Undergraduate Traditional Catalog
2019-2020
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General Information

Introduction to Mount Olive

The University of Mount Olive is a private institution of higher education affiliated with the Convention of Original Free Will Baptists. More than 3,000 recent high school graduates, international, military, transfer, and adult students attend annually in seated day and evening classes, and online. The main campus and Evening College Education Center are co-located in Mount Olive, North Carolina with additional Education Centers at Seymour Johnson Air Force Base (SJAFB), Jacksonville, New Bern, the Research Triangle Park (Durham), Washington, and Wilmington. The University additionally offers courses at three dual-enrollment North Carolina high school sites: South Johnston High School Institute for Development of Environmental and Agricultural Leaders (IDEAL) Academy in Four Oaks, NC, the Northeast Regional School of Biotechnology and Agriscience (NERSBA) in Jamesville, NC, and The Higher Education (THE) Ag Experience at Providence Grove High School in Climax, NC. The University of Mount Olive grants the following degrees; Associate of Arts, Associate of Science, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Bachelor of Business Administration, Master of Business Administration, Master of Education, and Master of Science in Nursing.

Accreditation

The undergraduate programs in the Tillman School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The Human Resource Management program is endorsed by the Society for Human Resource Management (SHRM).

The RN to BSN degree program at the University of Mount Olive is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Washington, DC 20001, (202)-887-6791.

The University of Mount Olive is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate, baccalaureate, and master’s degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of Mount Olive.

The University of Mount Olive is approved by SARA-NC to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). SARA is an agreement among member states, districts, and territories in the United States, which establishes national standards for interstate offering of postsecondary distance education courses and programs.
Mission, Vision, and Values

Mission
The University of Mount Olive is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities.

Vision
The University of Mount Olive will exemplify lifelong learning and engaged participation among our students, faculty, staff, and constituents. To serve our students, our founding church, and the communities in which we are located, we will:

- Provide our students—regardless of age, location, or learning style—a high quality education rooted in the liberal arts and strengthened by Christian values
- Enrich and support the ministries of our founding church
- Customize innovative and beneficial services to each community in which we are located

Values
The following core values are fundamental to achieving our mission and vision and are articulated in our University Covenant:

- Honesty and Trustworthiness
- Justice and Courage
- Responsibility and Gratitude
- Caring and Respect

University Covenant

The University of Mount Olive strives for higher learning, higher standards and higher values for its board of trustees, administration, faculty, staff, and students through its commitment to integrating a chosen set of virtues into all aspects of the University. These virtues illustrate what the University considers appropriate and necessary for fostering the development of a healthy, safe, and caring University community. The University community includes the board, administration, faculty, staff, and students. Established by the Original Free Will Baptist Church, the University of Mount Olive calls for each person in this community to demonstrate the virtues modeled by Jesus Christ who taught that the demands of the gospel could be summarized in one word: love…Love the Lord thy God with all thy heart…soul…mind and…strength; love thy neighbor as thyself. There is none other commandment greater than these (Mark 12:30–31). The New Testament word for love is agape which has been defined as sacrificial love and the desire for the highest well-being of other persons. This kind of love provides the conceptual framework for the discussion of the virtues that persons in this community are called to manifest. The virtues are described below:

Honesty and Trustworthiness: People who are honest tell the whole truth to people who have the right to know the truth, which includes telling the truth about issues that people may be unaware exist, but which directly affect them. They do not shade the truth, withhold parts of the truth, or remain silent when others are misrepresenting the truth.
People who are trustworthy keep promises, commitments, and confidences, and are steadfast in their honesty, support, and loyalty.

**Justice and Courage:** People who are just are fair in their interaction with others, treating them in ways that they themselves expect to be treated and are advocates for those who are not being treated justly. They do not place others at a disadvantage by harassing, intimidating, cheating, stealing, damaging their reputation or property, or in any other way deprive others of their rights to free speech, privacy, equal opportunity, and due process. Courageous people have a moral compass that they carry with them in all situations and follow it even when it costs them dearly. They do not rationalize their lack of courage by assuring themselves they cannot correct the situation or it is not their responsibility to do so.

**Responsibility and Gratitude:** People who are responsible accept full accountability for all of their behavior, including mistakes and wrongdoing, and do all in their power to undo any harm their behaviors have caused. They do not shirk opportunities to admit their mistakes by making excuses, blaming others, or diminishing the gravity of their mistakes. People who have gratitude acknowledge the help and support they receive from others and demonstrate their thankfulness in clear and meaningful ways. They do not ignore the help they receive from others, forget to acknowledge it or feel that they somehow deserve the help, and hence experience no need to express gratitude.

**Caring and Respect:** Caring people are sensitive to the material, psychological, and spiritual needs of others, and are willing to make sacrifices to help others meet those needs, whether these individuals are friends or disenfranchised people. They do not assume a self-centered or permissive attitude, which frees them to concentrate on their own welfare and ignore that of everyone else. People who are respectful behave in a way that is appropriate for their environment including physical location, people and situation, and they are good stewards of our community. Respectable behavior mandates decent etiquette and quality of character.

In summary, the board of trustees, administration, faculty, staff, and students at the University of Mount Olive recognize the importance of Christian values and high standards of education. While people come to this University from many backgrounds, each person who chooses to be a part of this community is expected to strive for these high standards.

**Academic Calendar**

Please follow this link to the full Academic Calendar.

**Student Code of Conduct**

The expectations of the University of Mount Olive are that students will be responsible, mature members of the University community and, therefore, will abide by the rules and regulations of the University in academics and residence life.

Students accepting the offer of admission and matriculation to the University of Mount Olive assume the obligation of conducting themselves in a manner compatible with the University as an educational institution and agree to abide by all published regulations.
governing the student body. Minimal regulations are necessary to ensure respect for basic individual rights and the welfare of the community. The University acknowledges and respects the rights of each student, but the University is not a sanctuary from the law.

As a part of its mission, the University of Mount Olive has formulated a Code of Conduct (Student Code). The University believes that its proper role is to offer educational opportunities in a Christian atmosphere, with such opportunities to include the personal growth of students. The University community, therefore, promotes the development of responsible social attitudes. Students are expected to become familiar with and adhere to the University standards for student conduct. Furthermore, students are responsible for their own actions, and those who violate the Code of Conduct will be subject to disciplinary action. Details of the Code of Conduct, sanctions for violations, and the due process procedures are printed in the Student Handbook.

Student Right-to-Know and Campus Security Act

The University of Mount Olive keeps records on persistence and/or graduation rates and campus crime statistics. Information concerning these measures can be found on the University of Mount Olive Portal.

Violence Against Women Act

The University of Mount Olive does not discriminate based on gender in its educational programs, and sexual harassment and sexual violence are types of gender discrimination. Other acts can also be forms of gender-based discrimination and are also prohibited whether sexually based or not and include dating violence, domestic violence and stalking. As a result, University of Mount Olive issues this statement of policy to inform the community of our comprehensive plan addressing sexual misconduct, educational programs and procedures that address sexual assault, domestic violence and stalking whether the incident occurs on or off campus and when it is reported to a university official. In this context, University of Mount Olive prohibits the offenses of domestic violence, dating violence, sexual assault and stalking and reaffirms its commitment to maintain a campus environment emphasizing the dignity and worth of all member of the university community. (University of Mount Olive’s policy governing sexual misconduct)

Degrees

Degrees granted by the University include Master of Business Administration, Master of Science Nursing, Master of Education, Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Applied Science, Associate in Arts, and Associate in Science. In addition to these degree programs, the University offers a certificate in Professional and Technical Communication. (List of all degree programs)

The Faculty

Both full-time and part-time faculty members are available to students as professors and advisors. The University of Mount Olive maintains compliance standards for all
accrediting bodies with respect to courses taught by terminally degreed faculty. (List of all Full-time Faculty). The University is a private institution with liberal arts and professional studies programs at the master, baccalaureate, and associate degree levels.

Athletics

The University is a member of the NCAA and competes at the Division II level in the Conference Carolinas in men’s baseball, basketball, volleyball, lacrosse, cross country, golf, soccer, track & field, wrestling, and tennis, and in women’s basketball, lacrosse, cross-country, soccer, softball, tennis, track & field, golf, field hockey, and volleyball. Athletics offices are located in Kornegay Arena on the main campus in Mount Olive.

Student Privacy Policy and Procedures

In accordance with the Family Educational Rights and Privacy Act (FERPA), The University of Mount Olive has adopted the following policies and procedures. It is the objective of the University to ensure that the legal rights of students, established under the Family Educational Rights and Privacy Act of 1974, be clearly understood and protected by all those affected.

1. All individuals who are attending or have attended the University of Mount Olive have a right to review and inspect their educational records.
2. Requests by students for access to or copies of their educational records must be completed within a reasonable period of time, not to exceed 45 days from the date of request. (Normally, records are available within a week.)
3. An educational record is defined as data, in any form, about a student maintained by the University or a University official except:
   a. Records solely in the possession of the maker and not revealed in any form to a third party.
   b. Records related to employment.
   c. Records of physicians, psychiatrists, etc., that are maintained in the course of treating a student and used only for that purpose. Students do not have a right of access to those records, but they will be released to a physician or psychiatrist of a student's choice.
4. Requests by students for access to or copies of their educational records must be made to the institutional official responsible for maintaining those records.
5. All requests by students for access to their educational records may be made orally to the University official responsible for the record, unless said official asks that the request be in writing.
6. Access to educational records will not be permitted to third parties unless:
   a. The student has given written consent to release the record; or
   b. The individual or agency requesting information is included under Section 99.31 of the Federal Regulations, which permits release of an educational record without the student's consent. Section 99.31 permits release to the following organizations or individuals without the student's consent:
      - To University of Mount Olive school officials who have a legitimate educational interest (See paragraph 7 below)
• To officials of other school systems in which the student seeks or intends to enroll
• To certain Federal and State officials for auditing purposes
• To persons or organizations involved in financial aid matters related to the student including preparing and/or submitting required reports to the Department of Education, other government entities or delivery of Title IV funds: National Student Clearinghouse, ECMC and BankMobile.
• To organizations conducting studies for the University
• To accrediting organizations
• To parents of a dependent student (See paragraph 8 below)
• To comply with a judicial order or subpoena; provided that a reasonable effort to notify the student is made in advance
• To appropriate parties in a health or safety emergency

7. A school official shall be defined as any individual affiliated with the University and carrying out an institutional responsibility. A legitimate educational interest shall be defined as a need of a University official to know the contents of an educational record in a context that is related to an institutional objective and is not in conflict with State or Federal law or University policy.

8. Information from educational records will not be released to a student's parents without the consent of the student, unless the student is a dependent student. A dependent student is defined as a student who receives more than 50% of his or her support from parents. Before information is released to a parent, it is the responsibility of the University official receiving the parental request to make a good faith effort to contact the student for the purpose of determining if the student will give consent to the release of the educational record or wishes to challenge the parents' claim regarding dependency.

With certain exceptions, school officials of the University of Mount Olive will not disclose personally identifiable information from a student's record without prior written consent.

**Directory Information** is information that can be disclosed without the student's prior written consent unless the student has notified the Registrar's Office to restrict release of that information. When a student requests to have any or all directory information restricted, a request to suppress form will be attached to the inside of the record. No information should be released regarding that student's record.

Directory information is defined as:

• Student name, address (local address and grade/billing address), and telephone listing (local and grade/billing)
• Electronic mail address
• Date and place of birth
• County, state, and/or U.S. territory from which the student originally enrolled (if a student enrolled from a foreign country, this is not directory information)
• Major field of study
• Class ranking (freshman, sophomore, junior, senior)
• Enrollment status (full-time, three-quarter time, half-time)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Anticipated date of graduation
- Degrees and awards received
- Most recent previous educational agency or institution attended by the student

[Note: Parent name, address, and telephone number are not considered directory information.]

**Non-directory information** is information that must be protected. Persons receiving non-directory information are responsible for protecting the confidentiality of the students involved. They are not permitted to re-release this data to others without the prior written consent of the students involved.

Dependent Students may release personal information to their parents and/or guardians by completing the "Dependent Authorization Form". The completed form must be filed with the Registrar's Office. Release of personal information to a spouse, sibling, or other individual will require a power of attorney.

Students may block the release of personal information to their parents and/or guardians once they are no longer considered a dependent for federal income tax purposes by completing the "Request to Suppress Form". The completed form must be filed with the Registrar's Office.

**Catalog**

Each University of Mount Olive Catalog takes effect on July 1. The catalog in effect at the time of first enrollment or at re-admission governs the student’s core requirements. The catalog in effect at the date that the student makes formal application or re-application for a major governs the major of the student. In cases of extenuating circumstances, the student may request from the Vice President for Academic Affairs a leave without prejudice. Such a request must be made before leaving the University under the requirements of the University of Mount Olive Catalog of original enrollment. It is the responsibility of the student to be aware of the information in the catalog. The student may request through the Registrar to remain on the original curriculum upon readmission.

**Nondiscriminatory Policy**

The University of Mount Olive accepts students without prejudice of any kind. The University does not discriminate in administration of its education, scholarship and loan programs, and athletes or other school-administered programs. The University of Mount Olive is authorized under federal law to enroll non-immigrant alien students. The University of Mount Olive is an Equal Opportunity Employer.
Admissions, Location, and Financial Aid Information

University of Mount Olive at Mount Olive
634 Henderson Street, Mount Olive, NC 28365
(919)-734-8585 • (800) 653-0854 • Fax (919) 658-9816
E-mail: admissions@umo.edu

Admission Philosophy

The University of Mount Olive admits students whose academic potential and personal qualities are compatible with the distinctive mission of the University and whose goals the programs and services of the University may meet. Please follow this link for admissions information.

Inquiries and Visits

The University of Mount Olive welcomes inquiries and visits through the year. Call the Office of Admissions (919) 658-2502 or (800) 653-0854, send e-mail to admissions@umo.edu, request a visit online, or write University of Mount Olive, 634 Henderson Street, Mount Olive, NC 28365 to arrange a visit.

Please visit our website at www.umo.edu. The UMO website lists all current schedules, calendars, and provides direct access to updated information.

Tuition and Fees

For tuition and fee information, see:
https://myumo.moc.edu/finances/Pages/default.aspx

Financial Aid

For financial aid and scholarship information, see:
http://www.umo.edu/admissions/financial-aid
https://umo.edu/about/state-authorization-consumer-disclosures/
https://myumo.moc.edu/services/HEA/Pages/default.aspx

Satisfactory Academic Progress (SAP) Policy

What is SAP and what does it mean to you as a student? SAP stands for satisfactory academic progress. Every university has a satisfactory academic progress policy, and students failing to meet the minimum SAP requirement will not be able to retain their federal, state and institutional aid. The University of Mount Olive SAP policy has two components and all students are required to meet or exceed both of them:
1. Grade point average (GPA):

<table>
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<tr>
<th>Total Semester</th>
<th>Minimum Cumulative</th>
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<tbody>
<tr>
<td>Hours Attempted</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>0–26</td>
<td>1.60</td>
</tr>
<tr>
<td>27–59</td>
<td>1.80</td>
</tr>
<tr>
<td>60 &amp; above</td>
<td>2.00</td>
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<tr>
<td>Teacher Licensure and Lateral Entry</td>
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Please note that transfer credit hours count in the total number of credit hours when determining which tier of the GPA requirements a student must meet.

2. PACE: The rate at which a student is progressing towards a degree. Students must successfully complete 67% of the hours they attempt. Attempted hours include all transfer work and classes from which a student withdraws.

Hours successfully completed / Total hours attempted = PACE
(Example: 49 hours completed successfully / 60 hours attempted = 81.6% PACE)

**Student Status**

Undergraduate students are identified on a term by term as one of the following classifications:

- Full time student: Student is enrolled in a minimum of 12 semester hours per semester
- Three-Quarter time student: Student is enrolled between 9 and 11.5 semester hours per semester
- Half time student: Student is enrolled between 6 and 8.5 semester hours per semester
- Degree seeking student: Student is enrolled in a degree program at the University
- Non-Degree Seeking student: Student is not enrolled in a degree program at the University but is taking some University coursework.

When a student drops or adds a course, their student status and thus their financial aid may be affected for the term. All students should be aware of the minimum enrollment level necessary to maintain financial aid eligibility and should communicate any schedule changes to their advisor.

**Effect of Drop or Withdrawal on Financial Assistance**

A student who wishes to drop or withdraw from a course should consult with their Advisor and/or the University Financial Aid Office and the Business Office about their particular situation prior to initiating the drop or withdrawal process.

A drop (clean drop) completely removes a course from a students’ transcript and the student is not responsible for the cost of the course. A withdrawal does not remove a course from a students’ transcript and the student is responsible for the cost of the course.
Dropping or withdrawing from any course or from a program of study may affect any applicable refund and financial aid. A student enrolled in a program who drops or withdraws may jeopardize all or a portion of financial aid eligibility because of mandated billing dates, refund policies, and other factors.

Students should be aware that the resulting action of an administrative withdrawal (see below Administrative Withdrawal) may also impact the student’s status and aid level.

The institutional refund policy and the federal and state refund policies apply when a student withdraws. For example, if a student who has received federal financial assistance withdraws, the University is required to use a formula developed by the U.S. Department of Education to determine if any portion of the federal assistance should be refunded to the federal programs. State and institutional programs may also be subject to the refund required by state and institutional policies. Any refund from the University to the U.S. Department of Education, to the State of North Carolina, or to the University’s institutional scholarship programs will increase the student’s outstanding balance by a corresponding amount of money.

**Evaluation of Academic Progress**

To be eligible for continuous enrollment at the College, a student must be in “good academic standing” making satisfactory progress toward graduation. To receive Title IV aid, each student will be reviewed at the end of each semester for satisfactory academic progress. Students not meeting the minimum standards will be advised that they have the following options:

If a student is on academic probation, but is allowed to return in the subsequent semester as the result of an appeal the Vice President of Academic Affairs or is not enrolled one semester, the student will be advised that he/she is not eligible for Title IV aid.

A student may also elect to attend a semester enrollment (without aid) and complete enough credits to meet the minimum satisfactory academic progress standards. If a student has met minimum standards at the end of that semester, financial aid will be reinstated for the following semester but will not be retroactive for the previous semester of enrollment.

**Financial Aid Appeal Policy**

A student will always have the right to appeal. A student may appeal the termination of Title IV aid by requesting, in writing, a review of his/her case by the Financial Aid Committee. The written request must explain why the student did not meet the minimum PACE or grade point average, what has changed with regards to the circumstances as well as the plan of action to maintain minimum standards in the future. The appeal may be used ONLY for major life events such as the death of a relative, personal injury or illness, or other unusual circumstances as determined by the University. The Committee will review all the facts in the case, document the decision reached, and notify the student of the decision in a timely manner. All written requests should be made to the student’s financial aid representative.
Veteran’s Educational Benefits

The University of Mount Olive is approved by the State of North Carolina under the provisions of Title 38, U.S Code for Veterans Affairs educational benefits to train veterans and other eligible persons for approved programs. The University Mount Olive Veterans Affairs Office serves as a liaison between student veterans and the Department of Veterans Affairs (DVA). The office assists students with the processing of VA forms for VA educational benefits, advises students about certain procedural requirements, and certifies enrollment of veterans and dependents to the DVA.

All students applying for veterans benefits through the University of Mount Olive must supply the following documents:

- Official High School Transcripts (Freshman with no previous college credit)
- Official Post-Secondary Transcripts
- Military Transcripts (veterans)
- DD-214 (not required, but preferred)
- Certificate of Eligibility (not required, but preferred)

Once all official documentation has been verified, the student should contact the Veterans Affairs Certifying Official to request VA Certification. Eligible courses will be submitted to the DVA after the Drop Period has expired and attendance has been posted for each course. A student’s entitlement is based on DVA regulations.

For the visiting student, a letter from the student’s parent institution must be on file in the Registrar’s Office verifying that the classes to be taken at University of Mount Olive will be transferable to the parent institution before the certification can be processed. The student must contact the Veterans Affairs Certifying Official in order to request VA Certification. To provide uninterrupted service of veteran’s benefits, students MUST stay in contact with the VA Certifying Official.

The VA Certifying Official closely monitors each veteran’s enrollment status, attendance, and academic programming according to DVA guidelines. Students must report all schedule changes promptly to their VA Certifying Official to avoid an overpayment of benefits or interruption of future benefits.

Students must meet satisfactory progress to receive VA benefits. This means successful completion of classes required by the University for the student's degree program, according to the following criteria:

- Students must maintain a 2.00 cumulative grade point average (CGPA).
- Students must also maintain a 2.00 GPA each semester. Students who do not earn a 2.00 GPA will be put on a probationary status.
- Two successive semesters of a GPA less than 2.00 are considered to be grounds for suspension of benefits.

The Veterans Administration allows students who fail to meet these criteria no more than one semester to show improvement. During this probationary semester, they must achieve a semester grade point average (computed in accordance with the above requirements) of at least 2.00. They will remain on probation until their CGPA is 2.00 or above. Failure to make significant improvements during the probationary period will
result in suspension of benefits which may be reinstated only after counseling with the Veterans Administration according to their specified guidelines. Students who experience academic difficulties for any reason should contact the Academic Resource Center.

In accordance with the Veterans Benefits and Transition Act of 2018, any individual who is entitled to educational assistance under Chapter 31 or 33 that has provided a certificate of eligibility will not have any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment from the VA.

Disclaimer

The content of the veterans section of the catalog is provided for the information of the student. It is accurate at the time of printing but is subject to change without notice in order for the University of Mount Olive to remain in compliance with federal and state regulations or to accommodate circumstances beyond the University’s control.
**Student Life**

The [Student Life](#) web page will connect you to the following important information:

- Campus Safety
- Counseling
- Health Services
- Residence Life
- Student Handbook

**Campus Safety – The University of Mount Olive at Mount Olive**

Campus Safety’s number one priority is the safety and well-being of the campus community. Safety officers provide 24-hour coverage, seven days a week. Safety officers’ duties consist of patrolling the entire campus, securing buildings and property, issuing citations and parking regulations, working special events, responding to calls for assistance, and providing educational seminars and events.

Every effort is made to keep each location a safe place for students to study, work and live. Two campus safety officers are on duty 24 hours a day at our University of Mount Olive location to ensure the safety of the campus. Any condition that could endanger the welfare of students should be reported immediately to the appropriate authority (a Campus Safety officer or other Student Affairs staff member).

Questions and concerns should be referred to the Campus Safety Office, which is under the Division of Student Affairs. The Campus Safety Office is located on 512 Henderson Street.

Services provided by Campus Safety include the following:

- **Campus Safety Escort Service:** Provides a walking and driving service throughout the entire campus.
- **Lost and Found:** All items can be retrieved at the Campus Safety Office.
- **Operation ID:** Protect your personal property by having your property engraved, free of charge.
- **Laptop Registration:** Students are encouraged to prevent theft by registering their laptops with campus safety, free of charge.
- **Bike Registration:** Students are encouraged to prevent theft by registering their bikes with campus safety, free of charge.
- **Crime Alerts:** Timely warnings and information of incidents on campus.
- **Anonymous Tips Site:** Provide anonymous information to the Campus Safety Office regarding possible crimes, planned crimes, policy violations, and/or crime information.
- **Emergency Blue Lights:** Self-activated emergency system.
- **Parking Passes:** Evening students may obtain parking passes from the Campus Safety Office.

To contact Campus Safety call: 919-658-7520 ext. 1500
Health Services – The University of Mount Olive at Mount Olive

All traditional students of the University of Mount Olive are eligible to use the services of the Health Center. The Health Center provides the following services:

- Arrange for physical(s) or hospital referrals, as warranted
- Give over-the-counter medications at no cost to students
- Follow-up wound care
- Monitoring of chronic conditions, such as diabetes or high blood pressure
- Flu shots at cost
- Health education
- Lab testing including, but not limited to, blood sugar, hemoglobin, total cholesterol, pregnancy and strep
- Injections of patient supplied vaccines
- Tuberculin skin tests at cost
- First aid

For more information, contact the following:

*Milton M. Lownes Jr., MD Student Health Services*
562 Henderson Street
Mount Olive, NC 28365
Direct Dial: 919-658-7888
On Campus: 919-658-1490
Fax: 919-635-3778
JoAnne Morgan, RN
Email: jmorgan@umo.edu

Housing and Residence Life – The University of Mount Olive at Mount Olive

All traditional students are required to reside on campus for their first four semesters of full-time enrollment unless they are: 1) 21 years of age or older, 2) commuting from home with a parent or legal guardian, 3) married and/or responsible for dependents. Students who meet these criteria must complete an Off-Campus Living Request Form, which can be found in the Office of Student Affairs.

If a student believes he/she has a compelling reason to be exempt from this policy, he/she may make a request to the Director of Housing. If the student is not granted his/her request, and the student wants to make an official appeal of the decision, he/she must make an official appeal with the Vice President of Student Affairs. It is the student’s responsibility to make the appeal in writing and to supply all necessary documentation to support the appeal.

Students who violate this residency requirement and are found living off-campus without approval will be charged the on-campus room and board fees.

Students are required to carry a minimum of twelve (12) credit hours to live in the residential facilities with three-fourths of those credit hours being seated classes. Students who drop below 12 credit hours after the start of the semester and wish to remain in the
residence halls must receive explicit permission from the Vice President for Student Affairs. Permission may be granted if the student is in good judicial standing (no disciplinary sanction more serious than probation), and if the student agrees to leave the residential facilities if he/she receives any disciplinary sanction while carrying fewer than 12 credit hours. International students are required to be enrolled in a minimum of 12 semester hours and 9 of those hours must be seated to remain compliant with federal government VISA regulations.

Student Clubs and Organizations – All Locations

Student organizations provide a valuable service to the University of Mount Olive and the greater Mount Olive, NC community by providing opportunities for leadership development, community service, social growth and cultural exchange.

As a student at the University of Mount Olive, you have the unique opportunity to participate in a wide variety of activities. Involvement in student organizations is a great way to get connected to the campus, build leadership skills, meet people and have fun. Join one of the existing student organizations here at the University of Mount Olive representing multiple academic areas of study, a variety of special interests, as well as spiritual development — or let the Office of Student Affairs or your Program Chair help you start a new one.

Counseling Services – The University of Mount Olive at Mount Olive

University Counseling Services provides confidential, professional counseling for personal, emotional, and psychological problems that affect our traditional students and their educational performance.

To schedule a counseling appointment or for further information contact the following:

Pope Wellness Building
Health Services Office
562 Henderson Street
Mount Olive, NC 28365
Phone: 919-658-7758
Referrals: 919-658-7888
Fax: 919-635-3778

Machelle Bass, LPC - Counselor
Email: mbass@umo.edu

Orientation – The University of Mount Olive at Mount Olive

Spring or Summer New Student Orientation

All traditional freshmen must attend a one-day Trojan First: UMO Connection and Registration that includes learning about academic policies, registration for fall classes, ID card and email access, student services, and religious life on campus. Exceptions can be made with the written consent of the Vice President of Enrollment or the Vice President of Academic Affairs.
Trojan First: UMO Connection and Registration Program

Trojan First includes course placement and registration. Placement in mathematics is determined by high school grades, selection of math courses, and a student’s SAT (or ACT) math scores. Placement in English composition is based on high school grades, selection of English courses, and SAT Verbal (or ACT) English scores. Honors program students will be placed into HON 111, which gives credit for English Composition (ENG 111).

Welcome Week: Fall Orientation

Traditional freshmen must participate in a two-day fall orientation program in August that helps them make the transition into a new environment and provides opportunities to consider academic and career goals. This is also the beginning of Freshman Seminar and is mandatory.

Transfer Orientation

Traditional undergraduate transfer students entering in the fall or spring must attend an orientation meeting to become acquainted with University personnel, faculty, and other students, to learn about academic support services and facilities, and receive assistance with course schedules and registration.

First Year Experience

First Year Experience (FYE 100 and 101) is a two-semester orientation course for incoming traditional undergraduate students. The purpose of the course is to help first year UMO students transition to college, build community, and promote a sense of belonging, while supporting their college success and retention. The course is taught by a faculty/staff member and a student Peer Mentor.
The University of Mount Olive is committed to student success. This section of the catalog details support services available to students to assist them with the rigors of Higher Education. Please follow this link to view more information on support services.

Academic Resource Center (ARC)

The Academic Resource Center is a part of the UMO Learning Commons which provides academic support at UMO. Located in the Moye Library, the ARC has a variety of programs that are free of charge to all UMO students. Appointments for the ARC are available for both traditional and non-traditional students. To reach the ARC email ARC@umo.edu or by phone at 919-658-7868 or on the ARC webpage on MyUMO.

The ARC provides 6 major programs at UMO to support learning:

1. Supplemental Instruction (SI) –
   The SI program offers structured weekly learning sessions, attached to historically difficult general education courses, in cooperation with the course professor. These sessions are an extension of the classroom experience, and are led by highly qualified, trained upper classmen who have successfully completed the course. The purpose of SI is to assist students master the required material successfully, and to model “how” to learn the material, not “what” to learn. Finally, SI is intended to develop transferable learning skills necessary for collegiate learning and prevent student attrition.

2. Cooperative Group Sessions (CoGS) –
   CoGS are voluntary peer-led study groups attached to historically difficult that receive a high volume of tutoring requests. These study groups are led by a peer tutor who has demonstrated high leadership skills and academic excellence, and is trained by the ARC in peer learning techniques. The emphasis is group study, corporate textbook reading, class note review, and utilization of additional resources to enhance learning.

3. Learning Accountability Program (LAP) –
   LAP is a structured metacognitive support program designed to enhance student learning and achievement by developing academic skills and behaviors. LAP is a mandatory requirement for students Accepted on Advisement, enrolled in MAT 110 and ENG 110 concurrently, or placed on Academic Probation. LAP is also open to volunteer enrollees.

4. Peer Tutoring –
   Offer students additional short-term assistance to master a specific concept in the course that is obstructing their understanding of the material. Sessions are offered both virtually and seated, and are flexible to accommodate the student/peer tutor schedules.
5. Personal Consultations –
Any student who desires a personal consultation to evaluate their learning skills may do so by contacting the ARC at arc@umo.edu.

6. Clinics –
Clinics are set drop-in times throughout the week in which students can come to the ARC to receive assistance for courses in Mathematics, Science, Business, and Accounting. Scheduled Clinic times vary by semester. Please visit the ARC webpage on MyUMO to access the current clinic schedule.

For more information, see the Academic Resource Center tab on MyUMO; email: arc@umo.edu; or phone: 919-658-7868

The Writing Center

The UMO Writing Center is a support structure which assists University of Mount Olive students in becoming more effective academic writers. The Writing Center is located in the Moye Library.

Appointment times are available for traditional and non-traditional students on TutorTrac. Appointments are 30-45-minute sessions with a trained peer Writing Coach. Students may request help with written assignments in any course, in any discipline — not just English classes.

Students visiting the Writing Center should not expect the Writing Coaches to proofread or edit papers; however, Coaches are specially trained to help guide students through their writing process, including, but not limited to:

- Crafting a thesis statement
- Summarizing a research article
- Constructing an outline
- and much more.

Follow this link to schedule an appointment with a Writing Coach online or visit the Writing Center in the Moye Library, first floor.

Moye Library

Moye Library provides materials and services to support the University and its mission to “...serve our students, our founding church, and our communities.” To achieve this goal, the library provides these services:

- Access to a collection of materials to support the various curricula and courses.
- Resources/services facilitated by:
  - Access to print and electronic resources to support research needs.
  - Information Literacy instruction including the use of innovative technology to provide access to individuals and classes for all locations.
  - Reference/circulation assistance provided as requested including one-on-one sessions, Zoom sessions, and scheduled appointments.
full interlibrary loan and document delivery service available to all students and faculty.
- A collection of archival materials relating to the history of the University and its supporting denomination.
- Materials for leisure and personal interest enrichment.

Circulation Information

The student ID card or another form of identification is required when checking out materials. Circulating materials are typically checked out for one month and may be renewed. Fines may be levied on overdue materials. All materials must be returned by the end of a term unless special permission has been granted otherwise.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial obligations (payment of fines, damage fees, or costs of replacement for lost materials) by the date required at the end of each term. Further, the University reserves the right to deny registration for the term or term following unless obligations have been cleared or arrangements made to settle the account.

Career Development – All Locations

Career Development staff assist the University of Mount Olive students, faculty, staff, and alumni in identifying and clarifying academic major and career objectives, developing skills and strategies for conducting a successful job search, and providing resources and events to assist in finding graduate school and professional positions. Students are encouraged to begin the career planning process from the beginning of their academic career and continue to utilize career development resources throughout their years at and after graduation from the University of Mount Olive. Career Development also assists employers in search of well-prepared candidates.

The UMO College Central (Job) Network provides a powerful, free online recruiting system for students and alumni job hunters, and for employers searching for outstanding candidates. Students and alumni register to search job and internship postings, upload resumes and portfolios, and access job search resources. Employers can register to post positions and search a database of resumes and portfolios.

Student Accessibility

The University of Mount Olive affirms its commitment to nondiscrimination on the basis of disability and its intention to comply with all laws prohibiting such discrimination including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The University will provide appropriate and reasonable accommodations for its students with self-disclosed disabilities, as defined by these laws.

Student Accessibility includes:
- Pre-admissions information concerning possible services and accommodations.
- Determination of reasonable accommodations on a case by case basis and based upon appropriate documentation and consultation with the student.
Facilitation of accommodations between student and related faculty, staff, and/or Departments/Divisions.

- Referrals to appropriate services, such as academic support services, Counseling Services, and diagnostic services. Student Accessibility does not provide formal diagnostic evaluations.
- Opportunities for student, faculty, and staff awareness and training.

A student with a disability who is requesting classroom, course, or campus accommodations must provide proper documentation of the disability to the Student Accessibility Manager and meet with the manager at the beginning of each semester to complete all paperwork; contact the director for documentation requirements. All documentation and paperwork is confidential and maintained in the office.

**Undergraduate Advising**

The University of Mount Olive views student advising as developmental and integrates the resources of the University community to help students become self-directed, lifelong learners. The advising process helps students to identify and clarify life goals, to develop a realistic and successful educational program, and to plan for their careers. Advisors monitor attendance, GPA, and performance of students in each semester, and recommend courses of action utilizing a host of student services to coordinate efficient processes.

All students at the University of Mount Olive are assigned an academic advisor that will work proactively with students to identify potential issues before they become emergent. All advisors maintain weekly office hours for routine conferences with students. A student can verify their academic advisor at any point in time by reviewing their student schedule for the current term by logging in to MyUMO.

**Computer Services (Technical Support)**

The development and active use of technology skills is an important learning goal for all University of Mount Olive (UMO) students. (University technology policy)

All UMO students are provided an email and MyUMO account. Both services should be checked often for important information from the University. To learn more about technology services and support for UMO students, faculty and staff, visit here.
Academic Policies and Procedures

Institutional Definition of University Credit Hour

The University of Mount Olive conforms to the Federal definition of a credit hour and defines a semester credit hour as 45 hours of combined learning, including class interaction, individual study, evaluation, experiential learning, writing, application, research and instruction by qualified faculty. Course credits are based on student learning outcomes that are standardized for all courses in all modes of delivery. For classes that meet less than the Carnegie Standard, the University de-emphasizes “seat time” (time in class) as the primary metric for determining the amount of student work for Federal purposes. Instead, per the flexibility guidelines of the Federal definition, “credits are awarded on the basis of documentation of the amount of work a typical student is expected to complete within a specified amount of academically engaged time”. (Definition of University Credit Hour)

Transfer of Credit

The University of Mount Olive will consider credits from these sources:

- A regionally accredited institution at the time the credits were earned.
- Non-collegiate settings, which are recognized by the American Council of Education. Work must parallel courses taught at the University of Mount Olive.
- An articulation agreement where an entire body of courses are preset for acceptance for degree completion.

Credits from foreign institutions of higher education will be evaluated on an individual basis. Transcripts must be translated into English prior to being evaluated. Students are required to complete an application for evaluation. The evaluation will identify each credential, provide the US equivalent, and show US credit and equivalent grades for each subject beyond the secondary level. The cost of evaluation is the responsibility of the student applicant. Applicants should contact the Admissions or Registrar’s Office for information.

