endocrine disorders goals, monitoring, and complications that arise from those with poorly controlled diabetes. This course will further prepare students to formulate a complete therapeutic plan in different types of patients with diabetes, which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters. In addition, students will become familiar with the side effects, contraindications, and drug interactions that are pertinent to individual drugs and drug classes.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5350: Health Economics and Outcomes Assessment

This course will introduce pharmacoeconomic evaluation methods (e.g. cost-minimization, cost-utility, cost-benefit, and cost-effectiveness) as applied to pharmaceutical products and services. Quality of life and health outcomes research will also be explored from a pharmacist's perspective.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5351: Integrated Sequence XI - Hematology/Oncology

The Hematology/Oncology Integrated Sequence course incorporates the etiology and pathophysiology of major hematologic/oncologic conditions with evidence-based treatment, dosing, monitoring, and management of pharmacologic agents, and supportive care. This course provides a fundamental overview of therapeutic classes of drugs utilized in the hematology/ oncology setting with a specific focus on therapeutic mechanisms of actions, ADME, pharmacodynamics, pharmacogenomics, and adverse effects. This course will provide students with information essential to developing rational hematology/oncology therapeutic recommendations to healthcare providers and patients.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5352: Complementary and Preventive Medicine

This course explores evidence-based integrative medicine by focusing on complementary and alternative therapies as part of disease-state management and prevention.
Credits 2.0
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5353: Pharmacy Practice Management

This course is designed to introduce students to the essentials of pharmacy practice management. Human resource management principles and issues, accounting principles, and financial analytical techniques will be covered. Selected issues relevant to community and health-systems pharmacy will be covered through lectures and case studies. A major focus of the course is to understand and apply a variety of managerial principles and functions to directing, supervising, and developing pharmacy operations and services.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 7

PHA5358: Applied Pharmaceutical Care I

This course is part of a pharmacy capstone series and engages students in a review of disease state management using the pharmacist patient care process. Additionally, collaboration, communication, and documentation are included as part of delivering patient-centered care.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA5359: Applied Pharmaceutical Care II

This course is part of a pharmacy capstone series and engages students in a review of disease state management using the pharmacist patient care process. Additionally, collaboration, communication, and documentation are included as part of delivering patient-centered care.
Credits 3.0
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5360: Clinical Practice Lab V

This course engages students in a review of material presented throughout the curriculum using the Pharmacist Patient Care Process. Students are expected to solve disease-state and medication related problems, develop patient care plans, and defend proposed recommendations. Students will be expected to develop, and ultimately master, effective written and verbal communication skills by the conclusion of the course sequence.

Credits 2.0

Prerequisites

None

Corequisites

None

Notes

Quarter 9

PHA5362: Medication Therapy Management

The Medication Therapy Management (MTM) elective is intended to train student pharmacists to effectively employ all core elements of the MTM process.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5369: Integrated Sequence VI - Cardiology

This course is designed to familiarize the student with the anatomy and physiology of the cardiovascular system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.

Credits 7.0

Prerequisites

None

Corequisites

None

Notes

Quarter 7

PHA5370: Integrated Sequence VII - Renal Therapeutics

This course is a continuum of the Integrated Sequences. The focus is on the interrelationships to pathophysiology of renal diseases, and their clinical significance to therapeutic monitoring and decision making. Since there is overlap in medications used in both renal and cardiology systems, pharmacology and medicinal chemistry concepts covered in the Cardiology Integrated Sequence will be applied, but not specifically covered in this course. An emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions is covered when it has not been addressed in the Cardiology Integrated Sequence.