Students who have completed an Associate degree may transfer up to 64 semester hours toward the Bachelor of Science degree. Where no articulation is in place, technical program credits earned by students wishing to complete the BA/BS Degree will be evaluated on an individual basis.

All transfer work from accredited institutions must represent university level coursework with grades of A through C-.

Course credits validated by acceptable scores on CLEP/DSST (formerly DANTES) examination, credit by examination, and formal professional or military training recognized by the American Council on Education may be transferred. Credit is awarded only in areas offered within the current curriculum of the university and must be appropriately related to the student’s educational program.
Since course hours but not grades are eligible for transfer, transfer credits will not be computed in determining grade point average, eligibility for continuous enrollment, or academic honors.

A currently enrolled student must receive written approval from the Registrar prior to enrolling in a course at another accredited institution if the intent is to transfer the credit to the University of Mount Olive. Usually, students will not receive this permission if the course or a similar course is available at the University of Mount Olive. Students on academic probation will not receive approval to take courses at another institution. The University reserves the right to refuse transfer credits if a student has not received approval prior to enrolling in courses at another institution.

A maximum of 64 semester hours, including health and physical education, may be transferred from an accredited two-year institution. Exceptions may be made to the RN to BSN program for Associate Degree in Nursing courses relevant to the degree. A maximum of 94 semester hours may be transferred from an accredited four-year institution. A combined maximum of 64 semester hours from two-year institutions and 30 semester hours from four-year institutions may be transferred to the University of Mount Olive.

**Non-Traditional Credit**

In addition to regular instruction, a student may earn a maximum total of 45 semester hours from the following combinations of nontraditional methods:

**Experiential Learning Credit (ELC)**

The University of Mount Olive recognizes that learning takes place in settings other than the traditional and virtual classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any potential credit for experiential learning will be evaluated by the subject matter Department/Division Chair. Based upon the recommendation of the Department/Division Chair and approval by the academic dean, ELC may be applied to general electives, related studies, general education requirements, or the major provided the student can demonstrate the achievement of stated course student learning outcomes.

A student may seek ELC with proper documentation that collegiate-level knowledge, skills, abilities, and learning consistent with the stated course learning outcomes has occurred.

A postsecondary course of study might be considered only if it meets academic standards in content and expected learning outcomes commonly expected in a similar course in the University of Mount Olive curriculum.

To apply for ELC, the student should follow these procedures:

- If the student feels qualified to apply for ELC, the student shall contact his/her academic advisor for guidance. The student will carefully read and follow the set criteria for the applicable academic department for which ELC will be sought. The
advisor shall review ELC policies with the student and direct the student to the appropriate Department/Division Chair. Students may request a preliminary evaluation of potential ELC during the admission process.

- The student will then contact the appropriate Department/Division Chair to begin the discussions of potential ELC and the departmental criteria (see below).
- The Chair will serve as the principle evaluator and complete and submit the ELC request to his or her dean for approval. (ELC request form). Any student appeal of the Chair’s evaluation that ELC should not be awarded shall be made to the appropriate academic dean within 10 business days. UMO recommends that students complete all ELC applications prior to the end of their first semester with the University. Doing so will allow for more effective advising and scheduling of classes. No ELC may be requested after the first day of classes of the student’s last semester before graduation. Exceptions to this policy must be approved by the appropriate dean.
- A per credit hour charge of $100 will be billed to the student upon approval of the ELC. Credit can only be awarded to students enrolled and degree seeking at UMO.

Credit by Examination

The abbreviation “CE” stands for College Board Advanced Placement Test, CLEP/DANTES Examination, and Challenge Exam:

For Advanced Placement and CLEP/DANTES Examinations, a total combined maximum of 15sh can be applied toward an associate degree and a maximum of 30sh toward a baccalaureate degree. For Challenge Exams, a maximum of 12sh can be applied toward either an associate or a baccalaureate degree. These tests must be taken prior to October 1 for December graduation and March 1 for May graduation.

The University offers standardized and challenge examination processes through which a student may receive credit without completing coursework. For selected courses, credit may be earned through College Board Advanced Placement Tests, CLEP/DANTES Examinations, and Challenge Exams. A student successfully completing one of these examinations will have a notation of “CR” and hours of credit recorded on the official transcript. “CE” credit hours apply toward graduation, but no grade points are awarded.

Credit for a College Board Advanced Placement Test, administered by the College Entrance Examination Board, requires a score of three or higher. A maximum of 15 semester hours of AP credit can be applied toward an associate degree and a maximum of 30 semester hours toward a baccalaureate degree.

Credit for CLEP/DANTES Examinations can be granted upon the Registrar’s receipt of an official transcript/report. Recommendations of the American Council on Education (ACE Guide) will be honored for both total scores and/or individual subject exam scores. Credit will be entered on the student transcripts with appropriate semester hours, without grade points. (CLEP = College Level Equivalency Program; DANTES = Defense Activity for Nontraditional Education Support). A maximum of 15 semester hours of CLEP/DANTES credit can be applied toward an associate degree and a maximum of 30 semester hours toward a baccalaureate degree. The University recognizes that, in exceptional cases, a student might have achieved the objectives of certain courses offered
by the University and, therefore, offers an opportunity for Challenge Exams, if a CLEP examination is not offered in the area of the course being challenged.

A Challenge Exam is not permitted for laboratory, applied music, or physical activity courses. To apply for a Challenge Exam, a student must be enrolled and must submit a CE application to the Registrar, who will confer with the appropriate Division Chair.

If the application is approved, the Division Chair will provide the Challenge Exam to an appropriate proctor when the exam date has been set. At the time of the examination, the student must pay a $100 CE fee or show evidence of the fee being charged to the student’s account in the Business Office. Test results will be forwarded to the Registrar and earned credit will be recorded on the transcript as “CE” without grade points. An unsuccessful challenge will not be recorded on the transcript.

A student may challenge a course one time. A maximum of 12 semester hours of Challenge Exam credit can be applied toward an associate or baccalaureate degree.

**Classification of Students**

Students are classified according to the number of semester hours of credit earned.

- Freshman: 0–26 semester hours
- Sophomore: 27–59 semester hours
- Junior: 60–91 semester hours
- Senior: 92 and above

**Academic Standing, Warning, Probation, Exclusion, Readmission**

A student’s cumulative grade point average (cGPA) is computed by dividing the total number of grade points earned at the University of Mount Olive by the total number of semester hours attempted at the University. To receive financial aid from the federal programs, a student must be in good academic standing and must successfully complete a specified number of credit hours each semester (see above Satisfactory Academic Progress and PACE).

The University may place a student on any of the following academic sanctions when their cumulative GPA falls below a 2.00 at any point in their studies. An academic sanction is an indicator to the student and their advisor that significant academic improvement is required for continuation as a University student.

**Academic Probation** (Cumulative GPA falls below 2.00)

**Academic Continued Probation** (GPA is below 2.00 but has shown satisfactory progress after being on academic probation; i.e., an increase in cumulative GPA after being on academic probation, and maintains a mathematical possibility to attain a cumulative GPA of 2.00 or greater with the coursework remaining)

**Academic Separation** (No improvement or decrease in cumulative GPA after being on academic probation or continued academic probation)
At the end of any semester, a student who does not show improvement in cumulative GPA since being placed on academic probation or a student whose cumulative GPA is below a 1.00 may be separated from the University. Students may not receive permission to take courses at another institution for transfer credit at the University of Mount Olive, since grade point average is computed only on work at the University of Mount Olive.

A student may be required to withdraw from a course at any time if, in the judgment of the Vice President of Academic Affairs, continuation in the subject is resulting in no advantage to the student, disruption to the learning environment or in harm to others. A student may appeal this decision to a review committee composed of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Registrar, and a faculty member who taught the student during the semester.

Academically separated students are not eligible for readmission until after at least one regular semester. Permission for readmission after academic separation requires approval of the Vice President for Academic Affairs. A student who has been separated from the University must make application for readmission. Application forms for readmission are available from the Office of Admission online.

**Attendance Policy**

At the University of Mount Olive, all course instructors are required to keep accurate attendance records for every student on their course roster through their respective learning management system (e.g. Moodle) for all class meetings in all forms of delivery. Attendance must be recorded for the full duration of the course (Course start date through course end date), with no exception.

**Attendance Requirements for all University of Mount Olive Courses:**

**Traditional Seated Courses:** Attendance is recorded for all students at each physical class meeting by 11:59PM on the meeting date (see below for rescheduled course meetings).

**Online Courses:** Biweekly attendance in the first week of the course (due Wednesday evening, and Sunday evening of the first week prior to 11:59PM).

Wednesday attendance requires the student to log in to their course and access the “Wednesday Week 1 Attendance and Acceptance of Syllabus”, forum prior to 9:00pm on Wednesday of the first week of class.

1. Students should read their course syllabus, and then insert the following statement into the forum “I have read, understand, and accept the terms of the course syllabus, (followed by the full Student Name)”.
2. The student must then ask a question of the course instructor relative to the course structure, syllabus, assignments, or course content.

Failure to meet the conditions above requires an instructor to mark the student as absent. All future attendance values (Sundays by 11:59pm) are determined by a student having submitted/completed assignment(s) for that week and/or have met other qualifiers for attendance (see above). Students who have logged in
and not submitted work, or who have failed to log in must be recorded as Absent (see below).

**Hybrid Courses:** Hybrid courses typically alternate between physical class meetings and online coursework during intervening periods. During weeks of physical meeting, instructors should default to rules for traditional seated courses and during weeks with online material instructors should default to attendance procedures for online courses.

**Rescheduled Course Meetings:** Due to a variety of reasons (e.g. inclement weather, class meeting falls on a Holiday, instructor illness, location closure, etc.) some traditional seated courses may be rescheduled for students allowing them to perform alternate assignments for the missed meeting in an online format. **Attendance must still be recorded for the intended class meeting,** and instructors should default to the established rules for marking student attendance during this interval using criterion for Online Courses (see above). Again, students who have logged in and not performed gradable work, or failed to log in must be recorded as Absent (see below based on mode of delivery).

**Attendance Values for University of Mount Olive Courses:**

**Traditional Courses:**

**Present (P):** A student is physically present and participates during the course meeting.

**Late (L):** A student is physically present and participates during the course meeting but arrives after the course start time or departs prior to the listed end time for the course meeting.

**Absent (A):** A student misses a physical class meeting without pre-approved notice to the instructor.

**Excused Absent (EA):** When a student has requested and been approved for an absence prior to the course meeting. Excuses absences are at the discretion of the course instructor and may include, but are not limited to cases of personal illness, family emergency, approved representation of the University at an event, etc. The instructor may require written justification and verification for an excused absence. An absence for any reason does not lessen a student’s responsibility to meet the requirements of the course. For Financial Aid purposes, an Excused Absence is considered as a student was absent in the course.
Online Courses:

**Present (P):** A student has logged into the course and submitted work for grading or has initiated contact with a faculty member to ask a question about the academic subject studied in their course.

**Late (L):** A value of late should *never* be recorded for a student in an Online course.

**Absent (A):** A student has not logged into the course during the attendance time window and/or has failed to complete coursework and/or initiated an academic inquiry with an instructor.

**Excused Absent (EA):** When a student has requested and been approved for an absence prior to the course meeting. If during an attendance time window a student has met the requirements for “present” as defined above, an instructor must record them as such. Excused absences are at the discretion of the course instructor and may include, but are not limited to cases of personal illness, family emergency, approved representation of the University at an event, etc. The instructor may require written justification and verification for an excused absence. An absence for any reason does not lessen a student’s responsibility to meet the requirements of the course.

**NOTE:** Veterans Administration regulations concerning class attendance, conduct, and rate of progress are in effect at the University. Withdrawal from or unsatisfactory completion of courses may result in termination of veterans’ benefits and may require return of previously awarded benefits for that term of enrollment. All students eligible for veteran’s benefits should familiarize themselves with the University’s policies on attendance and academic eligibility for continuous enrollment.

**Administrative Withdrawal**

Students are responsible for contacting their respective course instructors regarding absences. Students will be administratively withdrawn from any class for which they fail to attend and/or have no contact with the instructor for two consecutive weeks (14 calendar days) at any point in the course regardless of class length or delivery mode. If such a withdrawal occurs, the student will be dropped from all future courses for that academic semester. It is important to note that a 14-day lapse can occur between academic semesters (e.g. a student is absent the last week of the preceding semester or session and is also absent the first week of the following semester or session). Instructors should notify their direct supervisor (Department/Division Chair) when any student is absent from the first week of classes, or for greater than 14 calendar days. In the event of a 14-day lapse, the supervisor should notify the VPAA and the Director of Financial Aid after verification that attendance has been correctly recorded. Should a student make a request to withdraw to any University employee, the employee should notify the appropriate chain of command (see above) and direct the student to submit either the University of Mount Olive Drop Form, or University of Mount Olive Separation Request and submit it to their advisor.

The University Office of Financial Aid (FA), Registrar’s office (RO), and Office of Academic Affairs (AA) routinely monitor attendance reports from Moodle to determine
when students have been absent from all courses for a period of 14 days (14-day attendance lapse). At the point where a 14-day attendance lapse is noted, the UMO Financial Aid office issues an enrollment confirmation notice (ENC) to the student, the student’s academic advisor, and appropriate location director/Division Chair. If the student fails to respond in 7 days from the point an ENC is issued (21 days after their last present value was recorded), the UMO FA office must process a withdrawal and R2T4. If a student never attends a course, the last date of attendance for withdrawal purposes defaults to the last date of attendance for that student at the University, which may be in the previous academic semester.

NOTE: If a student is absent from all classes for a period of 14 consecutive calendar days, the University will contact the student to determine their plan for returning to class. If the student fails to respond in 7 additional days or it is determined that the student will not be returning, the University will process an administrative withdrawal from both the students’ current course and all future courses the student is enrolled in. For more information, please refer to National Association of Student Financial Aid Administrators, Federal Register: October 29, 2010; Volume 75, Number 209 pages 55831-566975).

Dropping or Withdrawing from a Course

A drop (clean drop) completely removes a course from a students’ transcript and the student is not responsible for the cost of the course. A withdrawal does not remove a course from a students’ transcript and the student is responsible for the cost of the course. The dates for clean drop (typically the first 2 full weeks of classes) and withdrawals (typically the midpoint of a course) are listed on the Academic Calendar. Students should contact their Academic Advisor to drop or withdraw from courses, and should be advised that changes in credit hours may impact VA benefit or Financial Aid.

Adding a Course

To add a course, a student must contact his or her Academic Advisor. Traditional seated courses may only be added during the first full week of class meetings for the semester. Registration for online courses ends one week prior to the course start date. Online courses fill to capacity early in the registration process.

Repeating a Course

A student may repeat a course to improve the course grade and cumulative grade point average under the following conditions:

- The student must repeat the course with the University of Mount Olive.
- Only courses in which the student has a grade of D or F may be repeated.
  - A final course grade of F may be repeated for any University course.
  - A final course grade of D may be repeated only for courses that are required for a student’s plan of study, or wherein programmatic requirements require a grade of C or better as reflected in the course description or on the student’s plan of study/degree sheet.
The previous grade and hours of credit will not be used in calculating the University GPA, however, financial aid GPA calculated for SAP includes all credit hours.

Transcripts will show both the original and repeated grade.

Substituting a Course

Only under exceptional circumstances will substitutes for, or exemptions from the prescribed curriculum, be permitted. To request a course substitution, the Department/Division Chair/Dean in the student’s major will process the appropriate form in the Registrar’s Office. Any deviations from the published degree requirements must have approval of the appropriate Dean.

Directed Study

Directed Study: the delivery of an established UMO course out of rotation, and its delivery is arranged and managed by the professor in conjunction with the syllabus already established for the course. The mode of delivery of the course is determined by the professor and the student(s).

Directed Study applies to University of Mount Olive catalog courses only. A maximum of 6 combined semester hours of Directed/Independent Study can be applied toward graduation without School Dean approval.

To be eligible for a course offered by Directed Study a student must have the approval of their Department/Division Chair, and meet any prerequisites of the course to be taken by Directed Study. A student may enroll in only one Directed Study course per semester/term. Students must have a 3.00 cumulative GPA and have completed at least 12 semester hours at the University. Directed study courses must be unavailable in other formats prior to a student’s expected graduation. Directed Study courses are not guaranteed to any student, but may be presented as an option to continue making progress towards their degree.

Exceptions to the above stated requirements may be made with approval from the appropriate School Dean via recommendation from the appropriate Chair.

NOTE: A student receiving veterans’ benefits must see the Veterans Certifying Official in the Registrar’s Office for assistance in requesting approval for Directed Study.

Recognition for Academic Achievement

To qualify for the President’s List at the completion of fall and spring semesters, a traditional student must be attending on a full-time basis (12 semester hours or more) and must achieve a grade point average of 4.0 for the semester. This is listed on the student’s unofficial and official transcript.

To qualify for the Dean’s List at the completion of fall and spring semesters, a student must be attending on a full-time basis (12 semester hours or more) and must achieve a
grade point average of 3.7 or higher for the semester. This is listed on the student’s unofficial and official transcript.

**Double Major**

To double major, a student must complete the requirements of both curricula. A course satisfying the requirements of one major may be accepted as satisfying the requirements of the second major upon approval of both Department/Division Chairs.

**Second Baccalaureate Degree**

A person who has graduated with a baccalaureate degree from the University of Mount Olive or another accredited college or university may earn a second baccalaureate degree at the University of Mount Olive. The following applies:

- All hours applying to the second baccalaureate degree must be unduplicated and must be earned after the first degree is granted.
- A minimum of 32 semester hours beyond the first bachelor’s degree must be earned at the University of Mount Olive, with a minimum of 24 semester hours in the major area.
- All the General Education Requirements (GER) in effect at the time of the second baccalaureate degree must be fulfilled.
- Requirements in the major area of the second degree must be completed.
- A 2.0 cumulative grade point average must be achieved in all of the course work earned at the University of Mount Olive that applies to the second baccalaureate degree, with no grade below C in the major.
- A student entering the University of Mount Olive to work toward a second baccalaureate degree will be classified as a senior.

**Graduation Requirements**

In keeping with its mission, the University of Mount Olive provides a variety of degree programs to meet the needs of its students. All baccalaureate degrees require a minimum of 126 semester hours for completion and all associate degrees require a minimum of 64 semester hours. The University Registrar’s office determines whether a student has met all the requirements of their degree program including general education, general elective, and major requirements. All applications for Graduation are due by the Calendar dates indicated on the Academic Calendar. March 1st for May Commencement, July 1st for August Commencement, and October 1st for December Commencement. All students must apply for graduation irrespective of their intent to participate in commencement ceremonies. Applications received after the prescribed deadlines will require a $50.00 late fee due with the application. Any extended deadlines will be noted on the graduation application. More information on graduation can be found on the following link: https://myumo.moc.edu/academic/registrar/Graduation/Pages/default.aspx
Students must:

1. Achieve a minimum cumulative GPA of 2.00 on all studies at the University of Mount Olive with no grade below C on any course that fulfills a requirement of the major or cognate program.

2. Complete the residence-hour requirements (coursework taken at the University of Mount Olive):
   - 18 semester hours for an Associate’s degree
   - 32 semester hours for a Baccalaureate degree
     i. 18 of the 32 semester hours for a Baccalaureate degree must be at the 300/400 level for BA/BS/BBA degree programs.

3. Fulfill all University and major assessment requirements
4. Fulfill all financial obligations to the University
5. Complete and submit the application for Graduation by the appropriate due date and pay to the Business Office a nonrefundable graduation fee. (Academic Calendar)

Graduation with Distinction for Students

To graduate with Latin honors, a candidate for a baccalaureate degree must have earned a minimum of 32 graded semester hours at the University of Mount Olive with no grade below C. Distinction is awarded as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>GPA</th>
<th>Graduation Cord</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.90</td>
<td>Graduation Cord</td>
<td>Gold</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.80</td>
<td>Graduation Cord</td>
<td>Silver</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.70</td>
<td>Graduation Cord</td>
<td>Bronze</td>
</tr>
</tbody>
</table>

Associate degree candidates must have earned 30 graded semester hours in residence at the University of Mount Olive and must have met one of the following GPAs to graduate with honors:

<table>
<thead>
<tr>
<th>Degree</th>
<th>GPA</th>
<th>Graduation Cord</th>
<th>Award</th>
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</thead>
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<tr>
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<tr>
<td>Distinction</td>
<td>3.70-3.89</td>
<td>Graduation Cord</td>
<td>Green</td>
</tr>
</tbody>
</table>

The Morris Award for Academic Excellence (Highest GPA for traditional students)
The award is given at Commencement, and is presented for the highest academic average to the baccalaureate traditional graduate whose study has been at the University of Mount Olive during continuous enrollment. When the highest academic average is shared among students, the GPA based on more semester hours receives the award. The award is named for its benefactor, Dr. Thomas R. Morris.

Student Records Policies

A transcript is an exact copy of a student’s permanent record at the time it is issued. Requests for transcripts must be submitted in writing to the University Registrar and must be signed by the student (or parents/guardians of a student under age 18), as required by Public Law 93-380. The Registrar’s Office will mail official transcripts to the address
indicated by the student making the transcript request. The service charge for official transcripts made in person are $5.00 USD per copy or $8.00 USD for requests made online.

The University reserves the right to withhold grade reports and transcripts of students who have not returned library materials or cleared financial or judicial obligations (payment of fines, damage fees, or costs of replacement for lost materials and/or completion of service hours, etc.) by the date required at the end of each semester. Further, the University reserves the right to deny registration for the term or semester following unless obligations have been cleared or arrangements made to settle the account.

**Access to Records**

In releasing information about a student’s record, the University of Mount Olive:

1. Will provide properly requested transcripts to the student or parties designated.
2. Will not disclose personally identifiable information from the academic records of a student to any outside agency without the prior written consent of the student (or the parents/guardians of a student under age 18).
3. Will inform student of their rights concerning student records kept at the University of Mount Olive.
4. Will permit a student (or parents/guardians of a student under age 18) to review the student’s transcripts.
5. Will provide a student (or parents/guardians of a student under age 18) with an opportunity to seek correction of the student’s academic record through a written request to amend, through a hearing, or by a statement placed in the student’s academic record. The written requests should specify the records to be reviewed, the purpose of the review, and the party to whom the disclosure about the student’s record may be made.

Within 45 days of the written request, the University will either make the correction or provide for a hearing.

The Academic Appeals Committee shall have the authority to require correction, deletion, or amendment of parts of the transcript in question. If the Academic Appeals Committee decides not to correct, amend, or delete part of the transcript in question, the student (or parents/guardians of student under age 18) will be allowed to place a statement in the student’s academic record.

No file will be taken out of the Registrar’s Office. University personnel who have access to student records while carrying out their University responsibilities shall not be permitted to release the records to persons outside the University unless authorized in writing by the student or as required by a court order. Only the official responsible for the records has the authority to release them.

As a general rule, the following information will be kept by the Registrar and will remain in a student’s file.

1. The official academic transcript.
2. Post-secondary official transcript(s).

3. Selected memoranda or correspondence:
   - Advanced standing curriculum check sheet
   - Grade changes/explanations and special course descriptions
   - Official withdrawals or separations
   - Special honors or special problems
   - Names and address changes

4. Immunizations records will be kept permanently by the Office of Health Services. Non-academic disciplinary records will be kept by the offices of Student Development and the Vice President of Academic Affairs, and destroyed three years after the graduation, separation, or suspension of a student.

### Grades, Grading System, & Grade Reports

<table>
<thead>
<tr>
<th>Number</th>
<th>Letter</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>70-76</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>59-below</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

### Incomplete Policy

In the event of extraordinary circumstances and when an instructor deems it is appropriate, a student may be granted additional time to complete course requirements by requesting a course grade of incomplete (I). An incomplete cannot be recorded for a student’s work if it is of failing quality and cannot be issued if a student has simply fallen behind. Furthermore, a request for an incomplete will not be granted if it is received during the normal withdrawal period for the course indicated by the Academic Calendar which is allowed up until the half-way point in the course. Incomplete grades should be granted for extenuating circumstances that are beyond the student’s control and could not have been anticipated early enough in the semester to warrant a withdrawal. Documentation may be required. Examples include significant and unexpected illness of self or close family member, death in one’s family, or being called to active duty in the military.

A student must make the request in writing to an instructor for the incomplete at least 48 hours prior to the end date of the course. The student’s request should include the rationale for granting an incomplete and a suggested time for completion of the course materials. The maximum amount of time allowable is 49 days from the conclusion of the course without VPAA approval.

If the instructor grants the request, they should notify their Department/Division Chair and the student of the decision in writing, including the agreed upon date via which all
course materials should be completed (not to exceed 49 days from the end date of the course). The student should complete and submit course materials prior to the end of the incomplete period. When the course materials have been graded, instructors will submit a Change of Grade form to process the replacement of the “I” grade with the student’s final course grade. If the grade of “I” is not replaced by a final course grade, the “I” grade will lapse into a failing grade.

If the instructor does not grant the request, they should notify the student of their decision with the rationale for rejecting the request. Students may appeal to the Department/Division Chair, but instructors maintain the right of refusal.

Any final course grades that have not been submitted by the course instructor within 48 hours following the due date for grades will be entered as an incomplete (“I”). All incompletes not replaced by 49 days following the end date of the course will lapse into a failing grade.

Addressing Student Complaints

It is the policy of the University of Mount Olive that all students, both current and prospective, will be provided with appropriate contact information for on-campus offices and off-campus organizations for the purpose of submitting formal complaints. A formal complaint is submitted to an appropriate office in written format, addresses an issue of concern, and requests an opportunity for reconsideration or reconciliation. Enrolled and prospective students are requested to contact the appropriate University of Mount Olive Responsible Office when making a formal complaint, as displayed in the Contact Information table of the complete policy.

Academic Integrity Policies

Grade Appeals and Plagiarism

The University of Mount Olive expects all members of the University community to follow the University of Mount Olive Covenant. Any form of academic cheating, including plagiarism, is intellectually dishonest and will not be tolerated. Students are expected to complete their own work and to comply with this Academic Integrity Policy. At their discretion, faculty members may require students to sign the following statement: “I have completed this assignment, [examination or quiz] by myself: it is my own work. I have neither given nor received unauthorized assistance on this assignment, [examination or quiz].”

I. Definitions

Cheating: Cheating is defined as the performance of any dishonest &/or deceptive act by which a student gives or receives information illicitly with the intent to deceive an instructor in the evaluation of the student’s work or represents the labor or knowledge of another as his/her own. The term “cheating” includes, but is not limited to:

- The use of any unauthorized assistance in taking quizzes, tests, or examinations, writing papers or completing other assignments;
• Receiving aid from sources beyond those authorized by the faculty member supervising or assigning quizzes, exams, papers, or other assignments;

• Acquisition, without permission, of quizzes, exams, papers or other academic materials belonging to another member of the University community;

• The use of technology such as cell phones, lap-top computers, etc. illicitly to receive or send information pertaining to any quiz, exam, paper or other assignment from or to any other person;

• The offer of any compensation to any student, staff member or faculty member in return for unauthorized access to any quizzes, exams, papers or other assignments;

• The sale of any unauthorized information pertaining to academic quizzes, exams, papers or other academic assignments;

• The unauthorized procurement or distribution of any academic assignment from either public, personal, or private space, the possession of which would give a student an unfair advantage;

• The unauthorized use of un-credited &/or unattributed work by any other student, staff member or faculty member;

• The purchase of any academic paper or other assignment from a third party and using such property as if it were one’s own;

• Submitting a work product to one instructor and then submitting the same work product to a second instructor, without the knowledge or consent of both the first and second instructors; or

• Otherwise submitting or presenting false information in fulfilling an academic requirement.

Plagiarism: Plagiarism is the intentional and unattributed theft of others’ words, ideas or work. Its purpose is to misrepresent others’ intellectual property as the plagiarist’s own work. Plagiarism is undertaken with the intent to misrepresent the work as one’s own and to deceive the recipient(s) of that work. Plagiarism is the most egregious form of cheating. An instructor making the charge of plagiarism has the burden of proof by clear and convincing evidence. Because of the severity of the accusation and potential consequences, no accusation of plagiarism shall be made without proof or compelling evidence.

Any accusation of plagiarism must be supported by the original or a copy of the plagiarized document(s) and/or other compelling evidence.

• A student’s inability to explain key concepts or vocabulary in the paper,
• lack of knowledge regarding the research or sources cited,
• an admission of guilt by the student, or co-conspirator,

All shall be considered compelling evidence and acceptable grounds for an accusation of plagiarism to proceed.
Examples of plagiarism include, but are not limited to, the following:
- Using someone else's words, ideas, or work without attribution, i.e., quotation marks, parenthetical citation, and/or an entry on the Works Cited page;
- Cutting and pasting/copying text from any source whatsoever without attribution;
- Buying papers and representing the product as one’s own work, whether citations exist within the work or not;
- Buying papers and representing their products as one’s own work, even if portions of the work have been changed or material has been added to it;
- Paraphrasing someone else's work without attribution;
- Submitting another person’s work as one’s own, i.e., using work done by another student; and/or
- Receiving inappropriate help, i.e., having someone else write large and unattributed portions of the submitted work.

The intention of the University of Mount Olive is not to unjustly accuse students of plagiarism. Therefore, it is important to understand what plagiarism is not. Plagiarism is not
- a mistake in citation or citation format,
- use of a citation system different from the stated course requirements,
- an incomplete citation,
- an incorrectly done citation,
- making mechanical/formatting errors.

The key concept of plagiarism is the intent to deceive. Without the demonstrable intent to deceive, the issue of plagiarism does not exist.

II. Sanctions

Academic dishonesty - especially, plagiarism - harms both students and the University. Dishonest students do not learn the material on which they cheat; yet, they may be rewarded for cheating by receiving a grade which they do not deserve. Ultimately, “success” in cheating can build habits that result in unsuccessful careers after dishonest students graduate. Successful cheaters also harm honest students by diluting their records (e.g., class standing). Both of these outcomes devalue the conferred degrees and reputation of The University of Mount Olive. Thus, they are contrary to the best interests of both the University and its students. This policy is intended to discourage students from engaging in cheating and/or plagiarism (an egregious form of cheating) by making students aware that the sanctions for cheating are so severe that its potential consequences make it an undesirable alternative to doing honest work.

III. Procedure for Recording Academic Integrity Incidences

The procedure for recording an academic integrity violation is as follows:

1. When instructors suspect that a violation of this policy has occurred, they are to use reasonable means to contact the student to inform them of their perception
of a violation. The instructor will explain the criterion used for their allegation, and allow the student an opportunity to respond to the allegation.

2. Following a reasonable attempt to contact the student, when an instructor reports a violation of the policy, the Instructor shall so notify the student and the VPAA in writing and provide a detailed description of the specific violation.

3. Upon receiving a Report of Academic Integrity Violation from an instructor, the Vice-President for Academic Affairs (VPAA) shall record the student’s name and offense in a list which will be kept in the office of the Vice-President of Academic Affairs.

4. Upon the approval of the VPAA, within seven calendar days of receipt from the Instructor, the Instructor shall record a tentative final grade of F for the violating student. Such a record automatically prevents the offending student from dropping a course even if the official deadline for dropping courses has not yet occurred. The final course grade for the course will be formally submitted following the appeal process or expiration of the timeline to appeal.

5. The VPAA will forward the alleged integrity violation along with the supporting documentation to the Academic Integrity and Appeals Committee for adjudication. The AIAC will report their decision to the VPAA within 7 calendar days. A majority decision will be necessary to invoke a sanction.

6. The VPAA will notify the student of the decision that he/she
   a. has been cleared of all charges, or
   b. has been found in violation and is sanctioned (see above), pending any successful appeal. Upon a successful appeal or otherwise successful completion of the course in question, the Instructor will submit a Change of Grade form, indicating the student's final grade, to the Registrar's Office and academic chain of command.

7. A student may appeal a penalty for an academic integrity violation when such a penalty is imposed. (The procedure for submission and disposition of appeals is stated in the next section of this Policy.) Students who appeal penalties for academic integrity violations may return to their classes pending outcomes of their appeals. If a penalty for an academic integrity violation is imposed before the course's term has ended, the student may request an expedited appeal; whenever practicable, such requests will be granted.

An Academic integrity probation will remain in effect throughout the student's remaining enrollment at this University unless an appeal of the alleged violation is granted and no prior violation has been listed. Multiple instances of academic integrity violations shall result in the following penalties:

1. The first violation requires the VPAA to issue a letter to the offending student, stating that he or she has been placed on permanent Academic Integrity
Probation (subject to appeal) and explaining sanctions for further academic integrity violations as explained below.

2. A second violation will result in the offending student’s suspension from The University of Mount Olive for one semester or one year, at the discretion of the VPAA.

3. A third violation will result in the offending student’s permanent expulsion from The University of Mount Olive.

A student may not withdraw from a course to avoid the consequences of an Academic Integrity violation; therefore, students who commit academic integrity violations before dates when courses normally may be dropped will not be permitted to drop courses in which such grades are imposed.

Procedure for Academic Integrity Violation Appeals

1. Once the VPAA has notified the student of the decision of the Academic Integrity and Appeals Committee, the student may appeal the adjudication of the AIAC within seven (7) calendar days.

2. The student is responsible for supplying all information, as well as for presenting a compelling reason for overturning the decision of the adjudicating body.

3. The student will appeal directly to the Vice-President for Academic Affairs and Assistant Vice-President for Academic Affairs.

4. The Chair of the AIAC will attend in an advisory capacity and for purpose of clarification, but will be a non-voting member, unless a tie occurs.

5. This decision will be final.

Procedure for Non Academic Integrity Grade Appeals

The purpose of this Grade Appeal Policy is to provide a procedure for resolving students’ grievances about instructors’ course grade(s) and/or their method(s) of evaluation. Instructors and any subsequent reviewers of grade challenges must notify the student of his/her right to appeal. It is the student’s responsibility to file the appeal at each stage of the process.

This policy does not apply to issues involving non-academic probation, academic probation or suspension/expulsion, readmission applications, harassment, disability, or discrimination. Please refer to the UMO policies pertaining to such matters for applicable information and procedures.

Initiation of Grade Appeals

Students are encouraged to discuss grades with their instructors at any time. With the exception of penalties for academic integrity violations, no appeal concerning course grades may be initiated until final grades have been posted for the course at issue.

Grade Appeal Steps
1. A student who has a grievance concerning a final course grade or a faculty member’s method(s) of evaluation first should seek resolution of the issue with the faculty member within fourteen (14) calendar days from the end of the session. The instructor shall respond to the student in writing within seven (7) calendar days of the meeting. If the student and the instructor cannot resolve their difference by a meeting, the student may proceed to a grade appeal to the Department/Division Chair.

2. The student must present the grade appeal to the Department/Division Chair or Dean’s office in which the coursework was performed within seven (7) calendar days after the appeal to the professor (Step One) has concluded. (See Step 2a, below for determination of the party to whom an appeal should be directed.)

The formal appeal must include the following information:

- Name and PCID;
- Course, semester, instructor;
- all of the facts involved in the issue that are known by the student;
- specific reasons for the appeal;
- the student’s proposed solution to the issue; and
- any material that supports the appeal.

The instructor shall be responsible for supplying the Department/Division Chair or Dean’s office with relevant course materials and a grading rationale. The Department/Division Chair or Dean’s office may obtain additional evidence, if any exists, should s/he believe it could facilitate a fair resolution to the appeal. The Department/Division Chair or Dean’s office shall provide a written response to both the instructor and the student within seven (7) calendar days of receiving a Grade Appeal.

If the appeal concerns the Department/Division Chair as a course instructor, the Chair shall be recused and the student shall submit his/her appeal directly to the Dean’s office of the School concerned. Otherwise, the appeal shall be directed to the Department/Division Chair.

3. In addition to the reporting requirements above, the Department/Division Chair shall provide a copy of his/her final report to the Dean of the School in which the Department/Division is housed. The Dean’s office will monitor the reports from the Department/Division Chairs for consistency across the school and offer suggestions to enhance the decision-making process at regularly scheduled Chairs meetings.

4. If the Department/Division Chair/Dean’s office upholds the student’s appeal, no further action will be taken. If the Department/Division Chair/Dean’s office denies the appeal, the student has the option to appeal to the Academic Integrity and Appeals Committee (AIAC) within seven (7) calendar days from the date when an appeal to the Department/Division Chair/Dean has been denied. It is
the student's responsibility to provide all the evidence. The Committee will make a decision based on all evidence provided by all concerned parties. However, the Committee may, at its discretion, request additional evidence (such as electronic records) that might assist in establishing the full facts of a case. The Committee shall issue a report of its findings, conclusions and recommendations to the Vice-President of Academic Affairs within seven (7) calendar days. A dissenting opinion report also may be submitted in the event of a split vote.

a. If the AIAC finds that the weight of evidence supports the instructor’s grading decision, the Committee shall recommend that the appeal be denied.

b. If the AIAC finds that the weight of evidence supports the appeal, the Committee shall recommend that the appeal be granted.

While any student has the right to appeal any grade, certain restrictions will apply. If a student appeals a grade to Level One (professor) and receives a grade change, at that point in the process, the student may accept the grade change or appeal to Level Two (Department/Division Chair). However, any further appeals to Level Two (Department/Division Chair) or Level Three (AIAC) must start with the original grade. This avoids the problem of grade inflation due to continued grade changes from Level to Level.
Programs of Study

General Education Competency Requirements

The University of Mount Olive (UMO) understands that the goal of a general education curriculum is to provide students with a foundation of holistic inquiry. The University has identified four general education competency areas with twelve associated student learning outcomes, and courses to meet this goal.

General Education Competency Areas and Associated Student Learning Outcomes

Competency Area 1: Communication

Written and Oral:
University graduates should be able to write and speak effectively. Effective writing uses a clear and organized structure to develop a logical point and utilizes the conventions of standard written English. To demonstrate effective writing and speaking UMO graduates will be able to:
1. Write clearly and effectively in Standard Written English
2. Speak clearly and effectively in Standard English

Technology/Information Literacy:
The 21st century workplace requires technological proficiency. UMO graduates will be able to:
3. Use 21st century technology to retrieve and communicate appropriate information across a variety of formats.

Competency Area 2: Cultural Literacy & Global Awareness: Upon completion of their degree program, students will have developed a deeper understanding of the relation of self to world through investigation of the influence of social, cultural, historical, economic, and political institutions in shaping human thought, value, and behavior.

Fine Arts:
The fine arts curriculum is planned to provide a broad quality education in the arts and humanities and to develop in the student an appreciation of the whole self and the universality of the human experience. Upon completion of the GER, students will be able to:
4. Use appropriate critical vocabulary to describe and analyze how the arts are integrated with different cultural values and works of artistic expression.

History:
The study of history prepares students to read and analyze works with critical insight and appreciate the range and variety of resources, as well as demonstrate knowledge of the development and cultural diversity of their respective areas of study. Upon completion of the GER, students will be able to:
5. Draw on historical perspective to evaluate contemporary problems/issues.
**Literature:**

The study of literature helps students examine the major questions about the meaning of life that are inherent in human cultures from ancient to modern times. Upon completion of the GER, students will be able to:

6. Identify historical, cultural, and biographical contexts for selected literary texts and apply them interpretively to assigned reading.

**Global Understanding/Citizenship:**

The study of cultural differences helps students become global citizens. Upon completion of the GER, students will be able to:

7. Understand cultural differences, demonstrate knowledge of global issues, and understand his or her own culture in a global context.

**Religion:**

The study of Religion equips students with the tools to examine and understand religious convictions. Upon completion of the GER, students will be able to:

8. Identify and utilize appropriate resources to guide interpretation of Religious beliefs

**Competency Area 3: Problem Solving / Analytical Skills**

**Critical Thinking and Reasoning**

Students demonstrate the abilities to solve problems analytically and to think in rational and open-minded ways. Students with competency in this area should be able to:

9. Use logic to draw conclusions, form hypotheses, and make informed decisions

**Quantitative Reasoning**

Students demonstrate knowledge of quantitative reasoning. Students with competency in this area should be able to:

10. Perform the mathematical operations encountered in everyday life, including the computation of data and the interpretation of graphical representations.

**Competency Area 4: Faith and Character Formation**

**Interpersonal Values (responsibility to others):**

11. UMO graduates will develop sensitivity to the backgrounds of others, cultivate the ability to dialogue constructively with others, and demonstrate attentiveness to the needs of others. Different backgrounds include (but are not limited to): ethnicity, religion, age, gender, cognitive ability, family situations, and sexual orientation.

**Intrapersonal Values (responsibility to self):**

12. UMO graduates will be able to define their own personal values and demonstrate the ability to make decisions in accord with those values.

The most current listing of the University’s General Education Core (GER) requirements is maintained by the Registrar and posted [online](#). For a student transferring from a North Carolina community college, the University of Mount Olive will accept the Universal General Education Transfer Core (UGETC) as transfer credits for the University of Mount Olive General Education Core Competency Requirements.
Degree Programs

Undergraduate Degrees:

**Associate of Arts (A.A.) Degree**
General Studies

**Associate of Science (A.S.) Degree**
Agriculture
General Studies

**B.A. / B.S. Degree**
Students may transfer up to 64 semester hours from a two-year institution, or up to 94 semester hours towards a BA/BS/BBA degree. To qualify for a Bachelor of Arts or a Bachelor of Science Degree, a student must complete an approved General Education Program and a major program of study. A student should also consider choosing a minor program of study and may choose to double major.

**B.A.S. Degree**
Students who have an Associate in Applied Science Degree may transfer up to 64 semester hours from a two-year institution toward a B.A.S. Degree. To qualify for a B.A.S. Degree, a student must be a graduate of a regionally accredited technical institute or community college, must complete an approved General Education Program, and must complete a cognate course of study (a sequence of 27–36 semester hours). Eighteen of the 27–36 semester hours of the cognate must be 300/400-level courses in residence.

**Bachelor of Arts: Majors**
- Art
- Biology
- Education-English
- English
- History
- Liberal Studies
- Mathematics
- Photography
- Psychology
- Religion

**Bachelor of Science: Majors**
- Agricultural Production Systems
- Agricultural Production Systems: Outreach & Extension Education
- Agriculture: Agribusiness
- Agriculture: Animal Science
- Agriculture: Environmental & Natural Resources
- Agriculture: Plant Science
- Biology
- Biology: Ecological and Environmental Science
- Business Administration: Accounting
Business Administration: Business Analytics
Business Administration: Business Management
Business Administration: Computer Information Systems
Business Administration: Finance
Business Administration: Healthcare Management
Business Administration: Human Resource Management
Chemistry
Chemistry: Biochemistry
Criminal Justice and Criminology
Education: Agricultural Education
Education: Early Childhood Education (B-K)
Education: Elementary Education (K-6)
Education: Health and Physical Education
Education: Mathematics
Education: Music-Instrumental/Vocal
Education: Science
Education: Social Studies
Education: Special Education: General (K-12)
Education: Teacher Education (Licensure Candidate)
Education: Teacher Education (Lateral Entry)
Graphic Design
History
Leadership
Mathematics
Music (Sacred, Vocal, Piano, or Instrumental Concentration)
Psychology
Recreation and Leisure Studies: Exercise Science
Recreation and Leisure Studies: Generalist
Recreation and Leisure Studies: Leisure Service Management
Recreation and Leisure Studies: Recreational Therapy
Recreation and Leisure Studies: Sports Communication
Recreation and Leisure Studies: Sports Management
Religion
Veterinary Bioscience

Bachelor of Applied Science: Cognates

History
Mathematics
Religion

Minors
requirements. Courses taken to fulfill requirements for a major cannot be counted to fulfill requirements for a minor.

Certificates:
- Business Analytics
- Technical and Professional Communication

All degree sheets are found on the UMO website.

Special Programs and Scholarships

The University of Mount Olive offers institutional scholarships and grants to qualified traditional students who are enrolled fulltime.

A summary of the criteria and award amounts are listed at this website address: https://umo.edu/admissions/financial-aid/incoming-freshman/.

Military Friendly® School
The University of Mount Olive is designated as a Military Friendly® school by Victory Media who honors the top 20 percent of colleges, universities, and trade schools which are doing the most to embrace America's veterans as students. For information regarding services available for our military students, please follow this link.

The Honors Program – Traditional Students

Students who receive a UMO Presidential Scholarship or graduate from a community college having completed an affiliated Honors Program automatically qualify for the UMO Honors Program. Other students may apply for admittance into the Honors Program provided they have completed no more than two semesters of full-time collegiate enrollment and have a demonstrated record of academic success, leadership, and service. Students interested in applying for admittance into the Honors Program should contact the Honors Program Director, Dr. Brenda Cates (bcates@umo.edu).

Retention
To continue in the Honors Program at UMO, students must:
- Be enrolled in a full-time program of studies in accordance with UMO policy.
- At the end of each semester, achieve a minimum 3.300 cumulative GPA.
- At the end of each academic year, earn a cumulative total of semester hours that is equivalent to an average of at least 15 semester hours for each full-time term of enrollment at UMO (summer terms excluded).
- Complete an Honors course each semester earning a minimum grade of a C.
- Actively participate in the Honors Club.

Note: Presidential Scholarship retention standards may differ from the criteria outlined above.

Probation/Removal
Honors students who fail to achieve the minimum GPA and hour requirements for retention may be placed on probation provided their cumulative GPA is at least 3.000 and
they are no more than 3 semester hours short of the required minimum cumulative number of hours. Probation is limited to one opportunity and may not extend beyond one semester. While on probation, students may enroll in Honors courses and participate in the Honors Club. Students placed on probation at the end of the spring semester may use UMO summer classes to rectify a GPA or hour deficiency.

Students who fall below the minimum GPA or hour requirements for probation, fail to earn a minimum grade of C in an Honors course, or fail to rectify a GPA or hour deficiency after one semester of probation will be removed from the Honors Program. Students who are sanctioned for an Academic Integrity violation will be immediately removed from the Honors Program and withdrawn from any Honors course in which they are currently enrolled.

**Honors Program Curriculum**

The purpose of the Honors Program is to facilitate students’ development of a sense of the unity of knowledge implicit in a liberal arts education and a scholarly and collaborative community. To this end, courses are more academically rigorous than the more traditional classes. Further, the Honors Program offers students additional opportunities for collaboration and the development of a sense of community through seminars, forums and service projects.

**Academic Schools**

The academic structure of the University of Mount Olive is housed in three schools: The Tillman School of Business, The School of Arts and Sciences, and The School of Agriculture and Biological Sciences.

**Tillman School of Business**

The Robert L. Tillman School of Business provides students with a fundamental knowledge of business functions and processes as well as understanding of the free enterprise system. The degree programs prepare students for numerous career opportunities in the public and private sectors. In all majors, strong efforts are made to familiarize students with the problems and opportunities of modern economic life and to prepare them for intelligent citizenship and further educational development. Its undergraduate programs provide a foundation of proven excellence as internationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and regionally by the Southern Association of Schools Commission on Colleges (SACSCOC).

**School of Arts and Sciences**

The School of Arts and Sciences provides critical and imaginative opportunities in the classroom, as well as opportunities for experiential learning. These opportunities exist to:

- Give students a broad understanding of their fields and their relation to surrounding disciplines,
- Engage students in relevant methodologies and practices, and
• Develop writing skills consistent with research and best practices within their chosen disciplines

Additionally, the school provides real-world opportunities through presentations, exhibits, experiments, demonstrations, festivals, and conferences. Students thus gain competencies that prepare them for employment and for graduate school. They also leave with perspectives, based in the Christian liberal arts tradition, which can lead to lives of creative and intellectual fulfillment.

School of Agriculture and Biological Sciences

The purpose of the School of Agriculture and Biological Sciences is to:
• Prepare Agriculture Educators to equip the next generation of agriculture students,
• Equip future farmers with state of the art skills in plant and animal sciences,
• Develop professionals ready to advance the business of agriculture, and
• Prepare biologists and environmental scientists with strong research and industry-ready skills.
Undergraduate Course Descriptions

ACC 211 (3 sh) Principles of Accounting I  
F/S/OL
An introduction to accounting principles as they apply to sole proprietorships and partnerships. Emphasis is on the accounting cycle, recording, classifying, and summarizing accounting information.

ACC 212 (3 sh) Principles of Accounting II  
F/S/OL
An introduction to accounting principles as they apply to corporations. Additional topics include managerial accounting, income taxes, and preparation of cash flow statements. Prerequisite: ACC 211

ACC 311 (3 sh) Intermediate Accounting I  
F/OL
A focus on application of financial theory to account evaluation, analysis of working capital, and determination of net income. Also included is a study of present value concepts, short-, intermediate-, and long-term obligations; and investments. Prerequisites: ACC 211 and 212.

ACC 312 (3 sh) Intermediate Accounting II  
S/OL
A continuation of ACC 311 that includes the following topics: long-term assets, liabilities, leases, income taxes, pensions and post-retirement benefits, owner’s equity (including earnings per share), investments, statement of cash flows, and inflation. Prerequisite: ACC 311.

ACC 320 (3 sh) Individual Taxation  
F/OL
A study of federal taxation principles, theories, and problems as they pertain to the determination of taxable income and computation of tax liability for individuals. Emphasis is on evaluation of business transactions from a tax point of view, tax minimization, and individual tax return preparation. Prerequisite: ACC 211.

ACC 321 (3 sh) Corporate Taxation  
S/OL
A study of federal tax laws as they relate to C-corporations, S-corporations, partnerships, and international transactions. Prerequisite: ACC 311.

ACC 330 (3 sh) Cost Accounting I  
F/OL
A study of financial reporting for use by managers for internal planning and control purposes. Topics are considered from the perspective of both preparers and users. Topics include cost-volume-profit analysis, product costing systems (job costing, process costing, and activity-based costing), and use of budgets for planning and control, and cost allocation. Prerequisites: ACC 211 and 212

ACC 410 (3 sh) Advanced Accounting  
F/OL
A study of advanced accounting theory and practices, partnerships, business combinations, consolidated financial statements, and international accounting topics. Prerequisite: ACC 312

ACC 420 (3 sh) Auditing  
S/OL
A study of standards, procedures, problems, practices, and theories of financial statement audit analysis that includes examination of systems and internal controls used in management, as well as other professional topics. Prerequisite: ACC 311.

ACC 426 (3 sh) Fraud Examination  
F/OL
An examination of the principles and methodology of fraud detection and deterrence. The course includes such topics as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses. Prerequisites: ACC 211 and 212

ACC 430 (3 sh) Governmental and Nonprofit Accounting  
F/OL
A study using fund accounting of principles, operations, and financial reporting that includes budgetary control and auditing for administration of state and local governments and non-business enterprises. Prerequisites: ACC 211 and 212.
ACC 440 (3 sh) Accounting Information Systems  
Electronic Data Processing (EDP) Auditing for students preparing for careers in accounting, information services, business design, quality assurance, and related disciplines. This course emphasizes the skills, tools and procedures needed to evaluate properly EDP controls. Concepts and techniques used in EDP Auditing are examined from general, industry-specific, and technological points-of-view. Prerequisites: MIS 300, ACC 211 and 212.

ACC 483 (3 sh) Accounting Research  
An introduction to the extensive body of accounting literature through research papers. The literature examined includes the Internal Revenue Service Code and Regulations, International Accounting Standards, and Generally Accepted Auditing Standards. Prerequisite: BUS 202, BUS 302, ECO 201, & ECO 202 with grade of C or better.

ADV 100 (3 sh) Advisement and Fundamentals of Student Success  
This course is an orientation to college that includes discussion of the liberal arts heritage, introduction to Mount Olive College resources, requirements, and baccalaureate options; and strategies for academic success that include critical thinking, communication (writing, speaking, technology), learning styles, study skills, global appreciation and time management. GER: Technology/Information Literacy

ADV 113 (1 sh) Student Success Seminar Major and Career Exploration:  
ADV 113 will provide developmental and academic topics to provide knowledge and resources for students to make rational decisions about majors and introduce elements of the career planning process. Students will participate in writing activities, discussions, events, learning style inventories, networking, overview of college majors, and assessment tools. This course is designed for students who have not declared a major.

ADV 114 (1 sh) Student Success Seminar: Study Skills  
ADV 114 is designed for first year students with academic difficulties after their first semester. The course is mandatory for those students on academic probation or academic hold and strongly encouraged for those students on Early Alert. Through class activities, individual meetings with the instructor, and assigned writing, students identify reasons for their academic difficulties and learn new habits and attitudes for achieving academic success. The instructor will monitor the students’ progress and attendance in all classes. The goal of the course is to assist students to return to good academic standing by the conclusion of the semester.

AGB 110 (3 sh) Introduction to Agribusiness Economics  
Introduction to the principles of agricultural microeconomics, including a survey of the role and characteristics of agricultural business in our economic system. Basic economic concepts concerning price determination, profit maximization, and resource use are emphasized. The use of economic principles as applied to the production and marketing decisions made by managers of agricultural firms is demonstrated.

AGE/AGB 115 (2 sh) Issues in Agriculture  
In this seminar course, students will be introduced to and evaluate current, critical issues impacting the field of agriculture such as animal rights/welfare, natural resources conservation and policy, food safety, foreign agriculture policy, the role of technology, modern agribusiness practices and careers.

AGB 210 (3 sh) Introduction to Global Food Systems  
This course introduces issues related to global food systems and the challenges of ensuring food security for all the world, climate change, globalization, shifting demographics, and new technologies. Topics such as food production, population growth, food safety and genetically engineered foods, organic food, animal welfare issues, agricultural and food policy, fast and processed food, and food and health issues. GER: Global Understanding

AGB 310 (3 sh) Agribusiness Farm Management  
This course is an introduction to the analytical and planning techniques for making business decisions centered on farm business applications. Economic principles and management concepts such as budgeting, accounting, finance credit, investment analysis, business organization, risk and taxes as related to practical problems of operating a farm business.
AGB 315 (3 sh) Business Applications in Agriculture  
F/S
The course provides training on essential business skills necessary for students in the agricultural industry. Emphasis is placed on topics such as using spreadsheets and databases to analyze agricultural data, using word-editing and image-processing software to develop professional reports, writing business plans, developing websites to market agribusiness products, developing mapping tools for farm planning and agricultural markets research, and using optimization tools in agribusiness management applications.

AGB 325 (3 sh) Agricultural Law  
F/S
This course provides an introduction to the legal institutions under which agribusinesses operate. Technical aspects of agricultural markets covered include topics such as agricultural taxation, animal law, environmental and water law, estate planning and farm transition, landlord-tenant law, pesticide law, and labor law.

AGB 370 (3 sh) Rural Development and Entrepreneurship  
F
Course Description: This course is a study of the importance of entrepreneurship in the development of rural areas and the process of identifying economic opportunities for entrepreneurs. Strategic planning regarding economic and financial feasibility of rural business ventures with emphasis on processes for developing a comprehensive enterprise analyses are discussed.

AGB 415 (3 sh) Agricultural Markets  
F/S
This course provides an introduction to the institutional underpinnings and organizational structures of agricultural markets. Technical aspects of agricultural markets covered include topics such as grading and certification, spot pricing, auctions, contracting, hedging using agricultural futures markets, structures of agricultural markets and competition, agricultural cooperatives, and agricultural market information.

AGB 370 (3 sh) Environmental/Natural Resources Economics  
S
This course is a study of issues in economics of the environment & natural resources. Emphasis is given to factors involved in decision making by society and institutions about environmental and natural resource issues, and to problems of evaluating private and social benefits and costs of altering the environment. The interaction of individuals, institutions, and technology in problems of establishing and maintaining acceptable levels of environmental quality are studied. Prerequisites: AGB310, ECO300 or ECO201

AGB 425 (3 sh) Agricultural Policy  
F/S
This course provides an introduction to the major components of agricultural and food policy in the United States. In addition to discussing technical aspects of farm programs introduced under legislation such as the Agricultural Adjustment Act of 1933 and the Agricultural Act of 2014, the institutional underpinnings of agricultural and food policy are introduced. Economic decision-making frameworks to help producers decide which programs to participate in are also presented.

AGB 435 (3 sh) Agricultural Finance  
This course provides an introduction to the principles and practices of agribusiness finance, focusing on the unique institutional aspects of the agribusiness finance industry. Technical aspects of agribusiness finance covered include topics such as agricultural loan pricing and profitability analysis, an overview of the Farm Credit System, analysis of agribusiness investments, financial statements and information flows in agribusinesses, financial ratio analysis, ownership and leasing of farm land, and risk management in agribusinesses.

AGB 483 (3 sh) Senior Research Project  
S
The study incorporates aspects of agribusiness, management, marketing, and economics, and will be comprehensive, including both theoretical and applied concepts. Prerequisites: ECO201 or ECO 300

AGB 485 (3 sh) Special Topics in Agribusiness  
S
A class or tutorial that covers a topic not normally covered in depth in other course offerings.

AGB 493 (3 sh) Internship  
TBA
An integrated, supervised Agribusiness work experience coordinated with the degree program and internship site. Prerequisite: Permission of Instructor
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>AGE 115 (2 sh)</td>
<td>Issues in Agriculture</td>
<td>In this seminar course, students will be introduced to and evaluate current, critical issues impacting the field of agriculture such as animal rights/welfare, natural resources conservation and policy, food safety, foreign agriculture policy, the role of technology, modern agribusiness practices and careers.</td>
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<tr>
<td>AGE 116 (3 sh)</td>
<td>Introduction to Animal Science</td>
<td>Course will cover principles of animal management; contributions of animals and animal products to humanity; application of science to animal production; issues regarding animal production and the environment to include air and water quality issues; basic principles of inheritance in plants and animals of agricultural significance.</td>
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<tr>
<td>AGE 116L (1 sh)</td>
<td>Lab</td>
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<tr>
<td>AGE 150 (3 sh)</td>
<td>Agricultural Mechanics—Wood and Metal Technology</td>
<td>This course provides both theory and hands-on instruction in the areas of woodworking and welding. Emphasis in the woodworking section will be placed on the proper use of the woodworking shop including shop orientation and organization. Students will have the opportunity to plan, sketch, figure a bill of materials and correctly use hand and power woodworking tools in the construction of a woodworking project. Emphasis in the welding section will be placed on students learning the proper use of a metal shop including shop orientation and organization. Students will plan, sketch, and determine a bill of materials for a metal project. Students will learn to use gas heating, cutting, brazing, and welding equipment along with arc and MIG/TIG welding equipment to construct the metal project. Safety skills will be emphasized throughout the entirety of the course.</td>
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<tr>
<td>AGE 211 (4 sh)</td>
<td>Crop Science</td>
<td>This course involves the examination of the adaptation, growth, development, and production management systems employed for producing and maintaining the major field and turf crops. Cultural practices including those impacting on soil quality, weed, insect, and disease behavior will be emphasized. Prerequisite: AGE 116 or permission of the instructor</td>
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<tr>
<td>AGE 215 (3 sh)</td>
<td>Field Experiences in Agriculture</td>
<td>This course will provide students with hands-on experiences in growing and managing a small farm. Lectures, reading, and hands-on activities focus on all aspects of planning, implementing and operating an agricultural production operation. Students will be exposed to all aspects of production including: propagation, crop establishment, irrigation, crop management, soil considerations, pest and disease practices, crop harvesting and maturity, post-harvest considerations, marketing, special event planning and execution, record keeping and small farm management.</td>
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<tr>
<td>AGE 240 (3 sh)</td>
<td>Horticultural Methods</td>
<td>This course is an examination of the principles of plant growth and development relating to production and utilization of fruit, vegetable, floricultural, and ornamental crops. Emphasis is placed on a survey of the various areas of horticulture and their importance to society. Prerequisite: permission of the instructor</td>
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<tr>
<td>AGE 240L (1 sh)</td>
<td>Lab</td>
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<tr>
<td>AGE 250 (3 sh)</td>
<td>Agricultural Mechanics—Small Engines and Electrical Technology</td>
<td>This course provides both theory and hands-on instruction in the areas of small engines and electricity, agricultural structures and construction, plumbing, and concrete. Emphasis in the small engines section will be placed on small engine systems including the compression, fuel, governor, electrical, and cooling and lubrication systems. Troubleshooting methods will be emphasized and how to apply and select engines for applications will be presented. Emphasis in the electricity section will be placed on the understanding of basic electrical principles, planning and installing simple wiring systems, the utilization of electronic principles in agricultural settings and installation and maintenance of electric motors and controls. The plumbing, construction, and concrete topics will include basic concepts and skills related to these topics. Safety skills will be emphasized throughout the entirety of the course.</td>
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AGE 316 (4 sh) Animal Production and Management
This course and lab will cover anatomical and physiological mechanisms, advanced animal handling techniques, animal husbandry, principles of nutrition and metabolism of different species. Prerequisite: AGE 116 or permission of instructor.

AGE 317 (3 sh) Student Organizations and Leadership
This course will develop focus on the theories, principles and techniques for organizing, administering and supervising student organization activities. Prerequisite: AGE 115 or permission of instructor.

AGE 318 (3 sh) Experiential Learning in Agriculture
This course will include planning, organizing, implementing, supervising and evaluating Supervised Agricultural Experience (SAE) programs in agriculture. Prerequisite: AGE 115 or permission of instructor.

AGE 319 (3 sh) Agriculture Leadership in Rural Communities
This course will address the range of challenges - political, financial and environmental - facing agriculture and rural industries. Students will develop an understanding and awareness of strategic issues likely to affect agriculture and agribusiness. Students will learn how to become better motivators and communicators and gain a greater insight into rural issues. Best practices of successful leaders representing various organizational contexts throughout rural communities will also be investigated and evaluated. (Prerequisite: AGE 115 or permission of instructor)

AGE 320 (4 sh) Forest Management
This course focuses on the silvicultural characteristics and growth requirements of forest trees; dynamics of stand growth, species-site relationships, site productivity, forest pest interactions, hydrology and nutrient cycling in forest ecosystems; emphasis on understanding and applying ecological principles to the production of multiple benefits at the forest community level. Prerequisite: CHE 110 or higher or permission of the instructor.

AGE 321 (4 sh) Plant Management, Identification and Utilization
This course will focus on methods of plant and silvicultural identification including characteristics and growth requirements. Site relationships, productivity, pest interactions, nutrient needs and cycling in forest and plant ecosystems will be investigated. The laboratory will focus on identification techniques recognition of pest problems, identification of nutrient deficiency symptoms and utilization of forest management tools. Prerequisite: AGE 240 or instructor permission.

AGE 350 (4 sh) Forages and Weed Management
This course focuses on the role of forage crops in the agricultural industry as well as the growth and development of forage plants. The ecology of pasture systems and responses to agronomic and animal management practices will be discussed. The fundamentals of weed biology as well as cultural, biological and chemical weed control in pastures and cropping systems will be examined.

AGE/EES 360 (4 sh w/Lab) Soil Science
This course is an in-depth study of soils and soil behavior, and how soils are affected by human activities. Topics include the physical, chemical and microbiological properties of soils, soil taxonomy, soil ecology, and soil fertility. Prerequisite: CHE 110 or higher or permission of the instructor.

AGE 381 (1 sh) Special topics
This course includes topics not regularly offered, but designed to meet the needs and interests of students. Prerequisite: permission of instructor.

AGE/EES 390 (3 sh) Integrated Water Resource Management
A study that deals with science- and economic-based water resource management for rural, urban, agricultural, and industrial utilization and conservation for natural ecosystems integrated into a web for sustainable consumption on a local, regional, and global landscape. Prerequisites: EES120/120L or AGB 110 or permission of the instructor.
AGE 415 (3 sh) Research and Innovation in Agricultural Education  F
Students will use problem solving and critical thinking skills to answer research dependent questions within the agriculture and education fields. Students will work independently under guidance of the instructor to address the answers to the student generated research questions. Prerequisite: EDU 312.

AGE 417 (3 sh) Program Planning in Agriculture Education  S
This course will discuss principles of program planning applied to educational programs in agriculture; includes theory and field experiences in planning, organizing, and evaluating high school and adult education programs. Includes development of needs assessments, short- and long-term planning goals and program administration. Prerequisite: AGE 316 or permission of instructor.

AGE 419 (3 sh) Delivering Non-Formal Educational Programs  F/S
This course addresses adult learning theory and practice, including planning non-formal educational programs, methods of instructional delivery, effective use of instructional technology, marketing educational programs, and evaluation of educational outcomes. Prerequisite AGE 115 or permission of the instructor.

AGE 421 (4 sh) Integrated Pest Management  S
Principles of integrated pest management focusing on systems analysis as a means to integrate management tactics, environmental and biological monitoring, pest control models, and implementation elements. Prerequisite: AGE 211 or instructor permission.

AGE 425 (3 sh) Internship in Agriculture Education  F/S
This course is a study of the principles and techniques for organizing, administering, and supervising student organization activities in communities, businesses, and learning institutions. It includes strategic problem solving and organization development. Prerequisite: EDU 312

AGE 426 (3 sh) Internship in Agriculture Education II  F/S
This course is a study of the principles and techniques for organizing, administering, and supervising student organization activities in communities, businesses, and learning institutions. It includes strategic problem solving and organization development. Prerequisite: AGE 425

AGE 450 Bio and Ag Engineering (4 sh w/Lab)  F
This course is a study of agricultural machinery principles, energy requirements, operation, calibration and environmental considerations. It includes study of engine principles and their application to engine power, efficiencies and systems, and power trains and hydraulic systems. It includes application of basic machinery and power principles to mechanical needs in agriculture and environmental systems. Prerequisites: AGE 150 and AGE 250.

AGE 489 (2 sh) Agriculture Education Research Project  F/S
Students work with extension, governmental agencies, or agribusinesses to develop and understand collaborative working relationships and to develop professional skills. The work includes a research project that requires investigation, experimentation, and critical examination of studies in agricultural education and related fields. Prerequisite: junior standing.

AGE 498 (4 sh) Agriculture Education Senior Research Project  F/S
Students work with extension, governmental agencies, or agribusinesses to develop and understand collaborative working relationships and to develop professional skills. The work includes a research project that requires investigation, experimentation, and critical examination of studies in agricultural education and related fields. Prerequisite: junior standing.

ART 110 (3 sh) Art Appreciation  F/S/OL
This is an introductory course designed to increase understanding of the visual arts. GER Fine Arts & Global Understanding
ART 115 (3 sh) Design Fundamentals  
This course is a detailed study and application of the visual art elements, principles of organization, form, and visual composition as they relate to two-dimensional design. Prerequisite: Art, Photography, or Graphic Design Major; or Art or Graphic Design Minor. Non-Majors by permission of Department Chair

ART 121 (3 sh) Drawing Fundamentals  
This course is an introduction to drawing with an emphasis on the visual art elements, composition, and media exploration. Prerequisite: Art, Photography, or Graphic Design Major or Art Minor. Non-Majors by permission of Department Chair

ART 122 (3 sh) Painting Fundamentals  
This course is an experimentation of studio techniques necessary for expressive painting problem solving. An emphasis will be placed on proper uses of grounds, supports, and pigments. Prerequisite: Art, Photography, or Graphic Design Major or Art Minor. Non-Majors by permission of Department Chair

ART 132 (3 sh) Graphic Design Fundamentals  
This course is an introduction to basic concepts of graphic design with an emphasis on typography and application of layout using type and images and graphics. Prerequisite: Art, Photography, or Graphic Design Major or Graphic Design Minor. Non-Majors by permission of Department Chair

ART 142 (3 sh) Photography Fundamentals  
This course is an introduction to the concepts of digital imaging including methods for capturing, computing, editing, storing and transmitting the digital image. Prerequisite: Art, Photography, or Graphic Design Major or Minor. Non-Majors by permission of Department Chair

ART 143 (3 sh) Photography Fundamentals for Non-Majors  
This course is an introduction to the concepts of digital imaging including methods for capturing, computing, editing, storing and transmitting the digital image. There is also an introductory photography history component to this course. GER: Fine Arts

ART 165 (3 sh) Ceramics Fundamentals  
This course is an introduction to the art of ceramics.

ART 175 (3 sh) Printmaking  
Students taking this course will study relief printmaking methods including linotype and woodcuts. The course will also cover transferring images, papers, ink, and tools used to create relief prints. Prerequisite: Art 115

ART 185 (3 sh) Sculpture  
Students taking this course will study the four basic methods for creating sculpture. They are modeling (additive), carving (subtractive), casting, and construction & assemblage. An emphasis for practical application will be placed on modeling and carving. Prerequisite: Art 115

ART 195 (3 sh) Arts Administration  
This course is a recommended Art Elective. This course introduces students to the important role of the arts in communities and the various skills required for management of an arts organization.

ART 221 (3 sh) Drawing Color and Composition  
This course emphasizes advanced color and composition skills through drawing. Prerequisite: ART 121 or permission of instructor

ART 222 (3 sh) Painting Color and Composition  
This course emphasizes advanced color and composition skills through painting. Prerequisite: ART 122 or permission of instructor
ART 232 (3 sh) Layout & Composition  
This course is a further application of the concepts of the graphic design process with an emphasis on skill development in design and page layout computer applications. Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor; and ART 115 and 132

ART 235 (3 sh) Digital Applications  
This course is an introduction to the concepts related to editing and manipulating digital images. Prerequisite: Art, Photography, or Graphic Design Major; Graphic Design Minor or Photography Minor; and ART 142

ART 241 (3 sh) Advanced Photographic Concepts  
This course is a continuation of ART 142 with an emphasis on application of theoretical photographic concepts. Students will create a portfolio of photographic images that relate to a personal aesthetic. Prerequisite: Art, Photography or Graphic Design Major; or Photography Minor; and ART 142

ART 252 (3 sh) Art History Survey  
This course is a survey of the nature, language, media and cultural heritage of art from earliest art forms through the Modern and Postmodern World. Included in the course are traditional art forms of Europe, Asia, Middle East, Africa, Oceania and the Americas. GER Fine Arts

ART 253 (3 sh) History of Graphic Design  
This course is a survey of the development of graphic design from the invention of writing and printing through the modern era of graphic design. This course provides an historical reference for the cultural significance of graphic design. Prerequisite: Art, Photography, or Graphic Design Major. Non-Majors by permission of Department Chair

ART 254 (3 sh) History of Photography  
This course is a survey of the history of photography from 1826 until present day. GER Fine Arts

ART 255 (3 sh) History of Painting and Drawing  
This course is a survey of the history of painting and drawing from Prehistory through contemporary art. Prerequisites: Art, Photography, or Graphic Design Major or Minor in Art; Non-Majors by permission of Chair. GER Fine Arts

ART 280 (3 sh) Visual Presentations  
This is a course in the study and application of the general concepts of visual presentations. This course is intended for students in various disciplines, who wish to create better class project presentations.

ART 312 (3 sh) Portfolio Development  
This is a portfolio evaluation and preparation course, which will include lectures and instructor critiques of student work designed to assist the student in the development of a final portfolio. The student will also create an artist or designer statement and résumé. Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor; and Junior standing

ART 321 (3 sh) Mixed Media  
This course emphasizes the development of personal expression through the use of mixed media. Prerequisite: ART 121 and 122 or permission of instructor

ART 331 (3 sh) Package Design  
This course is a continued exploration of the concepts of graphic design applying the design process to the creation of two-dimensional package templates and the application of information and graphics to the finished three-dimensional package. Prerequisite: Art, Photography, or Graphic Design Major; and ART 232

ART 333 (3 sh) Design Software Skills  
This course is a recommended Art Elective or General Elective designed to provide additional software skill development for students who need or want to improve their knowledge of graphic design software. The student will study typesetting techniques, photo editing processes, and vector graphic drawing and type manipulation techniques. Prerequisite: Art, Photography, or Graphic Design Major or Minor
ART 335 (3 sh) Digital Composition
An advanced study of concepts related to photographic composition. Prerequisite: Art, Photography, or Graphic Design Major, or Photography Minor; and ART 241

ART 345 (3 sh) Photographic Aesthetics and Techniques
This course is a study of photographic aesthetics as it relates to fine art and applied photography. Student will study photographic techniques that relate to photo theory. Prerequisite: ART 241

ART 360 (3 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the Department according to the student’s needs and interests. Prerequisite: Permission of Instructor.