Credits 3.0

Prerequisites

None

Corequisites

None

Notes

Quarter 7

PHA5371: Integrated Sequence VIII - Central Nervous System

This course is a continuum of the Integrated Sequence modules with an emphasis on the central nervous system. The course is devoted to discussing specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity with regard to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. The course will provide students with the information they need to develop rational therapeutic recommendations and discuss the clinical significant of therapeutic monitoring.
Credits 6.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA5372: Integrated Sequence IX - Endocrine Therapeutics

This course is designed to familiarize the student with the anatomy and physiology of the endocrine system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 8

PHA5373: Critical Care

The mission of this course is to continue the Integrated Sequence curriculum with a focus on acute care topics presented from a therapeutics perspective. Emphasis is placed on the mechanisms of drug actions as related to the pathophysiology of diseases and their clinical significance for therapeutic monitoring. A large portion of the course will be devoted to discussing the clinical management of specialty patient populations. The course will provide students with the information that they need to develop rational therapeutic recommendations for various healthcare providers and patients.
Credits 4.0
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5376: Advanced Wound Care

This course will train students to impact outcomes and change the quality of life for patients with chronic wounds. This course will provide alternate approaches to the standard of care that result in improved wound healing trajectories for the patients our students will serve.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5378: Medical Spanish Communication

This course is designed to offer an introduction to medical Spanish for pharmacy students. The students will gain basic communications skills necessary to conduct educate or counsel patients in Spanish.
Credits 3.0
Prerequisites
None
Corequisites
None

PHA5379: Postgraduate Opportunities, Pharmacy Residencies

This elective course offers a candid review of postgraduate opportunities with emphasis on residencies and postgraduate research training. Through faculty led topic discussions and the completion of assignments, students will learn the benefits of a pharmacy residency and post-graduate research training, the usual requirements, and the diversity of training environments. Students will also appreciate the necessary steps to find and secure a postgraduate year one (PGY1) residency or post-graduate research training.

Credits 1.0

Prerequisites

None

Corequisites

None

PHA5384: Special Project in Pharmaceutical Sciences

This course provides the student the opportunity to experience and develop practical skills involved in identification, separation and quantitative determination of drugs and novel molecules of pharmaceutical interest. The course involves the preparation of reagents, buffers and mobile phase which requires determination of pH, use of analytical balance, ultrasound degasification, vacuum ultra-filtration as well as handling, mounting, assembling, columns, guard columns, fitting tubes and all the accessories involved in the high-performance liquid chromatography technique. The student will be trained to follow the 'good laboratory practice' (GMP), developing good analytical laboratory skills. Additionally, the student will be familiarized with the use of the appropriate software to set up and control the experiments as well as understand and be able to draw conclusions about the data collected and utilize that as a feedback to improve and optimize the method. Besides the practical aspect, the student will familiarize with the basic principles and the rationale underlying the research project which is on coffee and health.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5390: Strategies for Enhancing Professional Communication

This elective course is designed to enhance students' command of both the written and oral vernacular. Special emphasis shall be placed on honing students' abilities to accurately distill then convey complex scientific and health-related material to a variety of audiences. Successful completion of this course shall endow students with a newfound confidence in their communications abilities, with direct benefits for their patients, students, and community healthcare partners.

Credits 3.0

Prerequisites

None

Corequisites

None

PHA5391: Integrated Sequence V - Cardiology

This course is designed to familiarize the student with the anatomy and physiology of the cardiovascular system. It is a continuum of the Integrated Sequence of Medicinal Chemistry, Pharmacology and Therapeutics with an emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. Students will learn how to formulate a complete therapeutic plan which includes identifying goals for therapy, choosing the appropriate medication and dose based on drug and patient variables, and developing suitable monitoring parameters.

Credits 6.5

Prerequisites

None

Corequisites

None

Notes

Quarter 7

PHA5392: Integrated Sequence VI - Renal

This course is a continuum of the Integrated Sequences. The focus is on the interrelationships to pathophysiology of renal diseases, and their clinical significance to therapeutic monitoring and decision making. Since there is overlap in medications used in both renal and cardiology systems, pharmacology and medicinal chemistry concepts covered in the Cardiology Integrated Sequence will be applied, but not specifically covered in this course. An emphasis on specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity in regards to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions is covered when it has not been addressed in the Cardiology Integrated Sequence.