ART 361 (1 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the Department according to the student’s needs and interests. Prerequisite: Permission of Instructor.

ART 362 (2 sh) Special Topics
This course is an intensive study of a topic related to art as determined by the Department according to the student’s needs and interests. Prerequisite: Permission of Instructor.

ART 365 (3 sh) Bookmaking
This course is an intensive study of the design and creation of handmade books in an art context. Prerequisites: Junior Art major or permission of instructor.

ART 412 (3 sh) Senior Portfolio
This course will involve the creation and documentation of the student’s senior portfolio. Prerequisite: Art, Photography, or Graphic Design Major and Senior standing

ART 422, 423, 424 (3 sh) Fine Arts Studio
These courses involve a maturation of the development of a personal aesthetics. The student will create a related body of work and exhibit the works in a gallery. Prerequisite: ART 221, 222, and 321

ART 425 (3 sh) Advanced Fine Arts Studio
Advanced Fine Arts Studio will allow students the opportunity to further advance their studio work in preparation for Senior Portfolio. Prerequisites: ART 422, 423, and 424.

ART 432 (3 sh) Web Design for Photographers
The student will investigate web design software to create web pages for a photographic site. Prerequisite: ART 241 or by permission of instructor

ART 433 (3 sh) Advanced Graphic Design
This course is a continued exploration of the concepts of the graphic design process with an emphasis on aesthetics and visual effectiveness. The student will create graphic design utilizing the digital tools available with a direction more toward creativity areas such as poster design and ID package design, and branding. Prerequisite: Graphic Design Major or Minor; and ART 331

ART 434 (3 sh) Web Design
This course is a continued exploration of the concepts of the graphic design process with an emphasis on aesthetics and technical aspects of basic web site design. The student will create various types of web sites through the use of tutorials supervised by the instructor. The use of tutorials is intended to provide the student with the experience of learning by following technical instructions. Prerequisite: Art, Photography, or Graphic Design Major; or Graphic Design Minor.

ART 435 (3 sh) Illustration
This course is an investigation of illustration as a means of visual communication and support for ideas, concepts and verbal communication. The course will combine digital and traditional media exploration. Prerequisite: Art, Photography, or Graphic Design Major; Junior level
ART 441 (3 sh) Studio Techniques  F/S
In this course, students will study studio lighting and portraiture techniques used in commercial photography. Students will create a portfolio of images that reflects an applied photographic aesthetic. *Prerequisite: ART 345*

ART 442 (3 sh) Advanced Studio Techniques  F/S
This course is a continuation of ART 441. The student will study advanced studio techniques related to portraiture and product photography. *Prerequisite: ART 441*

ART 443 (3 sh) Photography Portfolio  F/S
This is a capstone course with students demonstrating proficiency in studio techniques or fine art photographic techniques. The images created in this course will aid in the creation of a final portfolio that will be created in ART 412 Senior Portfolio *Prerequisite: ART 442*

ART 461, 462 (1 sh, 2 sh) Art Internship  F/S
An art Internship is a supervised work experience in a visual communication or fine art setting. *Prerequisite: Permission of Department Chair.*

ART 463–469 (3 sh each) Art Internship  F/S
An art Internship is a supervised work experience in a visual communication or fine art setting. *Prerequisite: Permission of Department Chair.*

BIO 100 (3 sh) Introductory Biology  F/S/OL
This course is designed to introduce non-majors to fundamental concepts governing living organisms, including the study of molecular, cellular, and physiological processes as it relates to our daily lives. A major focus will be current and future problems in biology and use of the scientific method to solve them. *GER in Biological/Physical Science*

BIO 100L (1 sh) Introductory Biology Laboratory  F/SOL
The laboratory component of BIO 100 is designed to give students exposure to the fundamental concepts of Biology through experimentation. Topics will parallel material covered in lecture including the scientific method, SI system of measurement and analysis of concepts at the molecular, cellular and population level of biology. *GER in Biological/Physical Science*

BIO 115 (3 sh) Introduction to Biotechnology  F/S
This course is designed to introduce science majors and non-science majors to current and future applications of biotechnology. Major topics include an overview of biotechnology, advances and future trends in biotechnology, bioethics, and career opportunities. *GER in Biological/Physical Science*

BIO 120 (3 sh) Principles of Biology I  F/S
This lecture course is designed to provide science majors with a proper foundation in essential biological concepts including: the chemistry and physiology of biological molecules, cellular structure and function, energy and metabolism, genetics, and biotechnology. The course focuses on biological organization from the molecular to the cellular levels. *Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Biological/Physical Science*

BIO 120L (1 sh) Principles of Biology I Lab  F/S
This laboratory course will focus on scientific discovery via experimental learning. Topics to be covered include: scientific method, diffusion/osmosis, cell membranes, fermentation, photosynthesis and cellular respiration, genetics, and an introduction to biotechnology. *Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Biological/Physical Science*

BIO 121 (3 sh) Principles of Biology II  F/S
This second semester Principles of Biology lecture course focuses on a more detailed investigation of biological topics that include: population biology, animal and plant anatomy, morphology, physiology evolutionary biology, ecology, and animal behavior. *Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Biological/Physical Science.*
BIO 121L (1 sh) Principles of Biology II Lab  
This laboratory course will focus on scientific discovery via experiential learning. Topics to be covered include: investigation of the diversity amongst the major kingdoms or organisms, anatomy and physiology of vertebrates, foundations of ecology, and animal behavior. Prerequisites: Biology, Exercise Science, and Health and Physical Education majors, or permission of instructor. GER in Biological/Physical Science

BIO 205 (3 sh): Survey of Human Anatomy and Physiology  
This is a survey lecture course for non-science majors that cover the basic principles of human anatomy and physiology including basic biochemistry, cells, tissues, and the major organ systems of the human body. The course focuses on how the structure of the human body relates to its physiological function. BIO 205 is prerequisite or co-requisite for 205L. The course may not be counted toward the Biology and Chemistry major or minor. GER in Biological/Physical Science

BIO 205L (1 sh): Survey of Human Anatomy and Physiology  
This is a survey laboratory course for non-science majors that cover the basic principles of human anatomy and physiology including basic biochemistry, cells, tissues, and the major organ systems of the human body. The course may not be counted toward the Biology and Chemistry major or minor. GER in Biological/Physical Science

BIO 220 (3 sh) Ecology  
This course is a study of the interactions that determine the distribution and abundance of organisms. Topics will utilize experiential learning to promote an understanding of the general concepts of nutrient and energy flow, population dynamics, community and habitat structure, animal interactions, and global ecology. Prerequisite: BIO 120/120L or BIO 121/121L or EES 110 or permission of instructor. GER in Biological/Physical Science

BIO 230 (3 sh) General Botany  
This lecture course is a survey of plant kingdom with emphasis on the dynamic, structural, and fundamental aspects of plants and on the life cycles and evolutionary development of selected representative of the major groups. GER in Biological/Physical Science

BIO 230L (1 sh) General Botany Laboratory  
This is a survey laboratory course that covers the basic morphology and anatomy of flowering and non-flowering plants. The laboratory exercises will include structure of plant stem, roots, and leaves, distribution of flowering plants, native and invasive plants of North Carolina, preparation of plant material, herbarium sheets, and identification of vascular plants. GER in Biological/Physical Science

BIO 240 (3 sh) General Zoology  
This course is an introduction to the fundamental facts and principles of anatomy, physiology, embryology, evolution, and the interdependence of animals that includes the study of selected representatives of major groups of the animal kingdom. Prerequisite: BIO 120/120L, 121/121L or permission of instructor.

BIO 240 L (1 sh) General Zoology Lab  
This is laboratory course provides students hands on experience in the anatomy, physiology, embryology and evolution of selected representatives of the major groups in the animal kingdom. Prerequisite: BIO 120/120L, 121/121L or permission of instructor.

BIO 245 (3 sh) Molecular Biology of the Cell  
This course will introduce the students to the fundamental concepts and techniques of cell and molecular biology. Specifically, topics covered will include the molecular mechanisms essential for prokaryotic and eukaryotic physiology, organization and regular maintenance of cellular structure, transcriptional regulation, metabolism and energy, protein synthesis, regulatory pathways, cell-cell interactions, and cellular reproduction. Prerequisites: BIO 120/120L and EES 110, or BIO 121/121L, or permission of the instructor.

BIO 251 (3 sh) Human Anatomy and Physiology  
This course is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, metabolism and the following systems: integumentary, skeletal, muscular, respiratory, and digestive. Prerequisite: BIO 120/120L. GER in Biological/Physical Science
BIO 251 L (1 sh) Human Anatomy and Physiology Lab  F/S
This lab course complements the lecture and is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, metabolism and the following systems: integumentary, skeletal, muscular, respiratory, and digestive. **Prerequisite:** BIO 120/120L. **GER in Biological/Physical Science**

BIO 252 (3 sh) Human Anatomy and Physiology II  F/S
This course is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, physiological response to stress and the following systems: nervous, sensor, endocrine, cardiovascular, lymphatic, excretory, and reproductive. **Prerequisite:** BIO 120/120L.

BIO 252 (1 sh) Human Anatomy and Physiology II Lab  F/S
This lab course complements the lecture and is a study of fundamental biological concepts of humans that includes a study of cell activities, tissues, physiological response to stress and the following systems: nervous, sensor, endocrine, cardiovascular, lymphatic, excretory, and reproductive. **Prerequisite:** BIO 120/120L.

BIO 253 (4 sh) Anatomy and Physiology  F/S
This course is directed toward providing pre-clinical concepts for nursing and other allied health professional students that includes a study of body organization, cytology, and histology, acid/base and fluid/electrolyte balance and all body systems including integumentary, skeletal, muscular, nervous, gastrointestinal, endocrine, reproductive, blood, lymphatic, cardiovascular, respiratory and renal. Basic principles of pathophysiology and pharmacology will be introduced. Demonstration and hands-on laboratory activities will be based on concepts of clinical physical assessment.

BIO 254 (3 sh) Microbiology for Healthcare Professionals  OL
This course is designed to offer a general knowledge of microorganisms with a special emphasis on their relationships with human health and disease. Topics will include pathology and transmission of important infectious diseases of humans, as well as their identification, prevention, control, and treatment.

BIO 262 (1 sh) Microbiology for Healthcare Professional Laboratory  OL
This laboratory section is complementary to BIO 262 lecture, focusing on practical application of concepts in microbiology as needed by healthcare professionals.

BIO 270 (3 sh) Vertebrate Biology and Physiology  F
This course is designed to examine the morphology and physiology of animals utilizing a comparative approach focused on the five major vertebrate classes. This course will emphasize topics including the origins of vertebrates, the influences of ecological and biophysical pressures on vertebrate design, animals and energy, homeostatic regulation of organism function, physiology of vertebrate organ systems, chemical signaling, coordination of neural and locomotor function, the stress response of organisms, and behavioral adaptations to assist biological control mechanisms in animals. **Prerequisites:** BIO 120/120L, BIO 121/121L.

BIO 305 (3 sh) Neurobiology  F
This course will provide an in-depth examination of the human nervous system with an emphasis on the morphological and physiological components. Topics will include neuronal structure and function, neuronal signaling, sensory systems, general neurochemistry, learning and memory, and emotions. Special topics will include diseases of the nervous system relating to the medical and psychological fields. **Prerequisites:** BIO 100, BIO 120, BIO 121, BIO 205, BIO 251, or BIO 252 any with lab.

BIO 315 (4 sh) Research Methods  S
Bio 315 is a team taught course that will expose students to various fields of biological research. It will introduce students to standard research methods that include primary literature searches, experimental design, data and statistical analysis, written and oral presentations and ethical issues in the life sciences. **Prerequisites:** 20 semester hours of science and MAT 240, or permission of instructor.

BIO 323 (3 sh) Marine Biology  S Even
This course focuses on the biological and oceanographic analysis of marine environments focusing on ecology, population dynamics, and biology of marine organisms. **Prerequisites:** BIO 120/L, BIO 121/L, CHE 221/L, CHE 222/L.
BIO 350 (3 sh) Genetics  
This course is a study of heredity, the transmission of traits from parents to offspring, from both a population, individual organism, and molecular approach.

BIO 355/BIO 355L (4 sh) Developmental Biology  
F/S  
This course will focus on the principles and mechanisms of plant and animal development. Lecture topics will focus on how cells divide, differentiate, and form tissues and organs in the correct position. Primary developmental processes including fertilization, cleavage, gastrulation, neurulation and organogenesis will be studied, using a variety of model systems. The lab will involve experimental aspects of plant and animal development. Prerequisites: BIO 245 and/or 270, BIO 350.

BIO 360 (3 sh) Microbiology  
F/S  
This course will focus on the principles and mechanisms of plant and animal development. Lecture topics will focus on how cells divide, differentiate, and form tissues and organs in the correct position. Primary developmental processes including fertilization, cleavage, gastrulation, neurulation and organogenesis will be studied, using a variety of model systems. The lab will involve experimental aspects of plant and animal development. Prerequisites: BIO 120/L.

BIO 361 (1 sh) Microbiology Laboratory  
F/S  
This laboratory course focuses on aseptic techniques, biosafety, media preparation, microscopy, the structure, function, cultivation and identification of bacteria and other microbes. Prerequisites: BIO 120/L.

BIO 365 (3 sh) Evolutionary Biology  
F  
This course will provide an overview of the current field of evolutionary biology focusing on the fundamental scientific principles that have shaped and influenced biodiversity. By the completion of this course students will be able to explain the major topics in evolutionary biology including the theory of evolution by natural selection, the history of evolutionary theory, mechanisms for evolution, population genetics, sexual selection, kin selection, phylogenies, macro and microevolution, and empirical data supporting evolution. Prerequisites: BIO 120/120L, BIO 121/121L.

BIO 380 (3 sh) and BIO 381 (4 sh) Special Topics  
F/S  
A lecture or seminar series that represent material not typically offered under another course. Topics may include developmental biology, nucleic acids techniques, or other subjects as the needs of the students and expertise of the faculty warrant. Prerequisites: BIO 120/120L, BIO 121/121L.

BIO 410 (3 sh) Cell Biology  
F/S  
Cell biology is the study of the structure and function of prokaryotic and eukaryotic cells. This is a topics course that will include discussion on the following: the synthesis and function of macromolecules such as DNA, RNA, and proteins; control of gene expression; membrane and organelle structure and function; bioenergetics; and cellular communication. Prerequisites: BIO 245 or permission of instructor.

BIO 410L (1 sh) Cell Biology Lab  
F/S  
The cell biology lab is designed to teach students traditional techniques used in a cell biology lab. Students will become familiar with sterile techniques, flow cytometry, gene expression, and immunoblotting. Prerequisite: BIO 245.

BIO 425 (3 sh) Animal Behavior  
F/S  
This course focuses on the specific mechanisms and evolution of animal behavior in a variety of species. The course will examine the primary mechanisms that produce and modulate behaviors such as neural organization, impact of chemical signals, the genetic basis of behavior, and environmental factors associated with modulation of behavior. Students will learn the biological relevance of behaviors such as mating systems and sexual selection, anti-predator defense, foraging, migration, social behavior, communication, parental care, kin selection, kin recognition, and territoriality. Prerequisites: BIO 120/120L, BIO 121/121L.
BIO 445 (3 sh) Introduction to Immunology  
F/S
This course will introduce students to the general properties of the immune response, innate immunity and the inflammatory response as well as the anatomy of the immune system. Topics will include antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, autoimmune diseases, transplantation and tumors, lymphocyte activation and specificity, B- and T-cell receptors, cytotoxic responses, immunological memory and vaccination and manipulation of the immune response. Pre/Co-requisites: CHE 420 or BIO 245, or permission of instructor.

BIO 455 (3 sh) Medical Microbiology  
S
This course provides an understanding of the fundamental biology and pathogenicity of bacteria, viruses and fungi causing disease in humans and animals. Course material will cover interrelationships between microbes and their hosts as well as abiotic and biotic factors influencing microbes both within their host and in the external environments. Additional topics of discussion will focus on pathogenicity and other aspects of the host-parasite relationship in terms of treatment and diagnosis of disease, antimicrobial therapy and antibiotic resistance.

BIO/ 460 (3 sh) Senior Research and Seminar I  
F/S
This course involves directed research and one-hour seminars per week. During classroom discussion, basic biological principles reviewed. Completion and reporting a research project required. Prerequisites: BIO 315 and permission of instructor.

BIO 461(4 sh) Senior Research and Seminar  
F/S
This course involves directed research and one-hour seminars per week. During classroom discussion, basic biological principles are reviewed. Completion and reporting of a research project is required. Prerequisites: BIO 315 or permission of instructor.

BIO 470, 471, 472 (1 sh, 2 sh, 3 sh) Senior Research and Seminar II, III, IV  
F/S
This course involves directed research and one-hour seminars per week, credit varying with project. Basic biological principles reviewed. Completion and reporting of a research project required. Prerequisites: BIO 460 and permission of instructor.

BIO 480 (3 sh) Special Topics  
F/S
This course is a class or tutorial that covers a topic not normally covered in-depth in other course offerings. Prerequisite: Permission of instructor.

BIO 491 (4 sh), 492 (5 sh), 493 (6 sh) Internship  
F/S
The course is designed to give students an opportunity to explore practical and applied biology in a specialized field. The work is done under the supervision of a faculty advisor and a supervisor at the institute that is hosting the student. It may count for as much as 6 sh of credit based on the scope of the project. Prerequisites: BIO 315, Major in Biology, Permission of Advisor or Department Chair.

BLS 490 (3 sh) Senior Liberal Studies Project  
TBA
The Senior Liberal Studies Final Project is the opportunity for the student to demonstrate the integration of knowledge and skills acquired over the course of the program in his or her individual area of interest. It may involve academic research, applied research, or a creative project. All projects must include written analysis. Applied research and creative projects must include a short written analysis that provides context for the work. The project must be analytical and interdisciplinary. Prerequisites: Completion of the Liberal Studies Core or permission of the instructor.

BUS 110 (3 sh) Introduction to Business  
F/S/OL
An introduction to the various aspects of business such as organization, ownership, finance, management, insurance, selling, labor, marketing, advertising, transportation, communication, law, ethics, and government. GER Citizenship.

BUS 201 (3 sh) Business Law  
F/S/OL
An overview of law and the legal environment of business, emphasizing those aspects of law necessary to understand the regulatory role of government. This course includes such topics as contracts, torts, agency, and various forms of business organizations.
BUS 202 (3 sh) Ethical Decision Making  
An integrative, interdisciplinary, and critical approach to the topic of ethical decision-making in a wide variety of business settings. Both philosophical ethical theories and behavioral ethics concepts are explored to provide students with the opportunity to consider their own ethical beliefs and motivations as well as to be able to learn to identify, evaluate, and effectively work with the ethical beliefs and motivations of others from varied backgrounds. Students have an opportunity to enhance and improve upon the following: (1) defining personal values and using those values to make decisions, (2) critically evaluating difficult ethical situations to make decisions; (3) developing and delivering persuasive arguments; and (4) adapting to challenging, fluid situations. GER Citizenship

BUS 250 (3 sh) Business Communication  
This course is a study of communication skills needed to produce routine career-related writing required of managers and administrators in the workplace, using such forms as memos, executive summaries, and proposals. Prerequisite: ENG 112.

BUS 120 (3 sh) Statistics for Behavioral Sciences  
A study of statistical methods that allow individuals to define, research, analyze, and evaluate problems they may encounter and be required to solve in their respective careers. In this course, students learn how to identify and measure objectives, collect data, work with significance levels, analyze variance, and construct questionnaires. GER Quantitative Reasoning

BUS 361 (3 sh) Data Preparation and Analysis with SAS  
An examination of the following: Descriptive statistics, transformation of variables, handling missing values, and building classification and predictive models. Techniques covered are the following: t-tests, ANOVA, simple regression analysis, multiple regression analysis, prediction and diagnostics, robust (median) regression; and analysis of contingency tables using chi-square test. Students access, prepare, and analyze data using SAS software, in particular the SAS Enterprise Miner. Required: sophomore standing.

BUS 363 (3 sh): Text Mining and Analytics  
An application of SAS Text Miner. Students gain an understanding of how to process and analyze unstructured data. They learn how to import text data from different sources and in different formats; create rules from text data to categorize documents; identify topics from text data to understand customer conversations; create clusters from text data to understand customer segments; create statistical rules for making predictions and learn how to build predictive models. Prerequisites: BUS 361

BUS 366 (3 sh): Quality Management and Analytics  
An application of SAS/QC software. Students learn to apply data-driven quality management tools and techniques to optimize processes as well as improve product and service quality. Concepts, tools and techniques presented in the course include the following: basic problem solving (procedures for implementing the seven basic QC tools for analyzing data and presenting results), statistical process control (SPC), process capability analysis, reliability analysis, and design of experiments. Prerequisites: BUS 361

BUS 410 (3 sh) Internal Business Management  
An introduction to the principles and concepts of international business that includes a comparison to national economics and policies. Emphasis is on the forms and control of multinational corporations, trade theory, monetary theory, multinational operations and labor relations, and socio-ethical issues. Prerequisites: MGT 311, ECO 300 or ECO 201 & 202

BUS 416 (3 sh) Business Policy and Strategy  
A capstone seminar in management policy and strategy. Students learn to integrate various business functions and to develop skills and judgment in solving problems of organizations as related to the total business environment. Prerequisite: BUS 202, BUS 302, ECO 201, & ECO 202 with grade of C or better.

BUS 416 (3 sh) Government Regulation, the Law, and Ethics in Business  
An in-depth study of legal, regulatory, and ethical issues likely confronted in business. Development of industry-specific skills in legal and ethical analyses is the focus. Students are required to recognize, study, and address conflicts of duties, loyalties, rules, norms, and interests. Case studies, role-playing, research projects, and presentations are used to learn and apply the course topics. Prerequisites: BUS 201
BUS 462 (3 sh) Data Reduction and Visualization  
An introduction to data reduction and visualization techniques. Students perform (1) factor analyses: principal components analysis, confirmatory factor analysis, factor rotation, multidimensional scaling and unfolding, ideal point and vector models, and correspondence analysis; (2) cluster analyses: agglomerative hierarchical, k-means cluster analyses, and alternative approaches to cluster detection; and (3) social network analysis. 
Prerequisites: BUS 361

BUS 463 (3 sh) Predictive Modeling I 
A study of classification and prediction methods and their quality indicators: (1) classification by decision tree, discriminant analysis, and logistic regression; (2) prediction by linear and multiple regression; (3) regression diagnostics, ridge regression, and lasso regression; and (4) the ROC curve, the lift curve, and the Gini index. 
Prerequisites: BUS 361

BUS 464 (3 sh) Predictive Modeling II 
A study of predictive modeling techniques including artificial neural networks, nearest neighbor approaches, survival analysis, market basket analysis and association rules, link analysis, text mining, web mining, customer sentiment analysis, and customer-relationship management. Prerequisites: BUS 361

BUS 465 (3 sh): Predictive Modeling III 
A study of predictive modeling for decision making in economics, finance, consumer behavior, advertising, marketing, operations management, and sports management. Techniques include time series analysis, Box-Jenkins models, conjoint analysis, market simulations, queuing models, integer programming, sports analytics, and spatial data analysis. Prerequisites: BUS 361.

BUS 467 (3 sh): Special Topics in Analytics  
A study of topics in analytics not covered in other courses. Course content includes such topics as descriptive text analysis, risk analysis, and survival analysis. Prerequisites: BUS 361

BUS 468 (3 sh) Analytics Case Studies I  
An introduction to various real world applications of analytics techniques. Some examples include the following: segmenting bank transaction histories, analyzing web services data, creating a simple credit risk model from consumer loan data, and predicting university enrollment management. Prerequisites: BUS 361, BUS 462, BUS 463, and BUS 464.

BUS 469 (3 sh) Analytics Case Studies II  
An in-depth examination of advanced case studies and discussion of the various factors that determine success in a data mining project and the necessary steps for the successful completion of an analytics project. Students complete and present a real world analytics project using SAS. Prerequisite: BUS 202, BUS 302, ECO 201, & ECO 202 with grade of C or better.

BUS 483 (3 sh) Senior Research  
An opportunity to explore various industries, institutions, companies and professions to which students apply for employment. This course begins with a quick review of methods for gathering information to describe current characteristics, trends and outlooks of relevant economies, markets and industry structures, as well as firms’ performance trends. Students submit a formal proposal explaining a proposed project’s background, objectives, methods and work schedule leading to a report of findings, conclusions and recommendations or decision regarding a career path. Prerequisites: BUS 302, ECO 301, and FIN 320.

BUS 485 (3 sh) Special Topics  
TBA
An exploration of a business topic not extensively studied in other courses. Prerequisite: Permission of instructor.

CHE 110 (4 sh) Introductory Chemistry  
This course is a one-semester course for non-science majors or future science majors needing preparation for the general chemistry course. Course will not fulfill the chemistry requirement for science majors. Lecture, three hours; laboratory, three hours. GER in Biological/Physical Science
CHE 111 (3 sh) General, Organic, and Biochemistry TBA
This course involves a survey of the fundamental principles of general, organic, and biochemistry. Topics discussed will include chemical bonds and structures; solutions and acid-base chemistry; gas laws; structures and reactions of important organic functional groups and structures; properties and functions of major biomolecules such as proteins, carbohydrates, lipids, and nucleic acids. GER in Biological/Physical Science

CHE 221, 222 (4 sh each) General Chemistry I, II F/S
This course covers the fundamental chemical principles and the descriptive chemistry of inorganic substances. The structure, properties, preparation, and use of elements and their compounds emphasized, with the second semester introducing electrochemistry and nuclear chemistry. Prerequisite: MAT 120, CHE 221 is prerequisite for CHE 222. Lecture, three hours; laboratory, three hours. GER in Biological/Physical Science

CHE 310 (3 sh) Environmental Chemistry S (even)
A course with a topics-based approach to the chemistry of the environment covering toxicological, aquatic, atmospheric, and soil chemistry; the chemistry of polluted environments; and environmental changes that result from energy utilization. Prerequisite: CHM 222

CHE 320 (4 sh) Analytical Chemistry S (even)
This course is a study in the areas of spectrophotometry, separation techniques and mass spectrometry. Students will learn about and use a visible—ultraviolet spectrophotometer, a Fourier transform infrared spectrophotometer, gas and liquid chromatographies, an atomic absorption spectrophotometer, and a mass spectrometer. Prerequisite: CHE 332. Lecture, three hours; laboratory, three hours.

CHE 331, 332 (4 sh each) Organic Chemistry F/S
This course is a mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include: spectroscopy, stereochemistry, etc. Prerequisite: CHE 222. CHE 331 is prerequisite for CHE 332. Lecture, three hours; Laboratory, three hours

CHE 420 (3 sh) Biochemistry F
This course is an introduction to structures and functions of amino acids, carbohydrates, lipids, and nucleic acids. Topics include three-dimensional structure of proteins, enzymes, metabolism, protein synthesis, RNA and DNA chemistry, and recombinant DNA. Prerequisite: CHE 332 or permission of instructor.

CHE 420L (1 sh) Biochemistry Laboratory F
This laboratory will acquaint the student with various techniques such as: electrophoresis, chromatography, cell fractionation, enzyme assays, ligand interactions, and recombinant DNA technology. Prerequisite: CHE 420 or concurrent registration.

CHE 421 (4 sh) Physical Chemistry I F (even)
This course focuses on various temporal processes, such as the kinetics of gases, diffusion and reaction kinetics will be studied. Quantum mechanics will be used to examine the current understanding of atomic and molecular structure. Prerequisites: CHE 332, PHY 332, MAT 256. Lecture, three hours; laboratory, three hours

CHE 422 (4 sh) Physical Chemistry II S (odd)
This course will use classical thermodynamics to examine work, heat transfer, heats of reaction and reaction spontaneity. Statistical mechanics will also be used to study these processes from a microscopic viewpoint. Prerequisites: CHE 332, PHY 332, MAT 256. Lecture, three hours; laboratory, three hours

CHE 425 (3 sh) Biochemistry II S
This course is a continuation of CHE420 Biochemistry and delves further into the structure and function of biological macromolecules, including proteins, RNA, and DNA, the methods employed in the study of biochemistry, and recent developments in the research. Prerequisite: CHE 420 or permission of instructor.

CHE 431 (3 sh) Inorganic Chemistry F (odd)
This course is a discussion of various bonding theories, thermodynamics, kinetics, and symmetry. Prerequisite: CHE 422 (Physical Chemistry II). Lecture, three hours; laboratory, three hours
CHE 431 L (1 sh) Inorganic Chemistry Laboratory F (odd)
This is a lab course that includes the reactions of inorganic compounds in aqueous solution, synthesis and characterization of transition metal complexes by spectroscopic and other techniques. Prerequisite: CHE 422

CHE 461 (1 sh), 462 (2 sh), & 463 (3 sh) Senior Research & Seminar I, II, III F/S
This course focuses on application of chemical principles in a laboratory investigation of an original nature, topics selected by student and instructor. Written report and presentation of the research required. Prerequisite: 12 sh of chemistry and consent of chemistry faculty.

CHE 470 (3 sh) Special Topics in Chemistry F/S
This course focuses on topics of interest in biochemistry, and in organic, inorganic, physical, and analytical chemistry. Prerequisites: CHE 332, or CHE 320, or CHE 431 or CHE 420 or CHE 422.

CHE 490 (3 sh) Chemistry Internship F/S
This course involves working on a chemistry-related research project at research facilities outside the University of Mount Olive under the joint supervision of site supervisors and chemistry faculty. Requires 120 hours of service during the semester. Prerequisites: CHE 332 and permission of instructor.

CIS 110 (3 sh) Intro to Computers F/S/OL
A general introduction to information systems and information literacy. This class focuses on developing technical and research skills used in academic coursework, future careers, and life-long learning. Content includes guidance on productivity software, electronic research, the structure of information and databases, search techniques, and information ethics. GER: Technology/Information Literacy

CIS 240 (3 sh) Advanced Spreadsheet Analysis for Business F/S/OL
A study of advanced functions of spreadsheet software. Emphasis is on business, accounting, and financial analysis.

CIS 310 (3 sh) Systems Analysis and Design S
Concepts and techniques of information systems analysis and design including managerial issues. This course covers techniques used by modern systems analysts and gives extensive practice with structured methodologies (data modelling and process modelling) and object-oriented paradigm techniques. PERT/CPM model and Capability Maturity Model are introduced along with strategic alignment of the systems. Prerequisite: MIS 300 (may be taken concurrently)

CIS 311(3 sh) Advanced Productivity Tools F/S/OL
The application of software to increase personal productivity. Concepts include the cloud, web searches and software integration. Additional topics include the following: data handling, table creation, manipulation and queries, sorting, reports, advanced presentation tools. Prerequisite: CIS 110 or competency in productivity software

CIS 313 (3 sh) Business Application Programming F/S/OL
An introduction to designing and writing programs using an object-oriented programming language. Students study coding with modern programming languages, structured methods, and object-oriented technology. Topics include control structures of sequential statements, conditional statements, and iteration statements. In addition, students learn to utilize contemporary compilers employing IDE interface. Program examples written in fine and readable codes are illustrated. Prerequisite: MIS 300 (may be taken concurrently)

CIS 322 (3 sh) Spreadsheet Modeling for Decision Making F/S/OL
Upon successful completion of this course students will develop an advanced spreadsheet applications skillset that aligns to professional and industry standards. Interdisciplinary topics such as the use of scientific formulas, statistical and financial/accounting modeling, as well as creating, designing, and implementing automated worksheets are addressed. This course also prepares students for the basic and advanced Microsoft Excel certification. Prerequisite: MAT 120 or higher
CIS 323 (3 sh) Business Data Communications and Networking  
An application of concepts, models, standards, and protocols of data communications and networking. This course provides the student with a technical foundation of business data communications, including LANs, MANs, WANs, intranets, and the internet.  
Prerequisite: MIS 300 (may be taken concurrently)

CIS 360 (3 sh) Advanced Business Application Programming  
An introduction to the knowledge and skills necessary to design and write programs using C++ programming language and its object-oriented programming technology. Topics include the concepts of functions, arrays, records, pointers, classes, inheritance, overloading, and recursions with binary and linear searches. Program examples written in fine and readable codes are illustrated.  
Prerequisites: CIS 313

CIS 425 (3 sh) Database Management Systems  
An introduction to the theory and practice of applying database technology to the solution of business and other information-related problems. This course uses relational database technology and highlights the use of Structured Query Language (SQL) and report generation. Database terminology and concepts, data structures, and a comparison of the relational database model with other models (hierarchical, network, and object-oriented) are addressed.  
Prerequisites: CIS 310

CIS 435 (3 sh) Web Design and Development  
An introduction to design, creation, and maintenance of web pages and websites focusing on using software tools for creating web material. The topics include web design projects and critical analysis of existing website design and organization. Students learn to critically create, maintain, and evaluate website quality using current web design standards.  
Prerequisite: MIS 300

CIS 455 (3 sh) Cybersecurity  
The study of fundamental issues involved in maintaining security in the digital environment. Topics include but are not limited to techniques for addressing known (e.g. DDOS attacks) and unknown vulnerabilities to computers and mobile devices. Additional topics include the exploration of public and private networks; information systems; cloud computing; confidentiality, integrity, availability; and “securing the human.” Access controls, encryption, and information assurance are also addressed.  
Prerequisite: MIS 300

CIS 460 (3 sh) Global, Economic, Social, and Ethical Issues in Computers  
An introduction to issues and concepts about technological development and its impact upon individuals, organizations, society, and culture. This course is an in-depth study of information technology’s impact upon organizational and societal structures. A theoretical framework, including ethical and legal dimensions, is developed for understanding the relationship between technology and its environment.  
Prerequisite: MIS 300

CIS 485 (3 sh) Special Topics in Computer Information Systems  
The study of specific information/technology systems such as, but not limited to computer hardware, operating systems, applications, or programming languages. Subject matter is periodically updated according to industry trends; students’ needs or interests.  
Prerequisites: MIS 300, or permission of the instructor; junior or senior standing.

CIS 495 (3 sh) Information Resource Management  
Topics include the roles and management of technology in contemporary organizations. Databases, networks, applications development, the organizational applications portfolio, assessing return in information technology investments, and the potential impacts of technology trends on organizations are addressed.  
Prerequisites: Senior standing.

CJC 210 (3 sh) Introduction to Criminal Justice and Criminology  
This course provides an introduction to the criminal justice system and the study of theories of causation pertaining to criminal behavior.  
GER Social/Behavioral Science

CJC/SOC 250 (3 sh) Family and Domestic Violence  
This course focuses on the theoretical underpinnings of the causes of violence and societal response to violence in the family and between domestic partners.  
Prerequisites: CJC 210 or SOC 210. GER Citizenship
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJC/SOC 260 (3 sh)</td>
<td>Law, Crime, and the Media</td>
<td>S/OL</td>
<td>This course examines the accuracy of how justice is portrayed by media sources and the entertainment industry.</td>
</tr>
<tr>
<td>CJC/SOC 295 (3 sh)</td>
<td>CJC &amp; Sociology Seminar</td>
<td>F/S/OL</td>
<td>This course provides the foundation for competence in technology utilized in the program, critical thinking and academic writing in the social sciences. Prerequisites: ENG 111 and either CJC 210 or SOC 210, or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 305 (3 sh)</td>
<td>Social Services</td>
<td>OL</td>
<td>This course examines the varied forms of social service agencies available as well as the tools and knowledge necessary to become a provider of services in the field. Prerequisites: CJC 210 or SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC 310 (3 sh)</td>
<td>Juvenile Justice Systems and Processes</td>
<td>S/OL</td>
<td>This course examines the specialized system and processes developed to treat delinquent juveniles as well as the theories of causation pertaining to delinquency. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC 320 (3 sh)</td>
<td>Law Enforcement Systems and Processes</td>
<td>F/OL</td>
<td>This course examines the organizational structure of law enforcement agencies, police-citizen interaction, and theoretically-based strategies for law enforcement. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC 330 (3 sh)</td>
<td>Court Systems and Processes</td>
<td>F/OL</td>
<td>The course examines the structure of the American court system, courtroom actors and procedures, case dispositions from indictment to sentencing, and the appellate process. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 335 (3 sh)</td>
<td>Victimology and Advocacy</td>
<td>S/OL</td>
<td>This course examines the plight of victims and theories pertaining to victimization, as well as the many and varied advocacy groups that assist victims of crimes. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC 340 (3 sh)</td>
<td>Correctional Systems and Processes</td>
<td>S/OL</td>
<td>This course examines the purposes and various forms of punishment meted out to convicted individuals, as well as efforts at rehabilitation and reintegration of offenders into society. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 345 (3 sh)</td>
<td>Sociology of Deviance</td>
<td>OL</td>
<td>This course examines the various forms of deviant behavior, how deviant behavior becomes labeled as criminal, and theories that purport to explain deviant behavior. Prerequisites: SOC/CJC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC 350 (3 sh)</td>
<td>Criminal Justice Administration</td>
<td>F/OL</td>
<td>This course examines a variety of management techniques employed in criminal justice agencies, the varied degrees of success, and best practices based on size and purpose of organization. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 355 (3 sh)</td>
<td>Drugs, Crime and Society</td>
<td>F/OL</td>
<td>This course examines drug crimes as a social problem through a historical perspective of its proliferation in society and the efforts of law enforcement to combat the consequences. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
<tr>
<td>CJC/SOC 361 (3 sh)</td>
<td>Comparative Justice Systems</td>
<td>F/OL</td>
<td>This course provides a combination of theoretical and systems analysis of justice systems from a global perspective. It examines philosophies behind societal perspectives from which systems originate as well as the varied processes employed and outcomes realized. Prerequisites: CJC/SOC 210 or permission of the Chair.</td>
</tr>
</tbody>
</table>
CJC/SOC 365 (3 sh) Terrorism and Homeland Security  
This course examines the phenomenon of terrorism from the insurgence of terrorist groups to the responses of the criminal justice complex at the local, state, national and international levels. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 370 (3 sh) Criminal Law and Social Control  
This course examines the sources of law in America, the general and specific components, statutory interpretation, and practical application of criminal law at both the federal and state levels. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 375 (3 sh) The United States Military Justice System  
This course examines the systems and applications of military criminal law and procedure for the United States Armed Forces.

CJC 380 (3 sh) Criminal Procedure and Individual Rights  
This course examines the role of the Bill of Rights on the criminal justice process from police interaction on the streets to offender rights during trial, sentencing and the appeal processes. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 401 (3 sh) Research Methods for Social Sciences  
This course examines the various types of research, elements of research design, and how to assess research in the extant literature and practices in social sciences. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 405 (3 sh) Data Analysis for Social Science Research  
This course examines methods of data analysis for quantitative, qualitative and evaluative studies. Emphasis is placed on quantitative data analysis and the logic of statistics. Prerequisites: CJC/SOC 210 and MAT 120 or permission of the Chair.

CJC/SOC 421 (3 sh) Theoretical Perspectives in Social Science  
This course examines broad theoretical perspectives in which to frame societal issues in context. It provides the foundation for understanding the theories, systems, topics and issues in the program. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 430 (3 sh) Criminological Theory  
This course examines more specific theories germane to criminality and delinquency from the purported impact of individual characteristics to the influence of environmental factors. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 450 (3 sh) Special Topics  
This course covers a criminal justice or criminology topic not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 210 or permission of the Chair. May be repeated.

CJC/SOC 460 (3 sh) Special Topics  
This course covers a criminal justice or criminology topic in societal context not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 210 or permission of the Chair. May be repeated.

CJC/SOC 465 (3 sh) Independent Study  
This course allows students to explore a criminal justice, criminology or sociological topic not normally covered in-depth in other course offerings in the program. Topics are selected by the student who must solicit a faculty member to facilitate the course, which must be approved by the Chair. Prerequisites: CJC/SOC 210 and permission of the Chair. May be repeated.
CJC/SOC 475 (3 sh) Field Internship  
This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 120 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the Department Chair for consideration. **Prerequisites:** CJC/SOC 210 and permission of the Chair.

CJC/SOC 481 (6 sh) Field Internship  
This course offers the opportunity for credit for a field internship in a criminal justice or social service agency. Students must complete 240 internship hours and fulfill academic requirements. Students must collaborate with an acceptable agency and submit a proposal to the Department Chair for consideration. **Prerequisites:** CJC/SOC 210 and permission of the Chair.

CJC/SOC 496 (3 sh) Senior Research Project  
This course is designed to serve as the capstone course for students upon completion of all of the required program courses. The student must select a criminal justice/criminology topic for investigation and develop a comprehensive thesis proposal in preparation for execution and analysis. **Prerequisites:** CJC/SOC 401 and 405 and permission of the Chair.

COE 491, 492 (1 sh, 2 sh); 493–496 (3 sh each) 
Co-op Work Experience:  
These courses provide careful monitoring of students in a part- or full-time work experience, not including existing employment. Learning by applying classroom theory in a job related to the major/minor career objectives. Graded as pass/fail with hours counting toward graduation, but no grade points given.

ECO 201 (3 sh) Principles of Microeconomics  
A study of basic microeconomic principles in various market conditions applied to alternate solutions to current domestic and international problems. These economic problems include the areas of agriculture, collective bargaining, monopoly power, international balance of payment, economic growth, and the environment. **GER Global Understanding**

ECO 202 (3 sh) Principles of Macroeconomics  
A study of basic macroeconomics principles and theories including supply and demand, national income, banking and credit creation, business cycles, analysis of governmental monetary and fiscal policies with emphasis on current practical application in the American economy. **GER Citizenship/Social/Behavioral Science**

ECO 300 (3 sh) Microeconomics  
A study of the social science of economics. Students are taught to apply economic concepts – addressing the concept of opportunity cost, decision making at the margin, counterfactual reasoning, the principles of cost-benefit analysis, and shifting of incentives to achieve outcomes. The basic model of supply and demand is reviewed in detail and applied to a variety of challenging topics.

ECO 301 (3 sh) Economics for Managers  
A course that develops the basic principles of micro- and macroeconomic analysis and rigorously employs them as tools for practicing managers rather than as an end in themselves. Economic concepts, such as property rights, supply and demand, opportunity costs, and transaction costs are applied to current economic and social problems and issues. **Prerequisites:** ECO 201 & 202 or ECO 300

ECO 310 (3 sh) Money and Banking  
The study of monetary and banking structures, practical banking problems, and international finance. **Prerequisites:** ACC 211 & ECO 201 or ACC 300 & ECO 300

ECO 407 (3 sh) The Economics of Macro Issues  
Theoretical discussions about current macroeconomic policy concerns as related to various business entities. Students gain insight into the intricate balance among macroeconomics, decision-making and strategy, as well as responsible ethical leadership in business. Various readings encourage independent thinking and evaluation of pivotal developments in economic affairs and policymaking. **Prerequisite:** ECO 201
ECO 420 (3 sh) Investments
A study of the methodology of selecting investments and conducting portfolio analysis. Prerequisites: ACC 211 & ECO 201 or ACC 300 & ECO 300

EDU 100 (1 sh) Orientation to American Education
This course is a study of the history and foundation of education in the United States that includes the duties of the professional educator, and examines the support, control, organization and administration of schools and contemporary trends and issues.

EDU 101, 102, 201, 202, 301, 302 (.5 sh each) Professional Studies for Teacher Education: F/S
This is a series of developmental activities designed to expand the professionalism of teacher education majors that includes active membership in the Prospective Teacher Association, Praxis presentation, a professional reading list, the Braswell Symposium, and a series of education seminars. Continuous enrollment is required of all education majors.

EDU 105 (2 sh) Cross-cultural Communications
This course is the study of the various cultures of the world with emphasis and focus on developing the ability to communicate with students, parents, and others involved with the education of children to make language and culture come alive. It introduces the essential elements of Spanish structure and vocabulary, the cultural aspects of the Spanish-speaking world and aural comprehension.

EDU 210 (3 sh) Introduction to Education
This course is a study of the history and foundations of education in the United States that includes duties of the teacher, support, control, organization and administration of schools; and contemporary educational trends and issues.

EDU 215 (3 sh) Seminar: PRAXIS I
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the reading, writing and math materials presented on the exam. The course will focus on developmental skills, test taking strategies, preparing targeted study plans, and reading test questions critically. Prerequisite: sophomore standing, permission of the instructor

EDU 216 (1 sh) Seminar: PRAXIS I—Reading
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the reading materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. Prerequisite: sophomore standing or permission of the instructor

EDU 217 (1 sh) Seminar: PRAXIS I—Mathematics
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the math materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. Prerequisite: sophomore standing or permission of the instructor

EDU 218 (1 sh) Seminar: PRAXIS I—Writing
This course will focus on developing skills that will be assessed on the Praxis I Assessment. It will provide the student with a comprehensive diagnostic review and practice of the writing materials presented on the exam. The course will focus on development skills, test taking strategies, preparing targeted study plans, and reading test questions critically. Prerequisite: sophomore standing or permission of the instructor

EDU 250 (3 sh) Education Technology
This course is a study of the relationship between theories of learning and technology for instructional and professional use that reviews basic computer applications. Emphasis is placed on design, selection, and production of instructional materials using computer-generated presentations, and interactive multi-media.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 255</td>
<td>(3 sh) Creative Activities</td>
<td>F/S/OL</td>
<td></td>
<td>Focused on planning and implementing developmentally appropriate experiences for young children, from infancy through age five.</td>
</tr>
<tr>
<td>EDU/HLH 265</td>
<td>(3 sh) Health, Safety, and Nutrition for Young Children</td>
<td>F/S/OL</td>
<td></td>
<td>This course prepares early childhood educators to evaluate the health status of young children, to develop methods for healthy and safe environments, and to implement and facilitate activities that promote health, safety, and nutrition for young children. Students will be exposed to assessment tools, regulations governing health, safety, and nutrition issues, and standards of care for young children.</td>
</tr>
<tr>
<td>EDU 303</td>
<td>(1 sh) Junior Practicum I</td>
<td>F</td>
<td></td>
<td>Designed to provide structured and progressive access to the classroom by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. Students will engage in tutoring activities and will serve as an instructional assistant to the professional licensed teacher. Prerequisites: EDU 101, 102, 201, 202 or permission of the instructor</td>
</tr>
<tr>
<td>EDU 304</td>
<td>(1 sh) Junior Practicum II</td>
<td>S</td>
<td></td>
<td>Designed to provide additional structured and progressive access to the classroom by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. Students will engage in tutoring activities and will serve as an instructional assistant to the professional licensed teacher. Prerequisite: EDU 303</td>
</tr>
<tr>
<td>EDU 305</td>
<td>(3 sh) Orientation to the Early Childhood Education Program</td>
<td></td>
<td></td>
<td>This course is a survey of early childhood programs and developmentally appropriate practices for typically and atypically developing young children. It includes history of the field, theoretical and educational designs, the theoretical foundations of play, and goals for early childhood education. Emphasis is on observation and comparison of programs, the use of educational technology for course delivery and communication, APA style writing, Standard English basics for the early childhood professional, and other resources needed for ECE student success. Prerequisite: 48sh including ENG 111, ENG 112, HIS and PSY</td>
</tr>
<tr>
<td>EDU 312</td>
<td>(3 sh) Careers in Agricultural Education</td>
<td>F/S</td>
<td></td>
<td>This course is an analysis of career paths in agriculture and education focusing on relationships, trends, and employment standards. It focuses on managing change, balancing career, community, and personal goals. Education and industry representatives present real world workforce perspectives and expectations. Prerequisite: EDU 100</td>
</tr>
<tr>
<td>EDU 325</td>
<td>(3 sh) Assessment and Evaluation of Young Children</td>
<td></td>
<td></td>
<td>This course is a study of the principles and practices of types of assessments of young children and early childhood programs (informal, formal, rating scales, portfolios, anecdotal records, and standardized tests) and of the use of these assessments in various learning environments (day care centers, special programs including Head Start, and public schools). It examines the assessment of culturally diverse populations and children with special needs. Discussion, analysis, problem solving, and goal setting follow observation of infants/toddlers in approved childcare settings. Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305, 335 and 351</td>
</tr>
<tr>
<td>EDU 328</td>
<td>(3 sh) Guiding Child's Social Development/Behavior</td>
<td>F/S/Su</td>
<td></td>
<td>This course provides students with knowledge in the study of positive guidance and discipline techniques that can be used to encourage children to develop self-discipline and responsibility for their own actions. Students will also learn the importance of assessing, understanding and enhancing the development of communication skills of young children to help guide and develop a child's self-esteem. Prerequisites: EDU 305, 335 and 351</td>
</tr>
</tbody>
</table>
EDU 330 (3 sh) Curriculum and Methods for Infants and Toddlers
This course is a study of exemplary approaches to the education of infants and toddlers (birth–three) with emphasis on developmentally appropriate settings and curriculum activities for very young children, positive guidance, ways of working with parents, and methods of providing a quality program for infants and toddlers. Observation of infants/toddlers in approved childcare settings is followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. **Prerequisite: EDU 305, 335 and 351**

EDU 335 (3 sh) Early Childhood Development
This course is a study of child development from conception to age six, with emphasis on cognitive, social, emotional, moral, and physical development. It involves discussion of practicum expectations and goal setting, together with observation of infants/toddlers in approved childcare settings followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. **Prerequisite: junior standing.**

EDU 351 (3 sh) Psychological and Sociological Foundations of Education
This course is a study of the psychological and sociological variables that impact learning and teaching. It will focus on understanding cognitive, social, and emotional development related to learning and educational settings; learning differences including culture, race, gender, and special needs; behavioral, cognitive, and constructive views of learning; motivation theory; learning environments; effective teaching and assessment; and strategies which encourage positive and social interactions, promote conflict resolution, and develop self-control, self-motivation, and self-esteem in children. It includes observation of infants/toddlers in approved childcare settings followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. **Prerequisite: junior standing.**

EDU 360 (3 sh) Curriculum and Methods of Teaching Young Children: Ages 3-5
This course is a study that provides knowledge and development of skills necessary to implement an effective preschool or kindergarten program. It emphasizes curriculum content and design and effective integration of content into an early childhood program built on developmentally appropriate practices. It includes methodology, organization of instruction and learning environments, positive child guidance, classroom management, and prescriptive instructional planning. It will examine state curriculum guides, their relationship to instructional planning and state and local education agencies' assessments. Observation of young children in approved childcare settings will be followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections required. **Prerequisite: EDU 305, 335 and 351**

EDU 361 (3 sh) Math and Science for Early Childhood Education  
**F/S/Su**  
The course provides students with an introduction to the principles of development in math and science in early childhood. Emphasis is on developing an integrated math and science curriculum that includes appropriate content, processes, environment and materials and child-centered choices. Lesson plan development and practica are required with this course. **Prerequisite: EDU 305, 335 and 351**

EDU 365 (3 sh) Introduction to Exceptional Children  
**TBA**  
This course is a comprehensive survey of categories of students with disabilities. Emphasis is placed on students in the general curriculum and their development, assessment, identification, and placement. Theoretical, legal, and practical issues are examined.

EDU 370 (3 sh) Exceptional Children in Early Childhood Programs
This course is a survey of the nature and needs of exceptional children—the gifted, mentally handicapped, learning disabled, speech impaired, physically and health impaired, sensory impaired, emotionally handicapped, and developmentally delayed. Emphasis is placed on specific intervention techniques and practices for children with atypical development. Attention is given to the inclusion classroom model for typically and atypically developing young children. Observation of young children in approved childcare settings is followed by discussion, analysis, problem solving, and goal setting. Six to eight practicum hours and student reflections are required. **Prerequisite: junior standing.**
EDU 375 (3 sh) Teaching Exceptional Learners  
This course is a study of the impact of the diversity found in today’s classrooms. It will examine the best practices in effectively teaching special needs, gifted, and culturally diverse learners. Prerequisite: EDU 100

EDU 380 (3 sh); EDU 381 (1 sh); EDU 382 (2 sh) Special topics  
This course includes topics not regularly offered, but designed to meet the needs and interests of students. Prerequisite: Permission of instructor

EDU 395 (3 sh) Practicum I Seminar: Infants & Toddlers  
This course is a practicum in curriculum planning appropriate for Infants and Toddlers. It includes discussion, student reflections, analysis, problem solving, activity/lesson planning, and presentations. Emphasis is placed on the development of critical thinking and communication skills. Prerequisite: EDU 330

EDU 396 (3 sh) Practicum II Seminar: Exceptional Children/Special Needs  
This course is a practicum in curriculum planning appropriate for Exceptional Children. It includes discussion, student reflections, analysis, problem solving, activity/lesson planning, and presentations. Emphasis is placed on the development of critical thinking and communication skills. Prerequisite: EDU 370

EDU 397 (3 sh) Practicum III Seminar: Pre-K & Kindergarten  
This course is a practicum in curriculum planning appropriate for Pre-K and Kindergarten. It includes discussion, student reflections, analysis, problem solving, activity/lesson planning, and presentations. Emphasis is placed on the development of critical thinking and communication skills. Prerequisite: EDU 360

EDU 421 (4 sh) Literacy and Literature for Early Childhood Education  
This course is a study of the development of literacy in early childhood emphasizing language acquisition, communication, emergent reading, emergent writing, and spelling. It includes an examination of and practice with developmentally appropriate curriculum and teaching methods for children’s literature, beginning reading, and the language arts. It explores the roles of teachers and parents in developing literacy, the creation of print-rich environments, and multicultural contributions to literature and literacy. Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305, 335 and 351

EDU 422 (3 sh) Effective Reading Instruction  
This course is a study of planning and implementing scientifically based strategies instruction which promotes a balanced approach to reading by teaching children to read accurately, rapidly, and with comprehension. It will focus on the five essential components of effective reading instruction, NCLB mandates and the Common Core Standards. The course of study will address the five critical areas for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension and the Common Core Standards which have been designed to improve teaching and learning while identifying the knowledge and skills students need to insure that they meet grade level standards to become fluent readers. Prerequisites: EDU 100, ENG 235, 236, 271

EDU 423 (3 sh) Assessing and Evaluating Reading Problems  
This course is a study of the nature and causes of reading problems with an emphasis on skills relating to the assessment and evaluation of reading difficulties. The major emphasis will center on diagnosing reading problems, administering appropriate assessments, evaluating assessment results, and planning instruction to correct and/or remediate. It is designed to focus on practical applications based on research and serves the need for specificity in regard to program planning and instructional techniques by focusing on formal and informal methods and materials used to identify reading strengths and needs of students. The course will help practicing teachers determine individual reading disparity to support student learning as they become competent facilitators of learning. Prerequisite: EDU 422 or permission of the instructor

EDU 424 (3 sh) Reading in the Early Childhood Education Classroom  
This course is designed to provide students with a critical examination of child development in language and literacy from preschool through kindergarten. The course will provide a critical examination of how to help children read and write. Emphasis is on developing concepts of print, phonemic awareness, phonics, writing development, effective reading and writing strategies, assessments, parental involvement and reading/writing connections. Prerequisites: EDU 305, 335, 351.
EDU 430 (3 sh) Parent Education and Family Involvement
This course is a study of the theories and methods of working with parents, including those with children having exceptional educational needs, and with the agencies that serve them. Students will develop communication skills that enable them to support, educate, and involve parents, as well as work effectively with paraprofessionals and other professionals involved in the child’s total developmental and educational process. Six to eight practicum hours and student reflections are required. Prerequisite: EDU 305, 335 and 351

EDU 440 (3 sh) Administration of Early Childhood Programs
This course is a study that acquaints students with the legal, business, and educational aspects involved in initiating and conducting an early childhood program. It examines the political, social, and economic factors involved in current mandates for early childhood education. Other topics examined include professionalism, program and staff support, staff development, supervision, leadership styles, community agencies and resources, curriculum development, and the change process. Six to eight practicum hours and student reflections are required. Prerequisite: junior standing.

EDU 462 (3 sh) Kindergarten Curriculum/Methods
This course is an examination of the scope, sequence, and content of the kindergarten curriculum in language arts, math, science, and social studies as outlined by the North Carolina Standard Course of Study/Foundations of Learning. Developmentally appropriate methods for implementing the curriculum are emphasized, following state and national competencies. This course emphasizes the need for young children to explore, discover, and construct meaning as they develop the knowledge and skills required in each content area. Upon completion, students should be able to discuss the discovery approach to teaching, explain major concepts in each area, and plan appropriate experiences for children. Prerequisites: EDU 351, 360, 421

EDU 463 (3 sh) Practicum IV Seminar
This course is a practicum in curriculum planning appropriate for preschool/kindergarten children. It includes discussion, student reflections, analysis, problem solving, activity/lesson planning, and presentations. Emphasis is placed on the development of critical thinking and communication skills. Prerequisite: EDU 462

EDU 475 (3 sh) Assessment and Evaluation
This course emphasizes a comprehensive to the formal and informal assessment of students with disabilities as well as theoretical constructs upon which evaluation of exceptional children is based.

EDU 480 (3 sh) Classroom Management and Organization
This course instructs prospective/current teachers in using methods to establish a positive, nurturing classroom environment through the use of developmental appropriate practices and effective teaching strategies.

EDU 483 (3 sh) Facilitation: Integrated Unit/Assessment
This course instructs prospective/current teachers in using methods to establish a positive, nurturing classroom environment through the use of developmental appropriate practices and effective teaching strategies.

EDU 484 (1 sh) Orientation to Teaching
This seminar is an introduction to the Consortium for Orchestrating Regional Education, the APPLE Project, and the WEDGES Program. Prerequisite: Admission to the teacher education licensure program.

EDU 485 (6 sh) Facilitation of Learning
This course addresses the question “How do I maximize learning?” It is a set of practical learning experiences for the beginning teacher that has immediate application in the classroom, in the teaching specialty, and in the school. It includes the study of NC Standards. It is used for planning and instruction, learning theory and application, and formative and summative assessment. Prerequisite: Admission to the teacher education licensure program.
EDU 486 (3 sh) Leadership Development  
This course addresses the question "How do I impact my students, my school, my community, and my profession to create meaningful change in academic achievement?" It is a set of practical learning experiences that introduces leadership as a skill expected of a 21st century teacher and that provides leadership training with application to the classroom, the school, and the profession. Prerequisite: Admission to the teacher education licensure program

EDU 487 (3 sh) Societal Context of Schooling  
This course addresses the question "How can I reach and teach every child?" It is a set of practical learning experiences that helps the teacher set teaching and learning in a societal context and develop instructional and advocacy strategies accordingly. Prerequisite: Admission to the teacher education licensure program.

EDU 490 (3 sh) Senior Research Project I  
This course, one of the capstone courses for the program, is an extensive research project on a topic in the field of early childhood education. Progress in the research project will be monitored by peers and the professor to support attainment of project goals. Prerequisites: EDU 305, 325, 330, 335, 351, 360, 370, 395, 396, 397, 421, 430, 440

EDU 491 (3 sh) Senior Research Project II  
This course, the culmination of the capstone course for the program, is an extensive research project on a topic in the field of early childhood education which is of specific interest and relevance to the student and which will be presented formally in both a written and oral format. In addition, this course will culminate with an exploration of careers in the early childhood field. Students will use this information to complete a professional portfolio which they have developed throughout the course of study for the B. S. in Early Childhood Education. Prerequisite: EDU 490

EDU 492 (3 sh) Current Topics/Trends: Senior Research Project  
Students will research current topics and trends in early childhood education and will develop a research paper which includes a literature review, data collection, and a written/oral presentation of findings. Prerequisites: EDU 305, 335, 351 and ECE AREA.

EDU 493 (2 sh) Senior Practicum  
This course is designed to provide a structured access to the classroom in which they will intern by including opportunities to observe and engage in reflective discussion of curriculum and instructional practices, school governance and organization, and school and community relationships. It will also provide an opportunity for immediate discussion and feedback on professional practice and classroom experiences. Prerequisites: EDU 303, 304

EDU 494 (3 sh) ECE: Case Study Project/Presentation  
Information should be gathered through informal assessments and observations. A case study will be developed utilizing the assessment and observation data. The case study will be organized in the following domains: Emotional/Social; Health/Physical; Language/Communication; and Cognitive. Prerequisites: EDU 305, 335, 351 and ECE AREA courses.

EDU 499 (10 sh) Seminar/Internship  
The internship is designed to provide future teachers with an opportunity to engage with students in a teaching/learning relationship through professional practice under the supervision of an accomplished clinical teacher and a member of the Division of Education of the University. Students will engage in all aspects of the teaching/learning process and will assume the duties and responsibilities of the classroom teacher. Reflective analysis and discussion of practice will be a daily component of the requirements of the internship. Prerequisites: EDU 303, 304, 485, 486, 487, 488

EES 110 (3 sh) Introduction to Environmental Science  
This course is an interdisciplinary study of the interactions of humans with their environment. GER Biological/Physical Science
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EES 110L</td>
<td>Introduction to Environmental Science Laboratory</td>
<td>1 sh</td>
<td>This course is designed to supplement Introduction to Environmental Science (EES 110) by providing students with hands-on experience in environmental science. Students will perform labs that reflect relevant environmental content such as water and soil quality, alternative energy, contamination, and ecological interactions. <strong>GER Biological/Physical Science</strong></td>
</tr>
<tr>
<td>EES 120</td>
<td>Physical Geology</td>
<td>3 sh</td>
<td>This course is a study of the composition and structure of the crust, mantle, core, oceans, and atmosphere of the Earth. It examines changes in the Earth due to plate tectonics, volcanic activity, earthquakes, weathering, and geomorphic agents. The geologic time scale and the origin of the Earth will also be included in the course. <strong>GER Biological/Physical Science</strong></td>
</tr>
<tr>
<td>EES 120L</td>
<td>Physical Geology Laboratory</td>
<td>1 sh</td>
<td>This course is designed to supplement Physical Geology (EES-120) by providing student with hands-on experience in geology. Students will interpret topographic maps, identify rock and mineral samples, and solve problems in geomorphology. <strong>GER Biological/Physical Science</strong></td>
</tr>
<tr>
<td>EES 220</td>
<td>Physical Oceanography</td>
<td>3 sh</td>
<td>This course is an in-depth study of the origin, structure, and composition of the world’s oceans, and an examination of the geology of the seafloor and continental margins. Special emphasis is placed on the geological processes that shape marine and coastal environments and on environmental issues that impact the quality of the world’s oceans and North Carolina’s beaches, estuaries, and offshore environments. <strong>Prerequisites: EES 120 and EES 120L. GER Biological/Physical Science</strong></td>
</tr>
<tr>
<td>EES 320</td>
<td>Energy and the Environment</td>
<td>4 sh w/lab</td>
<td>This course is a comprehensive study of the history, present technology, and future trends of energy production methods. The course of study will include conventional and alternative energy production methods; the geology, economics, and risks/benefits of fossil and nuclear fuels; reserves of nonrenewable fuels; the potential of renewable source of energy; the importance of energy conservation and fuel efficiency; the environmental impact of power production and energy policy. <strong>Prerequisites: EES 120 and 120 or permission of the instructor.</strong></td>
</tr>
<tr>
<td>EES 330</td>
<td>Environmental Geology</td>
<td>3 sh</td>
<td>This course focuses on principles of geology and its applications to environmental problems, policy, and ethics. Topics for discussion will include: the concept of sustainability; earth system science and the Gaia hypothesis; natural disasters and catastrophes hazardous to people and property. It will include topics on solid-, chemical-, and radioactive-waste management, ocean dumping, and air pollution. <strong>Prerequisites: EES 120/120L, 220/220L, or permission of instructor.</strong></td>
</tr>
<tr>
<td>EES/AGE 360</td>
<td>Soil Science</td>
<td>4 sh w/Lab</td>
<td>This course is an in-depth study of soils and soil behavior, and how soils are affected by human activities. Topics include the physical chemical and microbiological properties of soils, soil taxonomy, soil ecology, and soil fertility. <strong>Prerequisite: CHE 110 or higher or permission of the instructor</strong></td>
</tr>
<tr>
<td>EES/AGS 390</td>
<td>Integrated Water Resource Management</td>
<td>3 sh</td>
<td>A study that deals with science- and economic-based water resource management for rural, urban, agricultural, and industrial utilization and conservation for natural ecosystems integrated into a web for sustainable consumption on a local, regional, and global landscape. <strong>Prerequisites: EES-120/120L or AGB 110 or permission of the instructor.</strong></td>
</tr>
<tr>
<td>EES/AGB 420</td>
<td>Environmental and Natural Resource Economics</td>
<td>3 sh</td>
<td>This is an introductory, issues-oriented course in the economics of the environment and natural resources. Emphasis will be given to factors involved in making decisions relating to environmental and natural resource issues. The interaction of individuals, institutions, and technology in problems of establishing and maintaining acceptable levels of environmental quality will be studied. <strong>Prerequisites: AGB 110 and EES 110, or permission of instructor.</strong></td>
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<tr>
<td>Course Code</td>
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<tr>
<td>EES 470</td>
<td>Environmental Geology</td>
<td>3</td>
<td>This course defines environmental ethics with respect to earth science and aesthetics; the concept of sustainability; earth system science and the Gaia hypothesis; natural disasters and catastrophes hazardous to people and property. It will include topics on solid-, chemical-, and radioactive-waste management, ocean dumping, and air pollution. Lecture three hours. Prerequisites: EES 120, 120L and EES 320, 320L or permission of the instructor.</td>
</tr>
<tr>
<td>ENG 109</td>
<td>Review of Academic Reading and Writing</td>
<td>1</td>
<td>This course is designed for transfer students who are one hour short of required hours in composition or who need review of literature and academic writing. It includes reading in and written responses to the genres of poetry, fiction, and drama.</td>
</tr>
<tr>
<td>ENG 110</td>
<td>Fundamentals of English</td>
<td>3</td>
<td>This course is an introduction to the reading, writing, and critical thinking skills necessary to produce effective academic discourse. A grade of C and successful completion of a competency test are required to qualify for enrollment in ENG 111.</td>
</tr>
<tr>
<td>ENG 111</td>
<td>Composition I</td>
<td>3</td>
<td>This course is an introduction to the analysis and production of academic discourse and to basic research skills. Successful completion of the competency test is required for enrollment in ENG 112. Prerequisites: ENG 110 or demonstration of writing ability. GER Written Communication.</td>
</tr>
<tr>
<td>ENG 111ML</td>
<td>Composition I for Multilingual Learners</td>
<td>3</td>
<td>This course is an introduction to the analysis and production of academic discourse and to basic research skills, specifically designed for students who speak languages other than English. Successful completion of the competency test is required for enrollment in ENG 112. This course is considered a clean substitute for ENG 111, and fulfills the same requirements. Prerequisites: ENG 110 or demonstration of writing ability. GER Written Communication.</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Composition II</td>
<td>3</td>
<td>This course is a continuation of the study of academic discourse, focusing on argument and intermediate research skills. Prerequisite: ENG 111. GER Written Communication.</td>
</tr>
<tr>
<td>ENG 213</td>
<td>Perspectives in World Literature</td>
<td>3</td>
<td>This course is a survey of mostly non-Western World Literature across various time periods and genres, with special attention to authors from China, Japan, India and Africa. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. Prerequisite ENG 112. GER Literature or Global Understanding.</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Perspectives in British Literature</td>
<td>3</td>
<td>This course is a survey of British Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. Prerequisite: ENG 112. GER Literature.</td>
</tr>
<tr>
<td>ENG 233</td>
<td>Perspectives in American Literature</td>
<td>3</td>
<td>This course is a survey of American Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples of cross-cultural dialogue. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. Prerequisite: ENG 112. GER Literature.</td>
</tr>
<tr>
<td>ENG 241</td>
<td>Public Speaking</td>
<td>3</td>
<td>This is a basic course in public speaking providing opportunities for students to develop the poise and confidence necessary to think and speak effectively before an audience. Prerequisite: ENG 112. GER Oral Communication.</td>
</tr>
</tbody>
</table>
ENG 243 (3 sh) African-American Literature  F (odd)
This course is a survey of African American Literature across various time periods and genres. Students will examine works in poetry, drama, and fiction and discuss genres, poetics, and themes as examples major work in the field. This course requires at least two 3-5 page formal, analytical essays, and weekly in and out-of-class written responses. **Prerequisite ENG 112. GER Literature.**

ENG/BUS 250 (3 sh) Business Communication  S/OL
This course is a study of communication skills needed to produce routine career-related writing required of managers and administrators in the workplace, using such forms as memos, executive summaries, and proposals. **Prerequisite: ENG 112.**

ENG 255 (3 sh) Creative Writing and Literary Forms  F
This course is an introduction to writing poetry, fiction, and nonfiction. Through close and careful reading, students will learn to understand conventions important to each genre. Students will conduct in-depth study and analysis of literary forms including prose (fiction and non-fiction) and poetry. Students will write in and out of class, share work, and give and receive criticism. **GER Literature**

ENG 260 (3 sh) Introduction to Mass Media  TBA
This course is an introduction to the purposes and procedures of broadcast and print media, including newspapers, radio, television, newsletters, and the Internet. **Prerequisite: ENG 112.**

ENG 281 (3 sh) Study and Travel  TBA
This is a course involving classroom study and travel. Course work will include reading, lectures, site visits, a travel journal, and a research assignment. **Prerequisites: Sophomore standing or permission of the instructor.**

ENG 300 (3 sh) Mythology, Fantasy, and Science Fiction
This course is a study of these genres—their interrelationship and purpose; theories of interpretation and classification; selected readings. **Prerequisite: ENG 112.**

ENG 301 (3 sh) Introduction to Poetry  S (even)
This course introduces students to the reading and writing poetry, with a focus on both closed forms and free verse. In this introductory course, we will read and write extensively, work on both reading and writing strategies, find poems in the larger world around us, and find engaging ways to share those poems. **Prerequisite: ENG 255. Prerequisite: ENG 255.**

ENG 302 (3 sh): Introduction to Literary Prose  S (odd)
This course introduces students to reading and writing literary prose. We will explore the differences between narrative nonfiction and the short story, memoir and stories inspired by life experiences, and more. In this introductory course, we will read and write extensively, learn to identify our own stories and find stories in the larger world around us, and find engaging ways to share those stories. **Prerequisite: ENG 255.**

ENG 310 (3 sh) Advanced Composition  F
A continuation of the study of the writing process and research strategies especially recommended for students who plan to pursue graduate or professional study in business, law, or education. **Prerequisite: ENG 112.**

ENG 312 (3 sh) Technical Writing  F/OL
This course is a study of writing intended to convey specific technical or specialized information to appropriate audiences using such common forms as reports, proposals, memoranda, etc. with emphasis on day-to-day communications problems in career-related writing. **Prerequisite: ENG 112.**

ENG 314 (3 sh) Internship I  OL
This course offers elective credit for English majors interested in working with a business in the community to further develop writing, communication, and leadership skills for the workplace. The Internship placement is approved and developed in close consultation with the department chair. **Prerequisite: Junior or Senior standing & Chair Approval.**
ENG 320 (3 sh) Grammar  
F  
This course is a review of traditional grammar and the conventions of Standard Written English. Students will spend some time focusing on practical applications of teaching grammar in the classroom, but it would be a useful course for any students who would benefit from a deeper understanding of these principles.  
Prerequisite: ENG 112

ENG 330 (3 sh) Early American and Colonial Literature  
S (odd)  
This course is a study of early American Literature, from pre-colonization to 1900. Prerequisite: ENG 112

ENG 335 (3 sh) Southern Literature  
This course will focus on the growth of southern literature - works set in the geographical south, influenced by the debatable and malleable borders of the south. Prerequisites: ENG 112.