Credits 2.5

Prerequisites

None

Corequisites

None

Notes

Quarter 7

PHA5393: Integrated Sequence VII - Central Nervous System

This course is a continuum of the Integrated Sequence modules with an emphasis on the central nervous system. The course is devoted to discussing specific therapeutic classes and chemical subclasses of drugs, their relationships to drug structure and activity with regard to the dynamics of disposition, metabolism, and both primary and secondary receptor interactions. The course will provide students with the information they need to develop rational therapeutic recommendations and discuss the clinical significance of therapeutic monitoring.

Credits 5.5

Prerequisites

None

Corequisites

None

Notes

Quarter 8

PHA5394: Integrated Sequence VIII - Infectious Disease

This course is designed to orient students to antimicrobial principles and pertinent disease -state management strategies through utilization of patient-specific and laboratory generated clinical parameters. Specifically, familiarization with the pharmacology, medicinal chemistry and therapeutic application of antibiotics, antivirals and antifungals will be stressed.

Credits 5.0

Prerequisites

None

Corequisites

None

Notes

Quarter 8

PHA5395: Integrated Sequence IX - Critical Care

The mission of this course is to continue the Integrated Sequence curriculum with a focus on acute care topics presented from a therapeutics perspective. Emphasis is placed on the clinical pharmacology of the drug and drug classes as related to the pathophysiology of diseases and their clinical significance for therapeutic monitoring. A large portion of the course will be devoted to discussing the clinical management of specialty patient populations. The course will present students with the necessary evidence to develop rational therapeutic recommendations for patients and various healthcare providers.

Credits 3.5
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA5396: Integrated Sequence X - Hematology/Oncology

The Hematology/Oncology Integrated Sequence course incorporates the etiology and pathophysiology of major hematologic/oncologic conditions with evidence-based treatment, dosing, monitoring, and management of pharmacologic agents, and supportive care. This course provides a fundamental overview of therapeutic classes of drugs utilized in the hematology/oncology setting with a specific focus on therapeutic mechanisms of actions, ADME, pharmacodynamics, pharmacogenomics, and adverse effects. This course will provide students with information essential to developing rational hematology/oncology therapeutic recommendations to healthcare providers and patients.

Credits 2.5
Prerequisites
None
Corequisites
None
Notes
Quarter 9

PHA6000: Essential Knowledge of Practice Review I

This course is the first part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.5
Prerequisites
None
Corequisites
None
Notes
Quarter 10

PHA6010: Essential Knowledge of Practice Review II

This course is the second part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.5
Prerequisites
None
Corequisites
None
Notes
Quarter 11

PHA6020: Essential Knowledge of Practice Review III

This course is the third part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.5

Prerequisites

None

Corequisites

None

Notes

Quarter 12

PHA6339: Grand Rounds

Students in their final year of pharmacy education will deliver a formal presentation and abstract on a pharmacy-related topic of their choice. Following the presentation, students will participate in a question and answer session to substantiate their conclusions and demonstrate aptitude regarding relevant clinical and background information germane to the topic. Grand Rounds is the culmination of the student's pharmacy education and should reflect a knowledge base of pharmaceutical science (e.g., pharmaceutics, pharmacokinetics, pharmacology, medicinal chemistry) and pharmacy practice (e.g., pharmacoepidemiology/ biostatistics, pharmacotherapy, clinical practice). The purpose if not to complete a therapeutics review, rather it should be a complete investigation and presentation of data to answer the central question of the project.