ENG 341 (3 sh) Special Topics  
F (odd)  
This course offers students an opportunity to study in a specialized field or area of interest, as determined by the instructor. Prerequisites: ENG 112.

ENG 345 (3 sh) Modern & Contemporary Literature  
S (even)  
This course is a study of major works and writers in the modern and contemporary traditions across nations, regions and genres. Prerequisites: ENG 112

ENG 351 (3 sh) Studies in Drama  
This course is a study of the development of drama in a global context, including reading and analysis of plays from the Greeks to the present. Prerequisites: ENG 112

ENG/ART 360 & 361 (3 sh) Literary Journal Practicum I and II  
F/S  
This course introduces students to literary magazines and literary publishing through reading, discussions, and magazine production. Students will read and evaluate submissions learning the process behind editorial decisions, explore the work of developmental editing, work on design tasks, interact with authors and learn to manage publishing contracts, search for and acquire permissions for publishing visual art, and other work that is involved in the world of publishing. The course is production oriented. This course can be repeated for credit. Prerequisite: ENG 112, ENG 255

ENG 371 (3 sh) Introduction to Language Studies  
F (even)  
This course is an introductory course in linguistics, with its primary emphasis focusing on the stages and dialects of English throughout the world from the Anglo-Saxon period to present day. Emphasis will be placed on historical, phonological, morphological and semantic elements, the formation and history of English, and the socio-linguistic aspects of language, as well as on pedagogical issues in applied linguistics. Prerequisites: English 112

ENG 380 (3 sh) Research Methodology  
F  
This course focuses on the preparation for writing extended research papers in the humanities and social sciences. Special emphasis is placed upon selection of topics, qualitative and quantitative approaches to gathering and interpreting data, critical analyses of academic, peer reviewed sources. By the end of the course, students are required to produce a 15-source evaluative Annotated Bibliography and a formal research proposal. This course is restricted to students with Junior or Senior standing, immediately prior to taking ENG 480. Prerequisite: ENG 112

ENG 402 (3sh) Special Topics in Technical and Professional Communication  
F (odd)  
This course includes topics in TPC which are not regularly offered, but are designed to meet the needs and interests of students with a variety of disciplinary backgrounds. Prerequisite: ENG 112

ENG 405 (3sh) Social Issues in Technical and Professional Communication  
S (odd)  
This course provides a basic understanding of the ways technical and professional communication affect the quality of life in societies throughout the world, including consideration of the ethical, legal, and professional consequences of developing effective materials for individuals from different nations and cultures. Prerequisite: ENG 112
ENG 414 (3sh) Internship II
OL
This course offers elective credit for English majors interested in working with a business in the community to further develop writing, communication, and leadership skills for the workplace. The Internship placement is approved and developed in close consultation with the department chair. **Prerequisite:** Junior or Senior standing & Chair Approval.

ENG 420 (3 sh) Early English & Medieval Literature
F (odd)
This course is a study of early English literature in Anglo-Saxon and Middle English, with special focus on *Beowulf* and the works of Chaucer. **Prerequisite:** ENG 112

ENG 421 (3 sh) Shakespeare and the Renaissance
S (even)
This course is a study of early modern English works focusing on Shakespeare. **Prerequisites:** ENG 112.

ENG 422 (3 sh) British Literature of the Enlightenment & Romantic Periods
S (odd)
This course is a study of Shakespeare, the Cavalier poets, and Metaphysical writers, such as Donne. **Prerequisite:** ENG 112

ENG 423 (3 sh) British Literature of the Victorian and Modernist Periods
F (even)
This course is a study of British Victorian and Modernist periods. **Prerequisite:** ENG 112

ENG 424 (3 sh) American Renaissance and Realist Literature
F (even)
This course is an in-depth study of selected American authors who follow in the tradition of realism. **Prerequisite:** ENG 112

ENG 425 (3 sh) Multicultural Literature
S (even)
This course is a broad look at multicultural literatures across nations, cultures, genres and time periods. Special focus will be placed on diverse cultural perspectives, including immigrant literatures, transnational literatures, diasporic literatures, post-colonial literatures and literatures in translation. **Prerequisites:** ENG 112

ENG 441 (3 sh) Special Topics
TBA
This course offers students an opportunity for an in-depth study in a specialized field or area of interest, as determined by the instructor. **Prerequisites:** ENG 112

ENG 455 (3 sh) Advanced Poetry Workshop
S (odd)
This course is a continuing study of appreciation of poetry writing and an understanding of the poetic tradition. The course also develops workshop practices and critical thinking skills, emphasizing knowledge of poetry writing techniques, revision, and critical analysis of texts. The course requires a short book, review and responses to poetry (assigned texts) in journals in addition to original poetry. **Prerequisite:** ENG 301 or permission of instructor

ENG 456 (3 sh) Literary Prose Workshop
S (even)
This course is a continuing study of nonfiction and fiction writing designed to refine the student writer’s sense of character, plot, setting, tone, voice, point of view as they relate to the two genres. The course also develops workshop practices and critical thinking skills, emphasizing knowledge of fiction writing techniques, revision, and critical analysis of texts. **Prerequisite:** ENG 302, or permission of instructor

ENG 460 (3 sh) Children’s and Young Adult Literature
S (odd)
The course will focus on children’s and young adult literature, exploring classic and contemporary authors and works in a variety of genres. This course may be especially useful for education majors, but is not limited to these students. **Prerequisites:** ENG 112

ENG 480 (3 sh) Senior Research Project
S
This course helps English majors develop an extensive research project, the culmination of which is a 20-page (minimum) written thesis or 20-page chapbook with critical introduction, and a final 15-minute oral presentation that will operate like an academic conference. Projects can focus on creative work, literary studies or communications studies. **Prerequisite:** ENG 380
FIN 210 (3 sh) Personal Finance  
Introduction to the fundamental concepts of personal finance. Students study the following: time value of money, income tax, checking and saving accounts, consumer credit and consumer loan, vehicle and other major purchases, housing, insurance, personal investment (in securities, mortgages, and funds), retirement and estate planning. GER Citizenship

FIN 320 (3 sh) Corporation Finance  
A study of the common general types of business with emphasis on the corporate form. This course includes the time value of money, financial analysis and management, stock classifications, bonds, capital budgeting, and working capital management. Prerequisites: ACC 211 & ECO 201 or ACC 300 & ECO 300

FIN 325 (3 sh) Banking Institutions and Financial Markets  
An exploration of business applications that connects financial markets and banking institutions. This course includes broad topics such as structure of financial markets and financial intermediation, flows of funds, banking management and regulation, as well as applications such as term structure of interest rates, stocks, derivatives, currencies, and mutual funds. Prerequisite: FIN 320

FIN 330 (3 sh) Risk Management and Insurance  
An introduction to the general concepts of risk identification and management, as well as how insurance is used to manage risks of individuals and businesses. The insurance industry is analyzed with emphasis placed on management, marketing and underwriting policies, including the following: life, health, property, and liability contracts. Prerequisite: FIN 320, FIN 325

FIN 405 (3 sh) Business and Consumer Lending  
A course that equips students with tools to evaluate credit applications and detect red flags that may impair the ability for loan repayment of an individual and/or business. Agribusiness, commercial and small business lending are some of the specific challenges that compose the list of topics addressed. Development of business plans is a primary objective. Prerequisite: FIN 320, FIN 325

FIN 483 (3 sh) Contemporary Issues in Banking and Finance  
A review of contemporary issues in banking and finance with the intent of students developing skills necessary to construct a comprehensive policy paper. Through academic research and practical application, along with critical thinking, and integrative analysis, students build on the conceptual foundation gained through previous coursework and experience. Prerequisite: BUS 202, BUS 302, ECO 201, & ECO 202 with grade of C or better.

GRE 111 (3 sh) GRE 112 (3 sh) Elementary Greek  
This course focuses on instruction in the fundamental elements of grammar with selected readings from the New Testament. GER Global Understanding.

GRE 211 (3 sh) GRE 212(3 sh) Intermediate Greek  
This course focuses on advanced grammar and readings from the New Testament. GER Global Understanding.

HCM 300 (3 sh) Introduction to the U.S. Healthcare System  
An overview of the U.S. healthcare system; implications of environmental trends and healthcare policy on healthcare organizations; introduction to the financing of healthcare.

HCM 303 (3 sh) Introduction to Health Insurance and Managed Care  
An overview of the characteristics of healthcare markets, the relation between managed care and hospitals, as well as physicians; policy and management issues related to managed care operation; hospital strategic planning in managed care environment; and provision of healthcare for the indigent.

HCM 311 (3 sh) Operation Management in Healthcare Organizations  
An overview of the operational functions of mid-level managers including work design and re-engineering; systems theory; development, planning and analysis; productivity analysis; and quality improvement techniques.
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<tbody>
<tr>
<td>HCM 316</td>
<td>Organization Behavior in Healthcare</td>
<td>3</td>
<td>A focus on behavioral science concepts including leadership, managing change, negotiating and conflict resolution, team building, organizational assessment, marketing, and entrepreneurship.</td>
</tr>
<tr>
<td>HCM 320</td>
<td>Corporate Finance in Healthcare</td>
<td>3</td>
<td>An overview of financial management functions and healthcare economics at the department level, including budgeting and cost analysis for departmental-level operations and capital expenditures. Prerequisites: ACC 211 and ECO 201.</td>
</tr>
<tr>
<td>HCM 325</td>
<td>Managerial Implications of Healthcare</td>
<td>3</td>
<td>An overview of the major players involved in the production and delivery of healthcare in the United States, and the key challenges and opportunities presented by evolving laws and policies that influence managerial decisions and strategies. The focus of this course is on the impact of healthcare policies in the areas of human resources, accounting, finance and marketing. Prerequisite: BBA Major</td>
</tr>
<tr>
<td>HCM 330</td>
<td>Laws and Ethics for Healthcare Professionals</td>
<td>3</td>
<td>An introduction to the principles of law and the U.S. legal system as applied in health care organizations; documentation, privacy, security, and release of health information; liability, consent, and malpractice. This course includes an overview of major ethical theories; ethical decision-making models; application to patients’ rights, confidentially, informed consent, professional relationships, and allocation of scarce resources.</td>
</tr>
<tr>
<td>HCM 352</td>
<td>Healthcare Quality Management</td>
<td>3</td>
<td>A course addressing the quality of healthcare and its importance from both a business and public health perspective. Special consideration is given to healthcare managers addressing quality issues, particularly related to medical reimbursement.</td>
</tr>
<tr>
<td>HCM 355</td>
<td>Global Health</td>
<td>3</td>
<td>An introduction to global health issues including the relationship between health and economic development. Comparisons among countries are examined using various health statistics. Future trends are identified along with nutritional and environmental health concerns.</td>
</tr>
<tr>
<td>HCM 380</td>
<td>Managerial Epidemiology, Analysis and Community Health</td>
<td>3</td>
<td>A focus on basic epidemiologic concepts including disease patterns in populations, community health indicators, population health descriptive techniques, and health determinants. Students learn to manage the resources necessary for a healthy community. This process includes the following: skill development focused on the components of health systems and services, as well as prevention strategies and resource development necessary for actual and potential threats to the morbidity and mortality of the population and the community. Prerequisite: BUS 302</td>
</tr>
<tr>
<td>HCM 402</td>
<td>Research Methods</td>
<td>3</td>
<td>A focus on the use of statistical methodology in health professions research that includes the following: an overview of research methodologies; the use of databases to locate research sources; guidelines for critiquing published research; and development of a basic research proposal. Prerequisite: BUS 302</td>
</tr>
<tr>
<td>HCM 410</td>
<td>Business Policy and Strategy in Healthcare</td>
<td>3</td>
<td>An overview of the strategic management and planning processes in healthcare organizations from the perspective of the mid-level manager. Emphasis is on operational level implementation and control, as well as the current business and healthcare policy. Prerequisite: Senior standing</td>
</tr>
<tr>
<td>HCM 415</td>
<td>Information Systems, Assessment, Management and Analysis</td>
<td>3</td>
<td>An overview of information systems and applications in health care organizations, including issues and challenges in system design and implementation. This course includes learning to set up data analysis relying on the electronic health record, and evaluating data for improvement ranging from operational assessment to statistical and financial analysis for decision-making. Prerequisite: MIS 300, BUS 302</td>
</tr>
</tbody>
</table>
HCM 420 (3 sh) Current Health Topics
A course covering a wide range of current health care management topics.

HCM 430 (3 sh) Healthcare Business Core Components  F/S

HCM 493 (3 sh) Internship  F/S
A minimum of 120 hours in a structured healthcare or healthcare-related environment. This internship involves experiential learning through contact with the healthcare industry, including healthcare providers, health insurance organizations or governmental agencies involved with health policy/regulatory issues. Students are encouraged to begin the internship after their third class in the major, or between their junior and senior years. Prerequisite: Junior Standing

HEB 111 (3 sh) Beginning Hebrew  F (even)/S (odd)
This course focuses on instruction in the fundamental elements of grammar and readings from the Hebrew Bible. GER Global Understanding.

HIS 111, 112 (3 sh each) World Civilization  111/F-112/S
This course is a survey of the foundation and development of world civilizations from the prehistoric period to 1500 with emphasis on the political, economic, social, and cultural institutions. HIS 112 is a survey of World Civilization from 1500 to the present. GER History & Global Understanding

HIS 200 (3 sh) Contemporary World History  F/S
This course examines the historical factors that led to contemporary world events. GER History & Global Understanding

HIS 202 (3 sh) Environmental History: Developed Regions  TBA
This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in developed regions: United States, Canada, Europe, Russia, Japan, China and Australia.

HIS 203 (3 sh) Environmental History: Less Developed Regions
This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in less developed regions: South Asia, Southeast Asia, Sub-Saharan Africa, North Africa, the Middle East, and Latin America.

HIS 221, 222 (3 sh each) American History I, II  221/F-222/S
This course is a survey of the history of the United States from the age of exploration and discovery until 1865. HIS 222 is a survey of the history of the United States from 1865 to the present. GER History & Global Understanding

HIS 223(3 sh) Major Issues in U.S. History  F/S
This course is a survey of the major issues that have impacted the United States from its beginnings to the present. The course is designed for non-History/Social Studies Education majors. GER History & Global Understanding

HIS 240 (3 sh) African American History  S (even)
This course focuses on African-American history from colonial times to the present. Required for Secondary and Social Studies education majors.

HIS 270 (3 sh) Study and Travel  TBA
This course is a foreign study and travel with emphasis on political, cultural, social, and historical development.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Offered</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 300 (3 sh)</td>
<td>History: Its Nature and Method</td>
<td>F</td>
<td>This course is a survey of historical method, historical thought, and the uses of history. Permission of the instructor. Required course for HIS &amp; SS EDU Majors.</td>
<td></td>
</tr>
<tr>
<td>HIS 302 (3 sh)</td>
<td>Environmental History: North Carolina</td>
<td>TBA</td>
<td>This course focuses on the history of interrelationships of population, environment, economy, resources, and current issues in North Carolina.</td>
<td></td>
</tr>
<tr>
<td>HIS 310 (3 sh)</td>
<td>North Carolina History</td>
<td>F (odd)</td>
<td>This course is a survey of North Carolina History from the period of colonization to the present. Prerequisite: Sophomore standing. Required course for SS EDU Majors.</td>
<td></td>
</tr>
<tr>
<td>HIS 311 (3 sh)</td>
<td>History of Ancient Greece and Rome:</td>
<td>F (even)</td>
<td>This course is an examination of the political, social, and cultural developments in Greece from 800 B.C. to 146 B.C. and in Rome from 753 B.C. to 476 A.D. Prerequisites: Sophomore standing and permission of instructor.</td>
<td></td>
</tr>
<tr>
<td>HIS 312 (3 sh)</td>
<td>Medieval Civilization, 476-1350</td>
<td>S (odd)</td>
<td>This course is a study of medieval institutions and culture with special emphasis on feudalism and the religious system of the period. Prerequisites: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 313 (3 sh)</td>
<td>Early Modern Europe, 1350–1815</td>
<td>F (odd)</td>
<td>This course is a survey of European history from 1350 to 1815, emphasizing the Renaissance, Reformation, Age of Reason, Enlightenment, and French Revolution. Prerequisites: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 314 (3 sh)</td>
<td>Modern Europe, 1815 to Present</td>
<td>S (odd)</td>
<td>This course focuses on modern Europe from the defeat of Napoleon to the present with emphasis on intellectual movements and Europe’s place in the contemporary world. Prerequisites: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 320 (3 sh)</td>
<td>The Constitution of the United States</td>
<td>S (odd)</td>
<td>This course is an analysis of the origins, structure, principles, and interpretations of the Constitution. Prerequisites: Sophomore standing. (Required Course for SS EDU Majors).</td>
<td></td>
</tr>
<tr>
<td>HIS 321 (3 sh)</td>
<td>The United States Foundations of the Republic</td>
<td>F (odd)</td>
<td>This course is a study of European colonization, colonial organizations, revolution, and the founding of the republic during the period 1600–1815. Prerequisites: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 322 (3 sh)</td>
<td>The Civil War &amp; Reconstruction</td>
<td>F (even)</td>
<td>This course is an in-depth look at the causes of the Civil War and the subsequent efforts to reconstruct the nation. Prerequisites: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS/REL 327 (3 sh)</td>
<td>History of Religion in America</td>
<td>S (odd)</td>
<td>This course is designed to introduce a student to the history of religion in America, emphasizing the role of Christianity in the development of America institutions and patterns of life. Attention is given to the major denominations and religious movements that affected the climate of religion in America. Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 328 (3 sh)</td>
<td>Early Modern U.S., 1815-1920</td>
<td>F (odd)</td>
<td>This course is a study of the history of the United States from the end of the War of 1812 to 1920. Prerequisite: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 329 (3 sh)</td>
<td>Modern U.S., 1920 to the Present</td>
<td>S (even)</td>
<td>This course is a study of the history of United States from 1920 to the Present. Prerequisite: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>HIS 330 (3 sh)</td>
<td>American Military History</td>
<td>TBA</td>
<td>This course is an in-depth study of American Military History from Colonial times to the present. Prerequisite: Sophomore standing.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
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<td>Term(s)</td>
<td>Notes</td>
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<tr>
<td>HIS 340</td>
<td>Women in History</td>
<td>3 sh</td>
<td>F (even)</td>
<td>This course includes an introduction to the field of Women’s Studies and then considers the varieties and commonalities of women’s experience throughout world history.</td>
</tr>
<tr>
<td>HIS/REL 355</td>
<td>History of World Religions:</td>
<td>3 sh</td>
<td>F (even)/OL</td>
<td>This course is a historical study of the major religions of humankind with the aim of bridging the interval between the founding of these religions and their present state. Sophomore standing.</td>
</tr>
<tr>
<td>HIS 401</td>
<td>History Internship I</td>
<td>3 sh</td>
<td></td>
<td>This course involves an internship at a local historic site or museum. Prerequisite: Permission of the instructor.</td>
</tr>
<tr>
<td>HIS 402</td>
<td>History Internship II</td>
<td>3 sh</td>
<td></td>
<td>This course involves an internship at a local historic site or museum. Prerequisite: Permission of the instructor.</td>
</tr>
<tr>
<td>HIS 410</td>
<td>The Middle East</td>
<td>3 sh</td>
<td>S (even)</td>
<td>A study of the political, social, and cultural history of the Middle East (for the purposes of this class defined as North Africa to Afghanistan) from C.E. 600 to the present.</td>
</tr>
<tr>
<td>HIS 420</td>
<td>Asian History</td>
<td>3 sh</td>
<td>F (even)</td>
<td>This course is a survey of the history and politics of Asia. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>REL/HIS 421</td>
<td>History of Christianity I</td>
<td>3 sh</td>
<td>F (odd)</td>
<td>This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the first century to the eve of the Reformation. Sophomore standing.</td>
</tr>
<tr>
<td>REL/HIS 422</td>
<td>History of Christianity II</td>
<td>3 sh</td>
<td>S (even)</td>
<td>This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the Reformation to the twenty-first century. Sophomore standing.</td>
</tr>
<tr>
<td>HIS 430</td>
<td>History of Latin America</td>
<td>3 sh</td>
<td>F (odd)</td>
<td>This course is a survey of the Caribbean region as well as Central and South America from the pre-Columbian period to the present day. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>HIS 440</td>
<td>History of Africa</td>
<td>3 sh</td>
<td>F (odd)</td>
<td>This course is an introduction to the history of the African continent from its earliest beginnings to the modern day. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>HIS 450</td>
<td>History of the Islamic World</td>
<td>3 sh</td>
<td>S (odd)</td>
<td>This course is a survey of Islamic history from the beginnings of Islam in the Arabian Peninsula in the 7th Century CE to its expansion into a world-wide faith in the modern day. Consideration will be given not only to the heartland of Islam in the Arab world but also to Asia, Africa, and various minority communities in Europe, Latin America, and the United States. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>HIS 451</td>
<td>The American South</td>
<td>3 sh</td>
<td>TBA</td>
<td>This course is a study of the American South from colonial times to the present. Prerequisite: Junior standing.</td>
</tr>
<tr>
<td>HIS 452</td>
<td>The American West</td>
<td>3 sh</td>
<td>S (odd)</td>
<td>The history of the American West from the Spanish invasion to the present, including changing views of western settlement and the contributions of the following: women and various ethnic and religious groups. Films, lectures and discussions used. Prerequisite: Junior standing.</td>
</tr>
<tr>
<td>HIS 460</td>
<td>The Vietnam War</td>
<td>3 sh</td>
<td>S (odd)</td>
<td>This course is a study of the conflict in Vietnam from the beginning of French intervention in 1847 to the end of American involvement in 1975. Panel discussion, films, and lectures used. Prerequisite: Junior.</td>
</tr>
</tbody>
</table>
### HIS 480 (3 sh) History Research Seminar
This course is a study in research methodology that includes site visits to manuscript collection, and a major paper. Required of all history majors. **Prerequisites:** 15 sh of 300/400 level history courses or permission of instructor.

### HIS 481-486 (1–6 sh) Special Topics in History
**HIS 481 Directed Readings in American History** *(Individual Guided Research)*  
TBA  
This course is a study involving critical analysis, independent research, and writing on a specific topic to be determined by the Department according to student’s needs and interests. **Open to juniors and seniors only.**

### HLH 110 (3 sh) Focus on Health
**F/S/OL**  
This course is an introduction to the association between fitness and mortality, the relevance of initiating and adhering to a lifetime fitness program, and the effects of a healthy lifestyle on quality of life and longevity. **GER Citizenship.**

### HLH 211 (3 sh) Medical Terminology
**S-OL**  
This course is a study of the terms and abbreviations used in allied health professions. **Prerequisite:** Major in a health related field.

### HLH/EDU 265 (3 sh) Health, Safety, and Nutrition for Young Children
**F-OL**  
This course is designed to prepare early childhood educators to evaluate the health status of young children, to develop methods for healthy and safe environments, and to implement and facilitate activities that promote health, safety, and nutrition for young children. Students will be exposed to assessment tools, regulations governing health, safety, and nutrition issues, and standards of care for young children.

### HLH 310 (3 sh) Nutrition
**S/F-OL**  
This course is designed to study the function and sources of human food, including nutrient requirements, and their relationship to health and disease. **Open to sophomores, juniors, and seniors. Prerequisite:** HLH 110.

### HLH 320 (3 sh) Nutrition for Sports and Performance
**F**  
This course is designed to study the function and sources of human food, including nutrient requirements, and their relationship to health and performance. Topics include energy requirements for all types of exercise; components of a balanced diet; timing and make up of pre-and post-competition meals; how vitamins and minerals play a role in performance; the use of ergogenic aids; and hydration requirements. **Prerequisite:** HLH 110

### HLH 410 (3 sh) Methods of Teaching Health Education
**F even**  
This course covers the foundations of health education and the tools and teaching methodologies for promotion of health and prevention of illness. It will assist health educators identify best practices used to preserve, repeat and analyze what successful strategies work as well as why some strategies fail. **Prerequisites:** RLS foundation course RLS 111,171,200,205 or PED 141 & HLH 110

### HLH/PED 430 (1 sh) Health and Physical Education Capstone
**F-OL/S-OL**  
This course will be taken concurrently with student teaching (EDU 499). Purpose of the course is to provide discipline specific instructions, guidance and advice during student teaching. Further, this course will serve as a preparation course for Praxis exam.

### HON 111 (3 sh) Great Ideas
**F**  
An exploration of the liberal arts responses to the perennial questions of being, including major Western philosophic, religious & scientific discourse. **GER Written Communication**

### HON 112 (3 sh) Great Works
**S**  
An intensive study of the canonical works of literature, which have shaped Western culture, including critical analysis and research components. **GER Written Communication**
<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
</table>
| HON 211    | State & Regional Issues                          | 3 sh    | F       | This interdisciplinary course includes in depth exploration and intensive research on state and regional issues.  
**GER Social/Behavioral Science**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HON 212    | National Issues                                  | 3 sh    | S       | This interdisciplinary course includes in depth exploration and intensive research on issues facing America.  
**GER Citizenship**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HON 311    | The Global Community                             | 3 sh    | F       | This interdisciplinary course includes in depth exploration and intensive research on issues facing the Global Community. **GER History**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HON 312    | Travel Abroad                                    | 3 sh    | S       | This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HON 411    | Senior Reflections                               | 3 sh    | F       | This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HON 412    | Senior Research                                   | 3 sh    | S       | This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 221    | Fundamentals of Human Resource Management        | 3 sh    | S       | An introduction to basic human resource principles that includes the development of human resource management programs. Emphasis is on solutions of current challenges in organizations such the implementation of technology, recruitment, selection, retention, and employee motivation. **GER Global Understanding**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 322    | Human Capital Management                         | 3 sh    | S/OL    | A study of the theory, methodology and application of human resource planning and development techniques; staffing analysis and planning; career management; management succession and development; and performance improvement. This course emphasizes the role of the human resource administrator in an organization. **GER Global Understanding**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 420    | Corporate Training and Development               | 3 sh    | F/OL    | A study for human resource professionals of education, training, and development in corporations. Students learn different forms of employee development and identify, assess and apply various criteria for business training programs. **Prerequisite: HRM 322.**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 425    | Compensation Management                          | 3 sh    | F/OL    | A study of compensation theories, policies, systems and practices with emphasis on the design of effective compensation programs. This course views compensation from the employer’s point of view, i.e., reward system and establishing the worth of a job. **Prerequisite: HRM 322.**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 430    | Labor Relations                                  | 3 sh    | S/OL    | A study of work-related issues such as individual and group dynamics, conflict resolution, negotiation, bargaining, union relations, OSHA guidelines, state and federal laws and other relevant topics. **Prerequisites: HRM 322**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
| HRM 435    | Employee Benefits                                | 3 sh    | S/OL    | A study of employer benefits and their role in recruiting and retention. Areas of discussion include the following: the history of legal framework; ERISA; and standard benefits offerings as medical, dental, vision, disability, defined contribution and defined benefit, and cafeteria plan options. **Prerequisite: HRM 322.**  
This course involves classroom study, reading, lectures, and international site visits. This course explores the major historical events of the focus country/countries with an emphasis on understanding cultural differences and historical issues in a global context. **GER Global Understanding**  
This course will facilitate the development of our students’ lifelong learning experiences with particular emphasis on the connections between their chosen vocation/career and the ways in which UMO has played a part in their decisions. |
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>HRM 440 (3 sh)</td>
<td>Employment Law</td>
<td>F/OL</td>
<td>The exploration of laws that govern workplace behaviors and decisions. Areas of emphasis include employment discrimination, sexual harassment, employment contracts (implied and expressed), the Americans with Disabilities Act, wrongful termination, employee leave, privacy issues, wage and hour issues and workplace violence. <strong>Prerequisite:</strong> HRM 322.</td>
</tr>
<tr>
<td>HRM 483 (3 sh)</td>
<td>Senior Research Project</td>
<td>F/S/OL</td>
<td>The capstone course for the Human Resource Management major. This course is comprehensive and includes the following topics: strategic management, workforce planning and employment, human resource development, total rewards, employee and labor relations, and risk management. <strong>Prerequisite:</strong> senior standing.</td>
</tr>
<tr>
<td>HRM 485 (3 sh)</td>
<td>Special Topics in Human Resource Development</td>
<td>TBA</td>
<td>An analysis of the human resource system components that is oriented toward the HR professional. Topics include employee benefits and the legal aspects of human resource management <strong>Prerequisites:</strong> MGT 316, HRM 322, senior standing.</td>
</tr>
<tr>
<td>HRM 491 (3 sh)</td>
<td>Advanced Seminar in Human Resource Management</td>
<td>S/OL</td>
<td>A focus on integration of concepts and techniques from the human resources curriculum into a framework of applied programs. This course allows students an opportunity to investigate and synthesize various updated concepts of human resource management. <strong>Prerequisites:</strong> BUS 202, BUS 302, ECO 201, &amp; ECO 202 with grade of C or better.</td>
</tr>
<tr>
<td>HRM 493 (3 sh)</td>
<td>Internship</td>
<td>TBA</td>
<td>An integrated, supervised Human Resource Management work experience coordinated with the degree program supervisor and internship site.</td>
</tr>
<tr>
<td>INT 493, 496 (3 sh, 6 sh)</td>
<td>Internship</td>
<td></td>
<td>A supervised work experience coordinated with the Department/Division and internship site.</td>
</tr>
<tr>
<td>IDS 100-199 (1, 2, or 3 sh)</td>
<td>Interdisciplinary Studies</td>
<td></td>
<td>In this introductory level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.</td>
</tr>
<tr>
<td>IDS 200-299 (1, 2, or 3 sh)</td>
<td>Interdisciplinary Studies</td>
<td></td>
<td>In this intermediate level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. No prerequisites.</td>
</tr>
<tr>
<td>IDS 200: Religion and Science</td>
<td></td>
<td></td>
<td>This course will examine the relationship between religion and science incorporating historical, scientific, theological, and philosophical perspectives.</td>
</tr>
<tr>
<td>IDS 300-399 (1, 2, or 3 sh)</td>
<td>Interdisciplinary Studies</td>
<td></td>
<td>In this advanced level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.</td>
</tr>
<tr>
<td>IDS 400-499 (1, 2, or 3 sh)</td>
<td>Interdisciplinary Studies</td>
<td></td>
<td>In this research level course a problem, issue, historical period, or culture is examined from the perspective of two or more academic disciplines. Prerequisites determined by course designers.</td>
</tr>
<tr>
<td>INT 493 (3sh)</td>
<td>Internship</td>
<td></td>
<td>A supervised work experience coordinated with the Department/Division and internship site.</td>
</tr>
<tr>
<td>INT 496 (6sh)</td>
<td>Internship II</td>
<td></td>
<td>A supervised work experience coordinated with the Department/Division and internship site.</td>
</tr>
</tbody>
</table>
LAT 111, 112 (3 sh each) Elementary Latin I, and II  
This course is an introduction to the Latin language and Roman civilization and literature, some emphasis on word study and vocabulary building. **Prerequisite for 112: LAT 111 or placement credit. GER Global Understanding**

LAT 211 (3 sh) Intermediate Latin I  
This course is a more detailed and intensive study of the language with continued emphasis on vocabulary building and reading Latin prose. **Prerequisite: LAT 112 or placement credit. GER Global Understanding**

LAT 212 (3 sh) Intermediate Latin II  
This course is a survey of major classical works with emphasis on reading poetry. **Prerequisite: LAT 211. GER Global Understanding**

LAT 213, 214, 215 (1 sh each) Translating Classical Latin I, II, III:  
These courses focus on sight-reading of selected authors from the classical period. **Prerequisite: LAT 212.**

LDR 300 (3 sh) Leadership  
A study of the fundamental concepts of leadership in organizations.

LDR 340 (3 sh) Case Studies in Leadership  
Application of leadership concepts using the case method approach. **Prerequisite: LDR 300**

LDR 360 (3 sh) Leadership through Innovation  
A practical and theoretical study of innovation in organizations. **Prerequisite: LDR 300**

LDR 400 (3 sh) Effective Conflict Resolution  
An examination of methods of conflict resolution within organizations. Topics include types of conflict, the role of personality, organizational toxicity, and techniques for conflict resolution. **Prerequisite: LDR 300**

LDR 440 (3 sh) Leading Change  
A study of organizational transition and methods involved in dealing with organization change including techniques for managing resistance. **Prerequisite: LDR 300**

LDR 460 (3 sh) Creating Effective Teamwork  
An application of team building and study of effective team management in organizations. **Prerequisite: LDR 300**

LDR 490 (3 sh) Leadership Capstone  
A capstone course that provides an opportunity for students to apply leadership concepts and principles in either a for-profit or not-for-profit organization. The nature of the project is determined in consultation with an appropriate faculty member. **Prerequisites: LDR 300, LDR 340, LDR 360, LDR 400, LDR 440 and LDR 460**

MAT 110 (3 sh) Intermediate Algebra  
This course is a review of the fundamentals of algebra. Topics include: signed numbers, properties of the real number system, exponents, radicals, polynomials, linear equations, and graphing. MAT 110 is a refresher course intended for students whose SAT scores and/or transcripts indicate a need for the review of the fundamentals of algebra. **MAT 110 does not satisfy the GER requirement in mathematics. Three hours of elective credit are granted for successful completion of MAT 110**

MAT 115 (3 sh) Foundations of Numbers and Operations  
This course is designed for K-5 pre-service teachers and emphasizes the understanding and use of the major concepts of number and operations. Topics include problem-solving strategies; inductive and deductive reasoning; history of numeration; numeration systems and place value; sets of numbers; operations and algorithms; number theory; and proportional reasoning.
MAT 120 (3 sh) College Algebra  
This course focuses on topics that include a review of basic concepts of algebra (polynomial expressions, integral and rational exponents, radicals, factoring, solving equations) with an emphasis on graphs, algebraic fractions, and models. GER Quantitative Reasoning

MAT 121 (3 sh) Contemporary College Mathematics  
This is an activity-based course focusing on quantitative literacy and problem-solving with emphasis on realistic applications from set theory, elementary combinatorics, probability, elementary statistics, geometry, trigonometry and measurement. GER Quantitative Reasoning

MAT 123 (3 sh) Mathematical Skills for Everyday Life  
This course focuses on the development of mathematical skills used in daily life. Topics include: problem solving techniques, rates and ratios, common functions associated with growth, basic geometry, counting and probability, personal finance, and voting systems. GER Quantitative Reasoning

MAT 125 (3 sh) Concepts of Probability and Geometry  
This course is designed for K-5 pre-service teachers and emphasizes the understanding and use of the major concepts of probability and geometry. Topics include experimental and theoretical probabilities, odds and expectation, random variables, discrete probability distributions, plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, and congruence and similarity mappings. GER Quantitative Reasoning

MAT 140 (3 sh) Pre-calculus  
This course is a study of algebraic, trigonometric, exponential, and logarithmic functions with an emphasis on graphs and models. GER Quantitative Reasoning

MAT 240 (3 sh) Statistical Methods  
This course is an introduction to descriptive and inferential statistics. Topics include: graphical and numerical summaries of data, correlation and regression, properties and applications of the normal distribution, sampling distributions, confidence intervals, and hypothesis tests for means and proportions. Prerequisite: MAT 120 or equivalent

MAT 255 (3 sh) Calculus I  
This course is an introductory survey of the basic concepts of single variable calculus. Topics include: algebraic, trigonometric, exponential, and logarithmic functions, as well as graphs, theory of limits, derivatives, and integrals with an emphasis on applications in the life, physical, and social sciences, and business. The first of three semesters of unified calculus, this course is suitable for all programs of study requiring or recommending one semester of calculus. Prerequisite: MAT 140 or equivalent. GER Quantitative Reasoning

MAT 255L (1 sh) Calculus I for Pre-Engineering Laboratory  
This course is designed to supplement Calculus I, especially for Pre-Engineering students. The laboratory provides hands-on training in using computer algebra systems (particularly Maple®) to assist in the solution of Calculus based mathematical problems. The first part of the course will emphasize the learning of basic syntax and commands within the computer algebra system. Then the computer algebra system will be used to investigate problems and theory from Calculus. In the case of the key topics of Calculus I (such as limits, differentiation, and maximization problems), the lab will provide students with computer-assisted methods of solution. In addition, other more tangential topics (such as parametric systems, graphical analysis, and Newton’s method) will be covered in a manner that is beyond what is feasible for a traditional lecture course. Co-requisite: MAT 255 or permission of instructor

MAT 256 (3 sh) Calculus II  
This course is a continuation of MAT 255. Topics include: Riemann sums, the Fundamental Theorem of Calculus, integration techniques (including trigonometric, exponential, and logarithmic functions), physical and geometrical applications of the integral, and an introduction to sequences and series. Prerequisite: MAT 255
MAT 256L (1 sh) Calculus II for Pre-Engineering Laboratory  
This course is designed to supplement Calculus II, especially for Pre-Engineering students. The laboratory provides hands-on training in using computer algebra systems (particularly Maple*) to assist in the solution of Calculus based mathematical problems. For key topics of Calculus II (such as integration and volume problems), the lab will provide students with computer-assisted methods of solution. In addition, other more tangential topics (such as Riemann sums, direction fields, and Euler’s method) will be covered in a manner that is beyond what is feasible for a traditional lecture course. Prerequisite: MAT 255L or permission of instructor. Co-requisite: MAT 256 or permission of instructor.