Credits 1.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6500: Essential Knowledge of Practice Review I

This course is the first part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

Advanced Pharmacy Practice Experience Courses

Notes

Quarter 10

PHA6501: Essential Knowledge of Practice Review II

This course is the second part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

Advanced Pharmacy Practice Courses

Notes

Quarter 10, 11, 12

PHA6502: Essential Knowledge of Practice Review III

This course is the third part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist them in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

PHA6525, PHA6526, PHA6527, PHA6528, PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, or PHA6536

Notes

Quarter 10, 11, 12

PHA6503: Essential Knowledge of Practice Review I

This course is the first part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

PHA6525, PHA6526, PHA6527, PHA6528, PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, and PHA6536

Notes

Quarter 10

PHA6504: Essential Knowledge of Practice Review II

This course is the second part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

PHA6525, PHA6526, PHA6527, PHA6528, PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, and PHA6536

Notes

Quarter 11

PHA6505: Essential Knowledge of Practice Review III

This course is the third part of a three-course sequence and will consist of a self-paced guided review of relevant material covered during the didactic portion of the curriculum in order to assist students in a comprehensive preparation for the North American Pharmacy Licensure Exam (NAPLEX). Students will review assigned video lectures in alignment with topics presented in the textbook based on a pre-set schedule.

Credits 3.0

Prerequisites

None

Corequisites

PHA6525, PHA6526, PHA6527, PHA6528, PHA6529, PHA6530, PHA6531, PHA6532, PHA6533, PHA6534, PHA6535, and PHA6536

Notes

Quarter 12

PHA6525: APPE I: Advanced Community Rotation

Advanced community pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the outpatient setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory community pharmacy experiences through greater emphasis on direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management while still participating in patient counseling and distributive functions. (minimum 200 contact hours).

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6526: APPE II: Ambulatory Care Rotation

Ambulatory care experiences provide evidence-based, patient-centered collaborative care in the outpatient setting to meet the medication management needs of patients in the treatment of chronic disease. These pharmacists promote health and wellness, disease prevention and education, and medication management of chronic illnesses such as diabetes, hypertension, coronary artery disease / dyslipidemia, asthma / chronic obstructive pulmonary disease, and heart failure. Other chronic diseases encountered by the ambulatory care pharmacist may include chronic kidney disease, chronic infectious diseases, and other chronic diseases responsive to infusion therapy that do not require hospitalization. Pharmacist delivered ambulatory care occurs in institutional health system-based clinics, community-based clinics, government-funded clinics, and managed care organizations as well as the community pharmacy setting where comparable care is provided, (minimum 200 contact hours).

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6527: APPE III: Inpatient General Medicine Rotation

General medicine (acute care) experiences provide comprehensive, evidence-based, individualized, patient-centered care to adult inpatients typically located on a general medicine floor. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and practice as an integrated member of the inter-professional health care team. Typical patients present with the following medical problems: cardiac, pulmonary, renal, hepatic, neurologic, gastrointestinal, endocrine and infectious diseases. The experience incorporates all elements of care from medication reconciliation, medication therapy recommendations and monitoring, discharge counseling, and transitions of care, (minimum 200 contact hours).

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6528: APPE IV: Advanced Institutional Rotation

Advanced institutional pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the institutional health-system setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory institutional pharmacy experiences through greater emphasis on broad-based operational duties, regulatory compliance, medication procurement, and formulary and personnel management while still participating in distributive functions (e.g. sterile and non-sterile compounding, dispensing technologies).

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6529: APPE V: Elective - Institutional Care Rotation I

Advanced institutional pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the institutional health-system setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory institutional pharmacy experiences through greater emphasis on broad-based operational duties, regulatory compliance, medication procurement, and formulary and personnel management while still participating in distributive functions (e.g. sterile and non-sterile compounding, dispensing technologies). Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6530: APPE VI: Elective - Institutional Care Rotation II

Advanced institutional pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the institutional health-system setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory institutional pharmacy experiences through greater emphasis on broad-based operational duties, regulatory compliance, medication procurement, and formulary and personnel management while still participating in distributive functions (e.g. sterile and non-sterile compounding, dispensing technologies). Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6531: APPE VII: Elective - Institutional Care Rotation III