MAT 300 (3 sh) Discrete Mathematics  
This course is an introduction to mathematical logic, set theory, mathematical induction, and recursive sequences. It includes applications of discrete mathematics in dynamical systems, elementary number theory, counting principles, probability, and graph theory. Prerequisite: MAT 255 or permission of instructor.

MAT 310 (3 sh) Foundations of Higher Mathematics  
This course is an introduction to the basic techniques of constructing mathematical proofs, providing a foundation for more advanced courses in algebra and analysis. Topics include: mathematical logic, set theory, mathematical induction, number theory, binary relations, and functions. Prerequisite: MAT 255 or permission of instructor.

MAT 315 (3 sh) Topics and Technology in High School Mathematics  
This course is designed to provide an overview of the high school mathematics curriculum with an emphasis on issues and trends, curricular goals, instructional strategies, and the effective integration of instructional technology. Prerequisite: MAT 255, EDU 101, EDU 102, EDU 201, EDU 202 and junior standing, or permission of the instructor.

MAT 320 (3 sh) Linear Algebra  
This course is an introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, determinants, eigenvectors, diagonalization, and applications. Prerequisite: MAT 255 or permission of the instructor.

MAT 321 (3 sh) Modern Algebra  
This course is a study of general algebraic systems and an introduction to the theory of groups, rings, and fields. Relevant applications may be considered. Prerequisite: MAT 255 or permission of instructor.

MAT 330 (3 sh) Applied Differential Equations  
This course includes first order equations, linear equations of higher order, initial value problems, and various applications of differential equations. Additional topics may include: computational solution methods, graphical solution methods, series solutions, and Laplace transforms. Prerequisite: MAT 256.

MAT 355 (3 sh) Calculus III  
This course is a continuation of MAT 256. Topics include: polar coordinates and parametric curves, infinite series, vectors, curves, and surfaces in space, multivariable functions and derivatives, tangent planes, directional derivatives, and gradients. Prerequisite: MAT 256.

MAT 360 (3 sh) Advanced Calculus  
This course is a study of Calculus-related topics from a theoretical perspective. Topics may include: elementary logic and sets, relations, sequences, construction of the real numbers, linear spaces, metric spaces, integration, and differentiation. Prerequisite: MAT 355.

MAT 400 (3 sh) Advanced Probability and Statistics  
This course is an introduction to probability theory and the theory of statistical methods. Topics include: probability rules, conditional probability, random variables, discrete probability distributions, continuous probability distributions, and multivariate probability distributions. Additional topics may include functions of random variables and limit theorems. Prerequisite: MAT 240 and MAT 256, or permission of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 410</td>
<td>Elements of Modern Geometry</td>
<td>3</td>
<td>F (odd)</td>
</tr>
<tr>
<td>MAT 420</td>
<td>Mathematical Modeling and Data Analysis</td>
<td>3</td>
<td>S (even)</td>
</tr>
<tr>
<td>MAT 450</td>
<td>Topics in Applied Mathematics</td>
<td>3</td>
<td>S (odd)</td>
</tr>
<tr>
<td>MAT 451</td>
<td>Topics in Pure Mathematics</td>
<td>3</td>
<td>S (even)</td>
</tr>
<tr>
<td>MAT 490</td>
<td>Research Methods in Mathematics</td>
<td>2</td>
<td>S</td>
</tr>
<tr>
<td>MGT 311</td>
<td>Fundamentals of Management</td>
<td>3</td>
<td>F/S/OL</td>
</tr>
<tr>
<td>MGT 316</td>
<td>Organizational Behavior</td>
<td>3</td>
<td>F/S</td>
</tr>
<tr>
<td>MGT 340</td>
<td>Introduction to Management Science</td>
<td>3</td>
<td>S</td>
</tr>
<tr>
<td>MGT 345</td>
<td>Operations and Supply Chain Management</td>
<td>3</td>
<td>F/S/OL</td>
</tr>
<tr>
<td>MGT 380</td>
<td>Leadership for Managers</td>
<td>3</td>
<td>F/S/OL</td>
</tr>
</tbody>
</table>

**MAT 410 (3 sh) Elements of Modern Geometry**
This course is a critical study of Euclidean geometry from modern axiomatic systems, including set theory, logic, and a comparison of Euclidean geometry to elliptic, hyperbolic, and projective geometries. **Prerequisite:** MAT 255 or permission of the instructor.

**MAT 420 (3 sh) Mathematical Modeling and Data Analysis**
This course examines the process of mathematical modeling in the context of real-world problems that can be defined, quantified, and modeled with mathematical procedures. Topics include: discrete dynamical systems, proportionality, geometric similarity, simulation techniques, optimization, and analytic methods of model fitting. The usefulness and limitations of the modeling process will be considered. **Prerequisite:** MAT 240 and MAT 255, or permission of instructor.

**MAT 450 (3 sh) Topics in Applied Mathematics**
This course investigates topics of applied mathematics not covered in other courses. Topics will vary, and might be extracted from areas such as numerical analysis, dynamical systems, operations research, statistics, or others. The subject matter of the course will vary based on student interest and needs, and will be determined by the instructor. **Prerequisite:** MAT 255 and at least three semester hours in Mathematics at or above MAT 300, or permission of instructor.

**MAT 451 (3 sh) Topics in Pure Mathematics**
This course investigates topics of mathematics not covered in other courses. Topics will vary, and might be extracted from areas such as set theory, algebra, number theory, topology, or others. The subject matter of the course will vary based on student interest and needs, and will be determined by the instructor. **Prerequisite:** MAT 255 and at least three semester hours in Mathematics at or above MAT 300, or permission of instructor.

**MAT 490 (2 sh) Research Methods in Mathematics**
This course will serve as a capstone course for Mathematics majors and Mathematics Education majors. Research and advanced problem-solving will be emphasized, including instruction in using Mathematics typesetting software. Each student will be required to select an area of interest and write a research paper within that area. A class presentation of the final paper will also be required. **Prerequisite:** Mathematics majors and Mathematics Education majors only; Junior or Senior standing, or permission of instructor.

**MGT 311 (3 sh) Fundamentals of Management**
A study of the basic functions of business management, decision-making, communication, authority, and leadership.

**MGT 316 (3 sh) Organizational Behavior**
An examination of the theoretical and practical perspectives and experiences in the areas of motivation and human relations; individual, small-group, and inter-group behavior; organizational effectiveness and development.

**MGT 340 (3 sh) Introduction to Management Science**
A study of the scientific approach to improve management performance including the following topics: linear, integer and goal programming; assignment; transportation techniques; and PERT/CPM. This course emphasizes not only the concept and technique of each decision-making tool, but also the realistic applications of the tools and their interpretations. **Prerequisites:** BUS 302 or BUS 361.

**MGT 345 (3 sh) Operations and Supply Chain Management**
This course is a survey of decision tools, techniques and methods of operations and supply chain management. Operations management entails the design and coordination of systems that transform input resources into outputs (both products and services). Supply chain management is the management of material flow and physical distribution from suppliers to customers.

**MGT 380 (3 sh) Leadership for Managers**
A contemporary and practical overview of the systematic process of leadership that includes a demonstration of a variety of skills such as influencing, interacting, following, complying, and initiating. **Prerequisite:** MGT 311.
MGT 385 (3 sh) Entrepreneurship & Small Business Management  
This course exposes students to the objectives, challenges, and requirements for effectively managing the small to mid-sized business. Generally, small businesses tend to be geographically local, have fewer than 100 employees, and where one or a few individuals provide the initial financing. The focus in this course is on leadership, decision making, management, marketing, financial controls, and other necessary processes to ensure the successful start-up and long-term health of the small business enterprise.

MGT 400 (3 sh) Organizational Development and Change  
A study of basic theories and research in organizational development. This course examines practical techniques related to the design and management of organizational development programs in business, public sectors, and social service organizations. Prerequisite: MGT 316.

MGT 405 (3 sh) Global Management Models  
An examination of the strategic management of firms that conduct business across national boundaries. The focus of this course is on technical principles of multinational strategic management and applies case studies. Prerequisites: ACC 300, ECO 300, FIN 320, MKT 351, BUS 370, BUS 410, and Senior Standing.

MGT 493 (3 sh) Internship  
An integrated, supervised Business Management work experience coordinated with the degree program supervisor and internship site.

MGT 495 (3 sh) Exploring Long Range Futures  
The application of modern futures to explore socio-economic impacts of the following issues: increases in life-expectancy, depletion of natural resources, alternative energy sources, drastic shifts in global power balances, artificial intelligence, and radical changes in basic industries. Prerequisite: ACC 300, MKT 351, or permission of the instructor.

MIS 300 (3 sh) Management Information Systems  
An application of Management Information System (MIS) to improve the performance of organizations and individuals. This course focuses on four distinct components: information strategy, information technology strategy, information management strategy, and change management/implementation strategy through the exploration of business information systems and cutting-edge emerging technologies. Prerequisites: CIS 110 or competency in productivity software.

MIS 315 (3 sh) Project Management of Information Systems  
A focus on project management through critical examinations of project planning, design, production, documentation, and presentation techniques. Topics include the following: problem identification and definition, project design and analysis, feasibility measures, project charting methods (PERT, GANTT, CPM), process documentation techniques, information modeling, project design specifications and error diagnosis, and task monitoring. Prerequisite: MIS 300.

MIS 331 (3 sh) E-Business/E-Commerce  
A focus on the linkage between organizational strategy and networked information technologies. This course implements a variety of business models applied in national and global contexts that connect individuals, businesses, governments, and other organizations to each other. Prerequisite: MIS 300.

MIS 347 (3 sh) Internet and Social Media Marketing for Business  
The study of the conceptual foundation and practical approach to developing successful social media marketing plans, strategies, and platforms. Focus is on monitoring and evaluating social media marketing initiatives. Students are introduced to quantitative and qualitative social media measurements.

MIS 483 (3 sh) Systems Development Project  
A capstone course in which students present investigative methods, findings, and solutions to systems development projects. Prerequisite: BUS 202, BUS 302, ECO 201, & ECO 202 with grade of C or better.

MKT 351 (3 sh) Fundamentals of Marketing  
An introduction to the concepts of our present marketing structure.
MKT 352 (3 sh) Consumer Behavior  
An introduction of the basic process of, and influences upon, decision-making by individual consumers and organizational buyers, as well as the implications of such information toward the development of marketing strategies. MKT 351.

MKT 353 (3 sh) Marketing Communications  
The study of the advertising and promotion functions with respect to their positions within the marketing system and other business functions.  
Prerequisite: MKT 351.

MKT 355 (3 sh) Principles of Retailing  
A study of retailing as a part of the marketing distribution phase of a total marketing system. Emphasis is on consumer and market analysis, store layout, merchandising, pricing, and promotional issues and problems.  
Prerequisite: MKT 351.

MKT 358 (3 sh) Sales Management  
A study of the skills and challenges of developing, managing and controlling the sales functions in modern multicultural marketing organizations.  
Prerequisite: MKT 351.

MKT 403 (3 sh) Marketing Research Methods  
A study of the marketing information needs, as well as the operation and management of the marketing research process. The focus of this course is to emphasize the application of marketing controls to achieve actionable results within a firm.  
Prerequisites: MKT 351, MAT 240.

MKT 405 (3 sh) Marketing Management  
An overview of marketing theory and terminology. Students are given the opportunity to apply these principles and concepts to real world, domestic and international, situations. Emphasis is on gaining an understanding of the role of marketing in organizational strategic planning and an awareness of how customer behavior and decision data are collected and analyzed in the marketing planning process.  
Prerequisites: MKT 351, senior standing.

MKT 415 (3 sh) International Marketing  
A comprehensive study of international marketing strategies in the context of changing country-specific, regional and global environmental forces. Emphasis is on challenges of marketing programs adaptation and standardization, as well as exploration of ethical issues and best practices.  
Prerequisite: MKT 351.

MUS 119 (3 sh) Introduction to Music Theory  
This is a course designed to introduce the fundamentals of music theory to students with little or no theory background. Required for music majors who do not earn a C or better on the Theory Placement exam. This course may count as elective credit only.

MUS 120–121 (3 sh each) Music Theory I & II  
These courses begin the five-semester Theory curriculum. Theory I introduces music fundamentals, including the elements of music, pitch, and rhythm identification, key and time signatures, scales, and part writing. Theory II is a continuation of Theory I. Prerequisite for MUS 120: audition and passing of the Theory Placement Exam with a “C” or above. Prerequisite for MUS 121: MUS 120.

MUS 122–123 (2 sh each) Sight singing and Ear Training I and II  
These courses are designed to facilitate fluency in music reading and writing. Simultaneous enrollment in Music Theory 120–121 required.
MUS 140 (1 sh each) Concert Choir  
This course focuses on the study and application of basic choral techniques of ensemble singing emphasizing study and performance of sacred and secular choral literature from standard and contemporary repertoires.  
Open to all students by audition.

MUS 142 (1 sh) Symphonic Band  
This band is an ensemble of wind, string, and percussion instruments that performs a variety of musical literature. Open to all students by audition.

MUS 146 (1 sh) Vocal Ensemble: Sec. 1= Chamber Choir,  
Sec. 2=Free Spirit:  
A course designed for students participating in vocal groups directed by faculty members in the Music Department. Open to all students by audition.

MUS 151 (1 sh) Mount Olive College Percussion Ensemble  
This course focuses on study and application of percussion techniques. Open to all students.

MUS 152 (1 sh) Chamber Ensemble  
This course focuses on the study and application of instrumental techniques within a small ensemble format. Open to all students by audition.

MUS 153 (1 sh) Mount Olive College Strings  
Study and application of string performance techniques within the ensemble format Open to all students by audition.

MUS 160 (1 sh) Mount Olive College Jazz Band  
This course focuses on the study and application of jazz performance techniques. Open to all students by audition.

MUS 165 (1 sh) Trojan Pep Band  
This band is the athletic events ensemble of Mount Olive College. Open to all students by audition.

MUS 175 (1 sh) Introduction to Music Education  
This course is a study of the history of public school music education in the United States, philosophies of music education, curriculum development and career options in music education.

MUS 220, 221 (3 sh each) Music Theory III & IV  
This course is a continuation of Music 121, including a survey of 18\textsuperscript{th}, 19\textsuperscript{th}, and 20\textsuperscript{th} century techniques and compositional practices. Prerequisite for MUS 220: MUS 121; Prerequisite for MUS 221: MUS 220.

MUS 235 (3 sh) Diction for Singers  
This course is the study of Italian, German, and French pronunciation using the International Phonetic Alphabet with emphasis on practical usage in song literature.

MUS 250 (3 sh) Music Appreciation  
This course is an introduction to the basic elements of music and the use of these elements in the understanding and enjoyment of music including a study of musical forms, styles, and historical periods with an emphasis on listening. Open to all students.  
GER Fine Arts / Global Understanding

MUS 251 (3 sh) Introduction to Opera  
This course is an introduction to operatic repertoire, practices, and styles from 1600 to the present with emphasis on listening and watching video performances. Open to all students. Prerequisite: MUS 250. GER Fine Arts / Global Understanding

MUS 252 (3 sh) World Music  
This course is the study of music from non-Western Music cultures, including those of the Balinese, Indian, West African, Latin American, Egyptian, Chinese, Jewish, and Celtic Traditions. Open to all students. GER Fine Arts and Global Understanding
MUS 253 (3 sh) Introduction to Film Scores  
S (odd)  
An historical study of the creative and technical aspect of film score production with an emphasis on the work of the great composers of the past 60 years. Open to all students. GER Fine Arts / Global Understanding

MUS 254 (3 sh) American Popular Music  
S  
This course is a comprehensive survey of American popular music from the 19th century to the present. There is an emphasis on cultural and historical contexts, including political, racial, commercial, and technological considerations. Study includes minstrelsy, blues, jazz, folk, country, theater, rock, Motown, rap, and dance, as well as various sub-genres, with attention to representative recordings. GER Fine Arts/ Global Understanding

MUS 260 (3 sh) Introduction to Music Technology  
F  
This course is an introduction to technology related to the composition, performance and recording of music. Attention will be given to notation software, digital recording, and sound reinforcement and MIDI technology. Prerequisites: CIS 110 and MUS 121 or permission of instructor.

MUS 319 (3 sh) Contents & Methods of Teaching Elementary Music (non-music Majors)  
S  
Provides content and methods of teaching elementary music as a mode of communication and creative expression to elementary students of diverse background 10 Hours of field experience are required Prerequisite: sophomore standing.

MUS 321 (3 sh) Form and Analysis  
F  
This course is a study of the musical process as observed in the literature of the common practice period. It is based upon both structural and functional analysis of form in Western music from 1600 to the present. Prerequisite: MUS 221.

MUS 322 (3 sh) Conducting I  
F  
This course is a study of basic conducting techniques, score reading and preparation, and rehearsal techniques. Prerequisite: MUS 220.

MUS 323 (2 sh) Conducting II  
S  
This course is a continuation of MUS 322, including a study of choral rehearsal techniques, literature and materials that are appropriate to all choral groups, with an emphasis on student conducting experience. Prerequisite: MUS 322.

MUS 324 (3 sh) Orchestration  
F  
This course is the study, techniques, and history of arranging for orchestra, band, and heterogeneous groups. Prerequisite: MUS 221.

MUS 344 (3 sh) Elementary Music Education (Music Majors)  
F  
Curriculum, methods, and materials designed for elementary music, K-6. Observation, planning and teaching experience emphasized. 15 hours of elementary observation are required. Prerequisite: sophomore standing.

MUS 345 (3 sh) Secondary Music Methods  
S  
Develop instructional skills and techniques for the secondary school music classroom. Strategies for choral, instrumental, and non-performance based classes will be covered. Laboratory and fieldwork are required. Prerequisite: sophomore standing. Program: BS in Music Education

MUS 350 (3 sh) Music History I  
F  
This course is a study of the history, literature, and stylistic development of the Medieval, Renaissance and Baroque eras. Prerequisite: MUS 221 and 250.

MUS 351 (3 sh) Music History II  
S  
This course is a study of the history, literature, and stylistic development of the Classical, Romantic and 20th Century eras. Prerequisite: MUS 250 and 350 or permission of the Department chair.

MUS/REL 360 (3 sh) History and Philosophy of Church Music  
S (odd)  
This course is an examination of historical and current trends in Christian church music from both a hymnological and philosophical viewpoint, with an emphasis on the historical and trans-denominational stylistic and methodological differences associated with congregational song.
<table>
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<tr>
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<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>MUS 370 (3 sh)</td>
<td>Voice Pedagogy and Literature</td>
<td>S</td>
<td>This course focuses on basic procedures of teaching voice. Materials for solo voice studied and performed. Prerequisite: two years of private vocal instruction at the college level.</td>
</tr>
<tr>
<td>MUS 371 (3 sh)</td>
<td>Piano Pedagogy and Literature</td>
<td>F (even)</td>
<td>This course focuses on the problems, materials, and methods in teaching piano. Prerequisite: two years of private piano instruction at college level.</td>
</tr>
<tr>
<td>MUS 372 (2 sh)</td>
<td>Music Curriculum Design and Evaluation</td>
<td>F (even)</td>
<td>This course is a study of scope and sequence in music education, implementation and evaluation of music learning, construction and interpretation of evaluation tools and standard tests. Prerequisite: MUS 374.</td>
</tr>
<tr>
<td>MUS 374 (3 sh)</td>
<td>Music Methods and Materials</td>
<td>S (even)</td>
<td>This course is a survey of methodology for teaching music in the classroom emphasizing Dalcroze, Kodaly, Orff, and Comprehensive Musicianship methods, technology applications, and materials for K–12. Field observations and interviews required. Prerequisite: MUS 373.</td>
</tr>
<tr>
<td>MUS 376 (3 sh)</td>
<td>Choral Methods</td>
<td>S (odd)</td>
<td>This course is a study of goals, objectives, methodology, and assessment procedures for teaching choral music. Attention is given to repertoire, vocal training techniques, rehearsal procedures and programming. Field observation required.</td>
</tr>
<tr>
<td>MUS 377 (3 sh)</td>
<td>Instrumental Methods</td>
<td>S (odd)</td>
<td>This course is a study of the techniques of teaching instrumental music, including marching band techniques, elementary methods, instrument repair, survey of literature and materials, and the organization and maintenance of an instrumental program. Prerequisite: MUS 273.</td>
</tr>
<tr>
<td>MUS 378 (2 sh)</td>
<td>Marching Band Methods</td>
<td>F (odd)</td>
<td>This course is a study of marching band techniques, including drill design, auxiliary units, personnel and equipment management.</td>
</tr>
<tr>
<td>MUS 420 (3 sh)</td>
<td>Composition and Arranging</td>
<td>S (even)</td>
<td>This course is an applied study of traditional and contemporary compositional and arranging techniques using computer technology. Prerequisite: MUS 321.</td>
</tr>
<tr>
<td>MUS 450 (3 sh)</td>
<td>Theory of Church Music Administration</td>
<td>F (odd)</td>
<td>The study of the theory of organization and administration of a sacred music program. Prerequisite: MUS 360 or permission of instructor.</td>
</tr>
<tr>
<td>MUS 465 (3 sh)</td>
<td>Senior Conducting Recital</td>
<td>F/S</td>
<td>This course is an individually designed program planned and supervised by department faculty preparing a student to conduct either a vocal or instrumental recital. Prerequisite: Completion of MUS 323 and seven hours of applied music. Enrollment by permission of instructor.</td>
</tr>
<tr>
<td>MUS 466 (3 sh)</td>
<td>Music Internship</td>
<td>F/S</td>
<td>A supervised work experience in music.</td>
</tr>
<tr>
<td>MUSA 230 (1 sh)</td>
<td>Woodwind Methods</td>
<td>S (even)</td>
<td>Class lessons with attention to woodwind instrument position, embouchure, fingering, methods, and materials for use in music education.</td>
</tr>
<tr>
<td>MUSG 230 (1 sh)</td>
<td>Brass Methods</td>
<td>F (odd)</td>
<td>Class lessons with attention to brass instrument position, embouchure, fingering, methods, and materials for use in music education.</td>
</tr>
<tr>
<td>MUSK 230 (1 sh)</td>
<td>String Methods</td>
<td>F (even)</td>
<td>Class lessons with attention to string instrument position, bowing, fingering, methods, and materials for use in music education.</td>
</tr>
</tbody>
</table>
MUSR 230 (1 sh) Percussion Methods
Instruction in the techniques and skills used in playing both pitched and non-pitched percussion instruments. S (odd)

MUSN 131 (1 sh) Guitar Class—Level 1
A group class for beginners with little or no guitar experience. Open to all students. One hour per week. F/S

MUSN 132 (1 sh) Guitar Class—Level 2
A group class for beginners with some, but limited experience. Open to all students. One hour per week. F/S

MUSP 131 (1 sh) Piano Class
Open to beginners with no keyboard knowledge. Teaches fundamental of music and keyboard proficiency in simple songs and accompaniments. Two hours per week. F/S

MUSV 131-132 (1 sh each) Voice Class
Group instruction for College Choir scholarship students and non-voice majors. One hour per week. F/S

MUS(X) 130 (1 sh) Applied Music-Minor Concentration (Freshman-Sophomore): F/S
Private instruction for non-music majors and music minors. One half hour per week. The course will be repeated each semester of the student’s freshman and sophomore years. At the end-of-sophomore jury the faculty will determine if the student is prepared to progress to MUS(X) 330. The “X” will be replaced by the applied instrument or voice as listed below.

MUS(X) 330 (1 sh) Applied Music-Minor Concentration (Junior-Senior): F/S
Private instruction for non-music majors and music minors. One half hour per week. The course can be repeated each semester of the student’s junior and senior years. Prerequisite: approval by faculty during the end-of-sophomore jury. The “X” will be replaced by the applied instrument or voice as listed below.

MUS(X) 135 (2 sh) Applied Music-Major Concentration (Freshman-Sophomore): F/S
Private instruction for music majors. One hour per week. The course will be repeated each semester of the student’s freshman and sophomore years. At the end-of-sophomore jury the faculty will determine if the student is prepared to progress to MUS(X) 335. The “X” will be replaced by the applied instrument or voice as listed below.

MUS(X) 335 (2 sh) Applied Music-Major Concentration (Junior-Senior): F/S
Private instruction for music majors. One hour per week. The course will be repeated each semester of the student’s junior and senior years. Prerequisite: approval by faculty during the end-of-sophomore jury. The “X” will be replaced by the applied instrument or voice as listed below.

A = Flute
B = Oboe
C = Clarinet
D = Saxophone
E = Bassoon
F = French Horn
G = Trumpet/Cornet
H = Trombone
I = Euphonium
J = Tuba
K = Violin/Viola
L = Cello
M = Bass
N = Guitar
O = Organ
P = Piano
Q = Conducting
R = Percussion
V = Voice
NUR 300 (3 sh) Transition to Baccalaureate Nursing
This introductory online course will explain to the new RN to BSN student the University of Mount Olive mission, vision, and the nursing Division’s mission, vision and philosophy. The RN to BSN student’s ability to improve their critical thinking, research, and communication skills to the baccalaureate level will be explored. Developmental strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development will be discussed. Students will also be introduced to the participation guidelines and assignment requirements of the RN to BSN degree program courses, the University library and databases, APA formatting (which is necessary for all their core major courses), plagiarism and paraphrasing exercises. Prerequisite: RN to BSN Major Only

NUR 301 (1 sh), NUR 302 (2 sh), NUR 303 (3 sh) Special Topics in Nursing
Current nursing topics will be explored using the most recent evidence based practice literature. Topics include, but are not limited to: geriatrics, genetics, oncology, pain management, palliative care, acute care, intensive care, quality-safety initiatives, nursing care of selected disorders, plus current clinical topics of interest. Prerequisite: NUR 300; RN to BSN Major Only

NUR 305 (3 sh) Clinical Nutrition
A nutrition course designed specifically for nursing students focusing on targeted general and clinical nutrition topics. Content includes: principles of nutrition, assessment of nutritional status, application of nutritional principles across the life span in the hospital and community; diet therapy in the treatment of selected diseases; nutritional supplements; weight gain and weight loss; impact of culture and spiritual beliefs on diet, and the role of nursing professionals in clinical nutrition. Prerequisite: NUR 300; RN to BSN Major Only

NUR 310 (3 sh) Introduction to the U.S. Healthcare System
This course is an overview of the U.S. Healthcare System and the implications of environmental trends, healthcare policy, healthcare organizations, and an introduction to the financing of healthcare in America.

NUR 315 (3 sh) Perspectives of U.S. Healthcare in Diverse and Underserved Populations
Examines the United States healthcare system and its interaction with vulnerable populations of ethnicity, gender, socio-economic status, age, geographic location, and religious affiliation regarding access to care. A service-learning component of 10 hours spent with an underserved population will accompany this course. Prerequisite: NUR 300; RN to BSN Major Only

NUR 320 (3 sh) Introduction to Nursing Leadership
This introductory course introduces the RN to BSN student to the basic principles of leadership in nursing. The management of people and tasks within the healthcare environment, such as teaching assistive personnel the requirements of ensuring security of patient’s medical information and professional ethics, will be explored through the effects of leadership theory. Emphasis is placed on a humanistic model for teaching and learning that stresses interpersonal communication as an essential component of nursing and leadership. Prerequisite: NUR 300; RN to BSN Major Only

NUR 325 (3 sh) Compassion, Bioethics, and Spiritual Care
The concept of compassion and its place in nursing care will be a source of reflection during this course. In addition, bioethics will be explored utilizing deontological and teleological theories to discuss such nursing issues as life and death, allocation of scarce human resources, dealing with suicide, abortion, and genetics and reproduction. Lastly, spiritual care of patients will be addressed utilizing case scenarios. Prerequisite: NUR 300; RN to BSN Major Only

NUR 330 (3 sh) Law and Ethics for Healthcare Professionals
This introductory course examines the principles of healthcare law and the U.S. legal system including: Organizations, documentation, privacy, security, release of health information, liability, consent, malpractice, major ethical theories, ethical decision making models, patients’ rights, confidentiality, informed consent, professional relationships, and allocation of scarce resources. Prerequisite: NUR 300; RN to BSN Major Only
NUR 335 (3 sh) Gerontology and Palliative Care
OL
Examines the older adult from a physiological, psychological, socio-cultural, and spiritual viewpoint and their interaction with the healthcare system today. Health promotion, chronic illness, disease management, loss, end of life issues and the caregiver’s role are also included in this course. Prerequisite: NUR 300; RN to BSN Major Only

NUR 340 (3 sh) Transcultural and Global Nursing
OL
This course explores current social and cultural issues in healthcare including the effects of societal pressures, cultural influences, spirituality, World religions, and diversity on healthcare. In addition, a historical overview of healthcare systems in other countries around the World will be examined including: issues of cost, quality and access, as well as trends such as, cultural diversity, demographic shifts, economics, technological influences and ethical issues impacting healthcare delivery. The student will gain the essential understanding of the continuum of care and examine the impact of integrated delivery systems on care delivery processes and patient outcomes. Spiritual care of patients will be addressed utilizing case scenarios. Prerequisite: NUR 300, 320, 330; RN to BSN Major Only

NUR 345 (3 sh) Alternative Medicine and Healing Therapies
OL
This course explores the origins, content and evidence surrounding alternative therapies (i.e., Chiropractic, acupuncture, therapeutic touch, herbal remedies, aromatherapy, massage therapy, magnetic therapy, etc.), the providers of these therapies, how and on whom they are used, and their effectiveness.

NUR 350 (3 sh) Global Healthcare
OL
Content includes an historical overview of healthcare systems outside the United States, issues of cost, quality and access, as well as trends, such as, cultural diversity, demographic shifts, economics, technological influences and ethical issues impacting healthcare delivery. The student will gain the essential understanding of the continuum of care and examine the impact of integrated delivery systems on care delivery processes and patient outcomes.

NUR 355 (3 sh) Integrative Naturopathic Clinical Nutrition
OL
This course explores clinical nutrition from an integrative naturopathic medical perspective that develops clinical reasoning skills and complements other related health science courses, including nursing, chiropractic, dietician, and osteopath programs, where clinical nutrition is an integral or adjunctive part of the curriculum. Students will use patient case studies to practice recognizing the value that nutrients have when they are provided in doses far beyond those found in foods, in their ability to address the unique biochemical needs of patients, and in their powerful pharmacological properties, which can also augment or improve outcomes from pharmaceutical treatments.

NUR 360 (3 sh) Health Policy and Issues in Nursing
OL
This course analyzes the impact of healthcare policy implementation on the nurse’s role in patient care and overall profession. A basic overview of the process of policy implementation and historical trends will be introduced to assist the student understanding the framework of today’s health policy. Prerequisite: NUR 300, 320, 330; RN to BSN Major Only

NUR 401 (1 sh), NUR 402 (2 sh), NUR 403 (3 sh) Special Topics in Nursing
OL
Current nursing topics will be explored using the most recent evidence based practice literature. Topics include, but are not limited to: geriatrics, genetics, oncology, pain management, palliative care, acute care, intensive care, quality-safety initiatives, nursing care of selected disorders, plus current clinical topics of interest. Prerequisite: NUR 300; RN to BSN Major Only

NUR 440 (3 sh) Community Health Nursing
OL
This course will provide students with opportunities to develop a holistic view of the biopsychosocial needs of individuals and multi-problem families in the community. Emphasis is on meeting the health needs of patients in different environmental settings. Students will complete a Community Nursing Observation Experience with a Collaborative Mentor who works in a Community Nursing role, and a Windshield Survey of their local community where they will complete a Community Needs Assessment that can be utilized as the subject for their evidence based practice capstone project proposal. Spiritual care of patients will be addressed utilizing case scenarios. Prerequisite: NUR 300, 320, 330; RN to BSN Major Only; Co-requisite: NUR 340, 360
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Delivery Mode</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Co-requisites</th>
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<tbody>
<tr>
<td>NUR 450</td>
<td>Acute Patient Care Nursing Management Strategies</td>
<td>OL</td>
<td>This course analyzes nursing management strategies for nurse managers working in the acute care setting. Nursing management case studies will allow students to discuss and apply various management strategies. The students will study the effects of varying management styles on the acute patient care working environment, staff development, performance evaluation, human resources, budgetary considerations, patient outcomes, and the goals of the institution. A service-learning component of 10 hours with a nurse manager will accompany this course.</td>
<td>Prerequisite: NUR 300; RN to BSN Major Only</td>
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<tr>
<td>NUR 465</td>
<td>Applied Statistics for Nursing</td>
<td>OL</td>
<td>This introductory course on statistical concepts emphasizes applications to healthcare professions. The course is designed to prepare students to interpret and evaluate statistics and statistical methods used in published research papers and to make decisions about the appropriateness of specific statistical methods in a variety of settings. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.</td>
<td>Prerequisite: NUR 300, 320, 330, 340, 360, 440; RN to BSN Major Only</td>
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<tr>
<td>NUR 475</td>
<td>Introduction to Evidence-Based Practice</td>
<td>OL</td>
<td>This course focuses on the critical analysis of nursing and healthcare research and its application to nursing education, nursing practice, and the delivery of healthcare services. Emphasis is placed on strategies to access current and relevant data, synthesize the information, and translate new knowledge to practice. Ethical issues in the design and conduct of research are addressed.</td>
<td>Prerequisite: NUR 300, 320, 330, 340, 360, 440, 455, 465, 480; RN to BSN Major Only; Co-requisite: NUR 495</td>
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<tr>
<td>NUR 480</td>
<td>Professional Role Development</td>
<td>OL</td>
<td>This course examines nursing as a profession and a discipline and the individual nurse’s role as a member of the profession. The student will focus on the ongoing challenges of self-improvement as a professional nurse. An examination of the impact of continuing education, professional organizations, and certifications on the quality of nursing care will be examined. Students will identify career aspirations and pathways to achieve short and long-term professional goals.</td>
<td>Prerequisite: NUR 300; RN to BSN Major Only</td>
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<tr>
<td>NUR 485</td>
<td>Introduction to Nursing Research</td>
<td>OL</td>
<td>This course promotes the use of research findings as a basis for improving clinical practice. Quantitative and qualitative research methodologies are presented. Emphasis is on the critical review of research studies and their applications to clinical practice. An overview of evidence-based practice is provided.</td>
<td>Prerequisite: NUR 300, 320, 330, 340, 360, 440, 455, 465, 480; RN to BSN Major Only; Co-requisite: NUR 495</td>
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<tr>
<td>NUR 495</td>
<td>Evidence-Based Practice Project Proposal</td>
<td>OL</td>
<td>The Evidence Based Practice (EBP) Project Proposal is a faculty-guided scholarly capstone experience that provides evidence of critical thinking and the ability to apply the principles of evidence based practice through a proposed project. In addition, the student will work with a Collaborative Nursing Mentor from the discipline of nursing they wish to explore with their proposed project. The proposal will include: An overview of the problem and its significance to that discipline in nursing, a review of significant literature to support the project, and the proposed methodology/intervention. All students will complete their NIH Training as a Primary Investigator (PI), and submit their IRB application. This will position the RN to BSN student to implement their proposed project upon graduation.</td>
<td>Prerequisite: NUR 300, 320, 330, 340, 360, 440, 455, 465, 480; RN to BSN Major Only; Co-requisite: NUR 475, 485</td>
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<tr>
<td>PED 101</td>
<td>Conditioning for Athletes</td>
<td>F/S</td>
<td>This course is specifically designed for student athletes participating in a varsity or junior varsity sport. It includes the study and application of prescribed physical fitness workouts to enhance athletic performance. Eight-week course.</td>
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<tr>
<td>PED 102</td>
<td>Golf</td>
<td>F/S</td>
<td>This course is designed to instruct students in the fundamentals of golf with emphasis on various strokes, grip, stance, etiquette, and golf courtesy. Two hours per week for eight weeks.</td>
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PED 106 (1 sh) Volleyball  
This course is designed to instruct students in the fundamentals of volleyball, the history of the game, rules, and courtesies. Two hours per week for eight weeks.