Advanced institutional pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the institutional health-system setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory institutional pharmacy experiences through greater emphasis on broad-based operational duties, regulatory compliance, medication procurement, and formulary and personnel management while still participating in distributive functions (e.g. sterile and non-sterile compounding, dispensing technologies). Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6532: APPE VIII: Elective - Community Care Rotation I

Advanced community pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the outpatient setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory community pharmacy experiences through greater emphasis on direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management while still participating in patient counseling and distributive functions. Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6533: APPE IX: Elective - Community Care Rotation II

Advanced community pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the outpatient setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory community pharmacy experiences through greater emphasis on direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management while still participating in patient counseling and distributive functions. Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6534: APPE X: Elective - Community Care Rotation III

Advanced community pharmacy experiences provide comprehensive, evidence-based, individualized, patient-centered care to a diverse population in the outpatient setting. Pharmacists are expected to be accountable for the patient's drug therapy outcomes and work collaboratively with other healthcare professionals. This experience is distinguished from introductory community pharmacy experiences through greater emphasis on direct patient care (e.g., administration of immunizations, health-related screenings, self-care, medication therapy management services, and collaborative practice), pharmacy operations management, and personnel management while still participating in patient counseling and distributive functions. Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6535: APPE XI: Elective - Non-Patient Care Rotation

An administrative / management / academic non-patient care rotation gives the doctor of pharmacy student an opportunity to acquire first-hand experience in the managerial, administrative, and alternative aspects of pharmacy practice. The experience focuses on the application of management principles in a professional practice setting. The administrative experience can be done at a variety of sites including hospitals, independent and chain community pharmacies, health maintenance organizations, managed care programs, third-party programs, colleges of pharmacy, and manufacturers. To accommodate the needs of the student and best use the resources of the site, the content of the rotation is flexible. It is recognized that each site has its own unique strengths to share with students. At the beginning of the experience, the preceptor and student should jointly select objectives from the attached "menu" below, keeping in mind other practical goals or objectives may also be pursued. It is recommended that approximately four objectives be selected, with about one week devoted to each and allowing for ad hoc experiences to occur. Minimum of 200 contact hours.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6536: APPE XII: Elective - Administrative Rotation

An administrative / management / academic non-patient care rotation gives the doctor of pharmacy student an opportunity to acquire first-hand experience in the managerial, administrative, and alternative aspects of pharmacy practice. The experience focuses on the application of management principles in a professional practice setting. The administrative experience can be done at a variety of sites including hospitals, independent and chain community pharmacies, health maintenance organizations, managed care programs, third-party programs, colleges of pharmacy, and manufacturers. To accommodate the needs of the student and best use the resources of the site, the content of the rotation is flexible. It is recognized that each site has its own unique strengths to share with students. At the beginning of the experience, the preceptor and student should jointly select objectives from the attached "menu" below, keeping in mind other practical goals or objectives may also be pursued. It is recommended that approximately four objectives be selected, with about one week devoted to each and allowing for ad hoc experiences to occur. (Minimum 200 contact hours).

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter 10, 11, 12

PHA6537: APPE XIII: Elective - Drug Information Rotation

The South University Advance Drug Information Pharmacy Practice Experience is offered to pharmacy students in their final professional year of training and provides students with exposure to both healthcare professional and consumer medication inquires (e.g., telephone and email correspondence). Students strengthen their background questioning and search strategy in order to provide appropriate and timely responses. References and databases are presented and discussed routinely in order to familiarize students with its content and organization. Additionally, several written assignments (e.g., newsletter article, drug monograph/class review), verbal presentations (e.g., journal club, case presentations, topic of interest), projects (e.g., Medicare Part D/MTM workshops, MUE/DUE) and discussion topics are incorporated into the rotation experience. Team interaction is emphasized in order to coordinate the delivery of quality, comprehensive patient care.

Credits 8.0

Prerequisites

None

Corequisites

None

Notes

Quarter(s) 10, 11, 12

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