PED 119 (1 sh) Badminton  
This course is designed to instruct students in the fundamentals of badminton. Two hours per week for eight weeks.

PED 120 (1 sh) Racquetball  
This course is designed to instruct students in the fundamentals of racquetball. Two hours per week for eight weeks.

PED 121 (1 sh) Tennis  
This course is designed to instruct students in the fundamentals of tennis. Two hours per week for eight weeks.

PED 141 (3 sh) Introduction to Exercise Science  
This course is designed to introduce students to the field of exercise science. Upon completion of this course, the student will have a basic knowledge of exercise physiology, exercise prescription (for the apparently healthy and special populations), strength and conditioning as well as the administration and interpretation of standardized physical fitness tests. RLS foundation course for Exercise Science majors.

PED 180, 181, 182 (1 sh) Special Topics  
This courses focuses on topics not regularly offered, but scheduled to meet the needs and interests of students.

PED 225 (3 sh) Programming Sports  
This course focuses on the methods and materials required to develop knowledge and skills for lifelong participation in individual, dual, and team sports games.

PED 310 (3 sh) Sport Psychology/Sociology of Sport  
This course is designed to introduce students to the mental component of sports perform including (1) the relationship of stress, anxiety, goal setting, and concentration to athletic performance, and (2) various psychological skills that aid reaching athletic potential. Social issues in sport will be discussed and will include youth, racism, women, and violence. 
Prerequisites: PSY100 or SOC 210

PED 340 (3 sh) Motor Learning  
This course is designed to teach the theory and application of motor skill development and motor activities. Topics include: skill and performance, attention factors, motivational factors, and perceptual motor learning. 
Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141

PED 341 (3 sh) Motor Development  
This course is designed to study the changes in motor behavior across the lifespan. Areas of interest include cognitive, social, and perceptual factors that affect development and physical changes throughout life. 
Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141

PED 342 (3 sh) Exercise Testing and Prescription  
This course is designed to teach the principles of exercise testing and prescription for the apparently healthy individual. An emphasis is placed on exercise testing and prescription guidelines as recommended by the American College of Sports Medicine. Prerequisites: PED 141.
PED 343 (3 sh) Exercise Testing and Prescription for Special Populations  
This course is designed to teach the principles of exercise testing and prescription for special populations. It is a continuation of exercise testing and prescription for healthy populations with an emphasis on special medical or health concerns. Topics include: peripheral vascular disease, hypertension, diabetes, obesity, pregnancy, arthritis, asthma, low back pain, children and the elderly. An emphasis is placed on exercise testing and prescription guidelines as recommended by the American College of Sports Medicine. **Co-requisite:** RLS 230, 231, or 232. **Prerequisite:** PED 342

PED 345 (3 sh) Strength and Conditioning Techniques  
This course is designed to incorporate research-based knowledge and apply practical applications in order to improve athletic performance, fitness and quality of life for all populations. It is a study of the physiological and structural changes to the body as a direct result of many different training techniques (i.e. cardiovascular and resistance). This is a course designated for Exercise Science majors to increase the ability to prescribe performance enhancing exercise for various individuals. **Prerequisites:** BIO 251 with lab and PED 141

PED 350 (3 sh) Methods of Teaching Physical Education, Preschool-Grade 5:  
This course is designed to teach the practical application of theories and techniques for designing and implementing developmentally appropriate physical education curricula for preschool-grade 5. Two semester hours (2 sh) of lecture and 1 sh of practicum experience required. **Prerequisites:** RLS foundation course RLS 111,171,200,205 or PED 141 & HLH 110

PED 351 (3 sh) Methods of Teaching Physical Education, Grades 6–12:  
This course is designed to teach the practical application of theories and techniques for designing and implementing developmentally appropriate physical education curricula for grades 6–12. Two semester hours (2 sh) of lecture and (1 sh) of practicum experience required. **Prerequisites:** RLS foundation course RLS 111,171,200,205 or PED 141 & HLH 110

PED 372 (3 sh) Coaching  
This course is designed to teach the methods, materials, and techniques of coaching sports including the psychology and philosophies of coaching. **Prerequisite:** RLS 111,171,200,205 or PED 141 or permission of instructor.

PED 374 (3 sh) Physiology of Exercise  
This course is a study of the physiological changes, which occur within the human body because of stress from chronic physical activity; includes classroom lecture and mandatory out-of-class physical assignments to provide an understanding of the beneficial and harmful side effects of activity or inactivity on the cardiovascular, respiratory, and muscular systems. Focus is on performance in ballistic and endurance activities at the recreational and athletic levels. **Prerequisites:** BIO 251 with lab

PED 375 (3 sh) Kinesiology  
This course is a study of neuromuscular and mechanical principles of human motion to provide an understanding of the movement problems encountered in fitness activities and sports skills. **Prerequisites:** BIO 251 with lab

PED 400 (3 sh) Test and Measurement of Exercise  
This course is designed to focus on the collection, organization, evaluation, and analysis of numerical data in sports and fitness. Areas of interest include: how to measure knowledge, physical performance and affective behavior. **Prerequisite:** Junior or senior RLS major or Health and Physical Education Major

PED 402 (3 sh) Adapted Physical Education  
This course is designed to study the methods for developing motor skills, and promoting physical fitness and lifelong participation among children with disabilities in physical education settings. The student will learn about assessment, program planning to meet individual needs, implementation of adapted activities, and evaluation techniques. **Prerequisites:** RLS foundation course RLS 111,200,205 or PED 141 & HLH 110 and PED 350 or 351.
PED/HLH 430 (1 sh) Health and Physical Education Capstone  F-OL S-OL
This course will be taken concurrently with student teaching (EDU 499). Purpose of the course is to provide discipline specific instructions, guidance and advice during student teaching. Further, this course will serve as a preparation course for Praxis exam.

PHI 201 (3 sh) Introduction to Philosophy  S (odd)
This course is an introduction to the basic concepts of philosophers through reading and projects. Students will learn to distinguish the traditional categories, such as ontology, epistemology, ethics, and aesthetics. It will also examine the nature of philosophical thinking and the uses or philosophical discourse in the humanities, social science, and science. Reading from Plato, Aristotle, Locke, Hume, Descartes, Hengel, Kant, Kierkegaard, Nietzsche, Rorty, and others. GER Global Understanding

PHI 210 (3 sh) Critical Thinking  TBA
This course is an examination of informal logic and reasoning skills. Topics include types of arguments, fallacies, syllogistic reasoning, Venn diagrams, and the nature of reasoning in the sciences, including theories and the testing of hypotheses. It is designed to help students improve their problem-solving and decision-making skills. It will also help them to think more clearly, evaluate reasons, and arguments, and better assess what they read and hear. GER Social and Behavioral Science

PHI 300 (3 sh) Philosophy of Religion  S (even)
This course focuses on select topics and figures to introduce students to critical and philosophical approaches to the study of religion, religious themes, and religious experience. Prerequisite: PHI 201

PHY 110 (4 sh w/lab) Physics for Non-Majors with Laboratory  S
This is an introductory course on the basic physics of everyday life designed to captivate student interest. It includes motion, speed, velocity, acceleration, vectors and scalars. The course provides a base from which to view the physical world more perceptively and serves as a springboard to involvement in other sciences. Topics in this course will be treated conceptually with a focus on qualitative comprehension more than on mathematical expression. GER Biological/Physical Science

PHY 130 (3 sh) Introduction to Astronomy  F/S
This course covers topics on the origin of astronomy, its historical development and current theories, and the methods and instruments used to explore the universe. Emphasis will be placed on planetary geology, stellar evolution, galaxies, and cosmology. GER Biological/Physical Science

PHY 130L (1 sh) Introduction to Astronomy Laboratory  F/S
This course is designed to supplement Introduction to Astronomy (PHY 130) by providing students with hands-on experiences in astronomy that will help them gain an understanding of the underlying principles of physics and the methods of astronomy that relate to the course of study. Problems in celestial motion, gravity, and density will be investigated, and students will make nighttime observations of the moon and stars. GER Biological/Physical Science

PHY 221 (4 sh) General College Physics I  F
This course is an introduction to mechanics and thermal physics. Concepts studied include: the description of motion, force, work, and energy. Behavior of elastic and fluid materials subject to applied forces is investigated. Thermal physics includes: concepts of temperature and heat entropy, thermal expansion, heat capacity, and heat transfer modes. Meets six hours per week—lecture, three hours, laboratory, three hours. Prerequisite: MAT 140 or equivalent.

PHY 222 (4 sh) General College Physics II  S
This course is a continuation of PHY 221. Topics include: vibrations and waves, electricity and magnetism, selected topics in optics. Wave phenomena include: waves in solids, liquids, and gases. Electricity and magnetism includes: the basic nature of electrical charge and the forces between static and moving charges. Optics includes: properties of light, mirrors, and lenses. Meets six hours per week—Lecture three hours, laboratory, three hours. Prerequisite: MAT 140 or equivalent and PHY 221.
PHY 310 (3 sh) Classical Mechanics  
This course treats theory and applications of classical mechanics from a modern perspective. It focuses on Newtonian and Lagrangian formulation of the laws of motion. Application and modern computational solution methods are emphasized. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 330 recommended.

PHY 320 (4 sh) Fluid Mechanics  
This course develops the concept of fluid continuum. It presents basic conservation laws, explores concepts of pressure, viscosity, and low properties for Newtonian fluids. It also discusses potential flows and introduces the boundary-layer approximation. Correlations involving dimensionless variables and modern computational solution methods are emphasized in applications. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 256 and MAT 330 recommended.

PHY 330 (4 sh) Heat Transfer  
This course is a review of thermal properties of materials; first and second laws of thermodynamics. Central topics discussed are: heat transfer by conduction, convection and radiation. Correlations involving dimensionless variable and modern computational solution methods are emphasized in application. **Prerequisite:** PHY 221 or equivalent and MAT 255 or equivalent. MAT 330 and PHY 320 recommended.

PHY 331 (4 sh) University Physics I  
This course is similar to PHY 221, but uses concepts from calculus to develop and express physical principles. Meets six hours per week—lecture three hours, laboratory, three hours. **Pre/Co-requisite:** MAT 255

PHY 332 (4 sh) University Physics II  
This course is similar to PHY 222, but uses concepts from calculus to develop and express physical principles. Meets six hours per week. **Prerequisite:** PHY 331.

PHY 350 (3 sh) Radiation Physics I  
This course is an introductory course on Biological effects of radiation and Radiation Therapy, covering an introduction to radiation, their types and interaction with matter and human body. The effect of radiation on human body and the variation in those effects with changing the types of radiation and radiation doses. It introduces new terms like RBE (Radiobiological Equivalent) and LET (Linear Energy Transfer). It focuses on physics or Radiation Therapy including treatment planning, Therapeutic Ratio, use of fractions and Oxygen in treatment. Body irregularities and non-uniform density, introduction to tissue compensators, collimators and Isodose Curves and introduction to IMRT (Intensity Modulated Radiation Therapy). **Prerequisites:** PHY 222, BIO 251, BIO 252, MAT 140.

PHY 351 (3 sh) Radiation Physics II  
This course is an introductory course on Diagnostic Radiology and Nuclear Medicine, covering properties and production of X-rays and Gamma-rays, radiological images and their qualities, phosphors-fluorescent materials, radiographic films, mammography, Computed Tomography (CT-Scan), Cancer detection, Risks in Radiography, introduction to Nuclear Medicine, radioisotopes, detection of radiation, Scintillation detector and Geiger Counter, Gamma-Camera, Permissible doses in Nuclear Medicine. **Prerequisites:** PHY 222, BIO 251, BIO 252, MAT 140.

PHY 400 (4 sh) Electricity and Magnetism  
This course examines electrostatic fields due to discrete and continuous charge distribution. Magnetic fields induced by moving charges are examined. Behaviors of electrical circuits with selected devices are studied. Applications and modern computational solution methods are emphasized. **Prerequisite:** PHY 222 or equivalent and MAT 256. MAT 330, 355 recommended.

PHY 410 (4 sh) Introduction to Modern Physics  
This course explores special relativity and quantum concepts. Key experimental evidence for relativity and quantum nature of matter and energy is reviewed. Schrödinger’s Equation for probability waves is introduced and discussed. Modern computational solution methods are emphasized. **Prerequisite:** PHY 310, MAT 256, 330.
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<tr>
<td>PHY 450 (1 sh)</td>
<td>Special Topics in Physics</td>
<td>This course is a one-hour seminar and directed research. Physics principles and important contemporary applications reviewed. Completion of a literature survey and written literature-based research paper is required. Prerequisite: Seven or more semester hours of physics at the 300-level or higher and permission of faculty.</td>
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<tr>
<td>PLS 110 (3 sh)</td>
<td>American Government</td>
<td>This course is an introduction to the basic structure of American government, emphasizing the Constitution, political parties, and public opinion. Efforts made to compare present government practices to those of the past, in both the United States and foreign nations. (Required course for SS EDU major. GER Citizenship)</td>
</tr>
<tr>
<td>PSY 100 (3sh)</td>
<td>Introduction to Psychology</td>
<td>This course is a study of the field of psychology that examines, from a scientific viewpoint, the physical, intellectual, emotional, and social dimensions of behavior. GER Social/Behavioral Science</td>
</tr>
<tr>
<td>PSY 101 (3sh)</td>
<td>Applications of Psychology</td>
<td>Discussion of current research in the field of psychology and how that can be applied in various clinical and experimental settings. Emphasis on using critical thinking skills. Prerequisite: PSY 100.</td>
</tr>
<tr>
<td>PSY 200 (3sh)</td>
<td>Interpersonal Relations</td>
<td>This course is a study of concepts and theories of interpersonal relationships with emphasis on development of skills necessary for effective communication. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors. GER Citizenship.</td>
</tr>
<tr>
<td>PSY 201 (3sh)</td>
<td>Special Topics in Psychology</td>
<td>This is a course that covers a wide range of topics in psychology. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.</td>
</tr>
<tr>
<td>PSY 214 (3sh)</td>
<td>Applied Behavior Analysis</td>
<td>Exploring experimental and applied behavior analysis to comprehend simple and complex behaviors of socially significant human issues. Areas of application include intellectual and developmental disabilities, caregiver responsibilities, education, and psychological treatment of disorders. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.</td>
</tr>
<tr>
<td>PSY 221 (3 sh)</td>
<td>Orientation to the Major</td>
<td>This course is designed to teach new or potential psychology majors about the psychology program. Students will learn about departmental policies and procedures, develop a curriculum plan that matches their career goals, develop a basic understanding of APA style writing, and learn other basic information necessary to be successful in the major. This course should be taken immediately after declaring a major in psychology and may be taken concurrently with PSY 100. Pre/Co-Requisite: PSY 100</td>
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<tr>
<td>PSY 240 (3sh)</td>
<td>Lifespan Development</td>
<td>This course is a study of human development from conception to death, focusing on the physical, intellectual, emotional, social, and moral dimensions of growth. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.</td>
</tr>
<tr>
<td>PSY 250 (3sh)</td>
<td>Social Psychology</td>
<td>This course is a study of the interaction of the individual and society with topics including attitude formation, conformity, leadership, role expectation, and aggression. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors. GER Citizenship.</td>
</tr>
<tr>
<td>PSY 279 (3sh)</td>
<td>Research Assistantship</td>
<td>This course is designed to familiarize students with the ethical requirements of good research and provide experience in a lab setting with regular meetings to discuss research topics and considerations. Prerequisites: PSY 100 (and also PSY 101 for psychology majors).</td>
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</table>
PSY 281 (3sh) Learning and Cognition | F
Emphasis on basic cognitive and learning theories as well as research focusing on the application of interventions and cognitive processes that can be applied in various clinical and experimental settings. Prerequisites: PSY 100 (and also PSY 101 for psychology majors).

PSY 305 (3sh) Forensic Psychology | S
This course is a study of the psychological aspects of interviewing and profiling suspects, eye-witness testimony, testifying in court, victimology, dynamics of criminals, competence to stand trial, and jury dynamics. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 308 (3sh) Behavioral and Cognitive Neuroscience | F/S
Overview of the functional anatomy of the nervous system and cognitive processes. Students will explore the neural basis for behavior and cognitive functioning. Prerequisites: PSY 100, BIO 100 or 120 with lab.

PSY 314 (3sh) Behavioral Assessment and Intervention | F/S
This course is a study of the techniques and strategies for assessing and modifying behavior in multiple clinical environments. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 321 (3sh) Research Methods I | S
An introduction to basic methods and statistical concepts used in the development and execution of psychological research with an emphasis on descriptive and survey designs and related statistical analyses. Prerequisites: PSY 100, PSY 101, MAT 240.

PSY 322 (3sh) Research Methods II | F
This second semester methods course emphasizes issues in the development of experimental research designs and related statistical analyses. Prerequisites: PSY 100, PSY 101, MAT 240, PSY 321.

PSY 331 (3sh) Development in Infancy and Childhood | F
This course is a study of human development from conception through age 11, with focus on physical, cognitive, and socio-emotional development. Prerequisites: PSY 100 (and also PSY 101 for psychology majors).

PSY 335 (3sh) Theories of Personality and Counseling | F
This course is an examination and application of the basic theories, principles, and techniques of counseling. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 350 (3sh) Psychological Assessment | S
A study of the principles of psychological assessment which includes the study of test construction, validity, reliability and norms, with a focus on assessment instruments used in human service facilities. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 355 (3sh) Abnormal Psychology | F/S/OL
This course is the study of the causes, symptoms, dynamics, and treatment of abnormal behavior. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 375 (3sh) Addictions-Theory and Intervention | S
This course is an overview of theories of personality development, providing an explanation and interpretation of the development of personality through the perspectives of the major authors of psychology. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 381 (3sh) Case Formation and Family Dynamics | F/S
This course will prepare students to develop the skills necessary to understand the nature, function and significance of relationships within the family dynamics of today's society. Case formation for stability and diversity in the community will be explored. Prerequisites: PSY 100 (and also PSY 101 for psychology majors).

PSY 472 (3sh) Counseling and Clinical Internship Preparation | F
This course is an introduction to the professional and legal aspects of internships, as well as issues related to counseling: ethics, dynamics of counselors and clients, stages of counseling, diversity, crisis intervention. Prerequisites: PSY 355, instructor approval required.
PSY 473 (3sh) Clinical Internship  
This course involves field experiences in human service or research facilities, under the joint supervision of site supervisors and psychology faculty. Requires 128 hours of service during the semester. May be repeated for up to nine semester hours. Prerequisites: PSY 355, PSY 472, instructor approval required.

PSY 475 (3sh) Research Assistantship  
This course is designed for advanced students to assist on research projects that are conducted in regular consultation with the faculty member. It may be repeated for a maximum of 12 credits. Prerequisites: PSY 321, instructor approval required.

PSY 479 (3sh) Research Internship  
This course is designed to help students conduct, analyze, write-up, and present their own research in their area of interest in psychology. Prerequisites: PSY 323, 478, instructor approval required.

PSY 485 (3sh) Special Topics in Psychology  
This course is a tutorial that covers a wide range of topics that the student researches, discusses, and puts into a formal paper. Prerequisites: PSY 100 non-majors, and PSY 101 for psychology majors.

PSY 495 (3sh) Psychology Capstone Seminar  
Purpose is to gather an integrated whole of the various course learning and experiences that are offered by the psychology department and build them into a foundation for the workplace, graduate school and life. Format is based on student projects and presentations. Prerequisites: Psychology majors with senior status.

REL 111 (3 sh) Introduction to the Old Testament  
This course is an examination of the writings of the Old Testament, using a historical and interpretive approach to these writings. GER Religion/Global Understanding

REL 112 (3 sh) Introduction to the New Testament  
This course is an examination of the writings of the New Testament as interpreted against the background of the early Christian community. GER Religion/Global Understanding

REL 205 (3 sh) Women in the Bible  
This course is designed to give the student a basic overview of literary and theological themes in biblical texts relevant to the study of gender, explores how biblical texts about women and gender have been appropriated in the history of Western society and to examine major critical issues in the interpretation of that literature. Open to all students. GER Religion/Citizenship

REL 215 (3 sh) Introduction to the Bible  
This course fosters an integration of faith, learning and living by increasing a student’s knowledge and understanding of the literature and history of the Bible. GER Religion

REL 220 (3 sh) Introduction to the Study of Religion  
This course introduces students to the theoretical and practical issues related to the academic study of religion, theology, and the Bible. GER Religion/Citizenship

REL 221 (3 sh) The Issues in Dying and Death  
In this course students will examine personal and cultural understandings of dying, death, grief, and loss. Students will study the sacred art of dying through the lens of major world religions. GER Religion/Global Understanding

REL 225 (3 sh) Introduction to Spirituality  
This course is a foundational course in spirituality. Participants will explore the nature of being in relationship with God, others, self, and the world and the spiritual disciplines that aid humans on their spiritual journey. GER Religion/Citizenship
REL 230 (3 sh) Introduction to Biblical Interpretation  
S Odd  
This course explores the history of biblical interpretation from earliest research on the Hebrew Bible and the New Testament up to the present day. Students will also be introduced to a viable method for doing exegetical research. Prerequisite: REL 111, 112, or 215.

REL 240 (3 sh) Survey of World Religions  
F Even/Online  
This course will explore origins, beliefs, and practices of the world’s major religions. GER Religion/Global Understanding

REL 280 (3 sh) Study and Travel  
TBA  
This course is an interdisciplinary course that involves classroom study, readings, a research paper, site visits, and travel journal.

REL 290 (3 sh) Special Topics Seminar  
TBA  
This course is a study in the Biblical, historical, or theological areas on a specific topic determined by the Department according to students’ needs and interests.

REL 301 (3 sh) Introduction to Christian Education  
F (even)  
This course is an overview of the field of Christian education: the history, philosophy, and theological principles with emphasis on educational ministry and vocational opportunities in the local church.

REL 302 (3 sh) Introduction to Christian Public Worship  
S (even)  
This course is designed to enable students to analyze, plan, and lead Christian worship with pastoral and theological integrity, and to understand denominational, cultural, and local church traditions as part of a larger ecumenical and historical context. Prerequisite: REL 111 or 215.

REL 310 (3 sh) Hebrew Prophets  
F (even)  
This course is a study of the Old Testament prophets, their historical background, their teachings, and their contributions to the Biblical faith. Prerequisite: REL 111 or 215.

REL 312 (3 sh) Intentional Listening for Transformative Leadership  
Students will identify elements of intentional listening and why they are important. Students will discover barriers to listening, listening habits, body language, and explore activities to develop listening skills. Prerequisites: Religion GER and sophomore standing.

REL 315 (3 sh) The Life and Letters of Paul  
F (odd)  
This course is a study of the background of Paul and of his life and ministry, together with a careful examination of the character and content of his letters. Prerequisite: REL 112 or 215.

REL 320 (3 sh) Original Free Will Baptist Theology  
OL  
This course is an introduction to OFWB doctrine, theology, and practice.

REL 321 (3 sh) The Free Will Baptist Church  
OL  
This course is a study of the history, polity, doctrine, and programs of the Free Will Baptist denomination as a means of understanding its identity and its role in American religious life. Required of all Free Will Baptist Ministerial students. Prerequisite: Sophomore standing.

REL 322 (3 sh) Exploring Christian Thought  
F (even)  
Using classical, medieval, modern, and contemporary sources, this course explores select themes and topics in the Christian theological tradition. Prerequisites: Religion GER and sophomore standing.

REL 325 (3 sh) Christianity and Social Justice  
F (odd)  
This course focuses on the ethical and political dimensions of Christian thought and practice, as they pertain to matters of social justice. Prerequisites: Religion GER and sophomore standing.
REL/HIS 327 (3 sh) History of Religion in America  S (odd)
This course is designed to introduce a student to the story of religion in America, emphasizing the role of Christianity in the development of American institutions and patterns of life. Attention given to the major denominations and religious movements that affected the climate of religion in America. Open to sophomores, juniors, and seniors.

REL 340 (3 sh) Sermon Preparation and Delivery  F (odd)
This course is a study of the preparation and delivery of sermons. Prerequisite REL 111, 112 or 215.

REL 342 (3 sh) Church Leadership  OL/F (even)
This course is an introduction to effective leadership styles for ministers, to principles of church administration, and to leadership in worship. Prerequisite: REL 111 and 112.

REL 350 (3 sh) Spiritual Formation  S (odd)
This course is an introduction to spiritual formation practices and their application to personal spiritual growth and discipleship development in Christian education. Prerequisite: sophomore standing

REL 351 (3 sh) Devotional Classics  S (even)
This course is a historical and interpretive study of the great devotional classics of the Christian Church with application to their contemporary relevance. Prerequisite: sophomore standing

REL/MUS 360 (3 sh) History and Philosophy of Church Music  S (odd)
This course is an examination of historical and current trends in Christian church music from both a hymnological and philosophical viewpoint, with an emphasis on the historical and trans-denominational stylistic and methodological differences associated with congregational song. Open to juniors and seniors or by permission of instructor.

REL 380 (3 sh) Special Topics  TBA
This course is a study in the Biblical, historical, or theological areas on a specific topic determined by the Department according to students’ needs and interests.

REL 390, 391, 392, 393 (1 sh each) REL 394, 395 (2 sh each)  TBA
REL 396 (3 sh) Supervised Ministry
This course is a supervised assignment in an area of ministry approved by the professor. Special emphasis is given to theological reflection on the nature of ministry. Prerequisites: REL 111, 112, and permission of the instructor. Note: Students may not take more than 8 sh from a combination of REL 390–396 and REL 490.

REL 410 (3 sh) The Life and Teaching of Jesus  S (even)
This course is a study of the Gospels as sources for knowledge of Jesus with attention to the theological perspective of each of the evangelists. Prerequisite: REL 112 or REL 215.

REL 412 (3 sh) Christian Koinōnia: The Living Witness of the Church
In this course, students will explore select traditions of the church and engage many of the constitutive practices of the Christian community that, when put into practice, allow the church to be a faithful witness in the world. Prerequisites: Religion GER and sophomore standing.

REL 420 (3 sh) Essentials of Biblical Greek
This course is a study of the essentials of Biblical Greek so that the student will have needed skills to use Greek Bible study tools. Prerequisite: REL 111 and 112 or permission of the instructor.

REL/HIS 421 (3 sh) History of Christianity I  F (odd)
This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the first century to the eve of the Reformation. Open to sophomores, juniors, and seniors.
REL/HIS 422 (3 sh) History of Christianity II
S (even)
This course is a historical study of the events, personalities, and doctrines that have influenced the growth and development of the church from the Reformation to the twenty-first century. *Open to sophomores, juniors, and seniors.*

REL 435 (3 sh) Faith Formation
F (even)
This course is an examination of various models of faith development, ancient, and modern, with an emphasis on the application of practices and disciplines to engage people in their own faith formation. *Prerequisite: sophomore standing*

REL 450 (3 sh) Congregational Ministries
This course is an exploration of the theological understandings, resources, strategies, and methodologies of congregational ministry. *Prerequisites: REL 111 and 112.*

REL 462 (3 sh) Senior Research Project Part I
F/S
This course is an intensive examination of a devotional classic and its author, from a thematic, biographical, and historical approach. The result will be a paper presented to the religion faculty and students. The project is to be completed in the student’s senior year. *Prerequisites: 15 sh of 300/400 level religion courses including 6 sh in the historical area and REL 350.*

REL 463 (3 sh) Senior Research Project Part II
F/S
This course is an intensive examination of a devotional classic and a theme from that classic from a biblical, theological, applied, and personal approach. The result will be a paper presented to the religion faculty and students. The project is to be completed in the student’s senior year. *Prerequisite: 15 sh of 300/400 level religion courses including 6 sh in upper-level religion courses in both the biblical and theological areas and REL 462 (SRP I).*

REL 480 (3 sh) Special Topics Seminar
TBA
This course is an intense study in the Biblical, historical, or theological areas on a specific topic determined by the Department according to student’s needs and interests. *Prerequisite: permission of the instructor.*

REL 490 (4 sh) Practicum in Ministry
TBA
This course is a supervised practicum for a minimum of six weeks in an area of ministry approved by the professor with special emphasis given to theological reflection on the nature of ministry. *Prerequisite: REL 111, 112, and permission of the instructor. Note: Students may not take more than 8 sh from a combination of REL 390–396 and REL 490.*

REL 493 (3 sh) Internship in Ministry I
F/S
This is the capstone course for students pursuing a BS in Religion. It is completed in two parts. Part one requires the student to create a thick description of a ministry setting, determine an area of need within the spiritual formation of the people, research the literature in that area, and develop a plan for implementation. The result will be a written and oral presentation to the religion faculty and students. The project is to be completed in the student’s senior year. *Prerequisite: A minimum of 15 sh of applied area courses.*

REL 494 (3 sh) Internship in Ministry II
F/S
This is part two of the capstone course for students pursuing a BS in Religion. Part two requires the student to implement the plan developed in Part I. Following implementation is a written assessment of the project. The result will be a written and oral presentation to the religion faculty and students. The project is to be completed in the student’s senior year. *Prerequisite: REL 493.*

RLS 111 (3 sh) Foundation of Recreation, Parks, Leisure Services and Health and Physical Education: F/S
This course is designed to study the impact of leisure, recreation, health and physical education on individuals, society, and environments in past, present, and future societies. It covers philosophy, theoretical concepts, psychological, and sociological implication of recreation, leisure and health and physical education. *GER Citizenship. RLS foundation course*
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Notes</th>
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<tr>
<td>RLS 171 (3sh)</td>
<td>Introduction to Sport Management</td>
<td>This course is designed for students who are interested in obtaining an introductory overview of the sport management educational discipline. Subject matter is designed in a foundational manner, delivering a preliminary review of focus areas in the sport management profession as well as theoretical perspectives. Students will develop an understanding of the value of sport management in education and society as a whole. RLS foundation course</td>
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<tr>
<td>RLS 200 (3 sh)</td>
<td>Foundations of Recreational Therapy</td>
<td>This course introduces students to the professional field of recreational therapy and its foundations, principles, history, and philosophies to include the study of the RT Process, standards of practice, role of the helping professional, settings for delivery, and populations served. Prerequisite: RT or LSM major or consent of instructor. RLS foundation course</td>
</tr>
<tr>
<td>RLS 201 (1 sh)</td>
<td>Introduction to Reading and Writing in RLS</td>
<td>This course provides a foundation for conducting research, critically reviewing literature and writing academic papers in the disciplines related to recreation and leisure studies. Prerequisites: ENG 111 &amp; 112 or permission of Department Chair. RLS foundation course RLS 111,171,200,205 or PED 141</td>
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<tr>
<td>RLS 205 (3 sh)</td>
<td>Leisure in Society</td>
<td>This course provides a comprehensive overview of the contextual meaning of leisure, reflecting a wide range of disciplines including the humanities, media and cultural studies, sociology, psychology, economics, political science and anthropology. Course provides an explanation of leisure defined within a personal context, societal context and systems context. Open to all students. GER Citizenship. RLS foundation course</td>
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<tr>
<td>RLS 210 (3 sh)</td>
<td>Outdoor Recreation Resources Management</td>
<td>This course is designed to introduce students to local, state, and national outdoor recreation resources. The course focuses on management of the outdoor recreation environment, leadership techniques, and administration of outdoor pursuits. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141</td>
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<tr>
<td>RLS 230, 231, 232 (1 sh each)</td>
<td>Field Training</td>
<td>In this course, students spend a minimum of 40 work-hours per semester-hour of credit at a designated recreation agency to obtain a first-hand working knowledge in the field. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141. These courses are required for all RLS majors and recommended at the sophomore level. Co-requisite: (1sh) PED 342 for exercise science students only</td>
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<tr>
<td>RLS 251 (3 sh)</td>
<td>Leadership Communications in Sport and Recreation</td>
<td>Designed to develop sport/recreation leadership and communications skills emphasizing practical tools students can utilize to bolster success in any career. Students will learn essential multidimensional sport/recreation leadership and communication skills emphasizing relationships, results, and responsibility. Emphasis is placed on developing leadership abilities, public speaking skills, clearly defined speeches, and effective delivery techniques. GER Oral Communication.</td>
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<tr>
<td>RLS 301 (3 sh)</td>
<td>Facility Operations and Maintenance</td>
<td>This course examines the principles and practices of parks, recreation and sport facility maintenance, operations, and evaluation. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141 and 230, 231 or permission of instructor</td>
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<tr>
<td>RLS 305 (3 sh)</td>
<td>Recreational Therapy Populations and Services</td>
<td>This course explores the etiology, needs, function and health implications of disabling conditions through recreational therapy service in clinical and community settings. Required of all RT majors. Prerequisites: RLS 200, RT Major, or permission of instructor</td>
</tr>
<tr>
<td>RLS 310 (3 sh)</td>
<td>History and Philosophy of Recreation/Leisure</td>
<td>A study of the history of the recreation movement designed to develop a working philosophy of the field of recreation and leisure studies. Required of all majors. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141 and 230, 231, 232 or permission of instructor</td>
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RLS 320 (3 sh) Program Planning and Leadership  F/S
This course is designed to study recreational program development and supervisory implementation strategies, including principles of benefits-based planning, writing goals and outcomes, and program evaluation. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141 and RLS 230, 231, or EDU/HPE major.

RLS 325 (3 sh) Recreational Therapy Interventions and Techniques  F (even)
This course explores a variety of treatment interventions used with special populations as a prescribed treatment modality. Emphasis is also placed on the development of leadership and facilitation skills, group dynamics, group processing, behavior management, and activity adaptation. Prerequisites: RLS 200, 305, taken prior to RLS 413, and RT major or consent of instructor.

RLS 330 (3 sh) Developing Recreation and Athletic Facilities  S
This course is designed to study the recreational and athletic facility planning processes, including designing indoor arenas, outdoor complexes, parks, and fitness/wellness facilities. Students will be exposed to legislation governing facility design, ADA Accessibility Guidelines, master planning concepts, and available resources. RLS foundation course RLS 111,171,200,205 or PED 141

RLS 340 (3 sh) Trends and Issues in Recreational Therapy  F
This course is a study of the current trends and critical issues in the field of recreational therapy. Topics include but are not limited to professional ethics, professional models, healthcare reform & public policy, evidence-based practice, cultural competency, credentialing, accreditation, use of technology in treatment, and professional development. Prerequisites: RLS 200 and RT major.

RLS 360 (3 sh) Recreation/Sports Marketing and Promotion  S-OL
This course focuses on the marketing, promotions, public relations, and communications involved in the recreation and sports industry. The course provides opportunities to learn the effective principles, theories, practices, and methods involved with Recreation and Sports Marketing/Promotion and Fundraising. Prerequisites: RLS foundation course RLS 111, 171,200,205 or PED 141

RLS 370 (3 sh) Sport Communication  S
Explores the responsibilities of collegiate athletic communications and sport and public relations professionals, including digital and social media, sport marketing communication, public relations, crisis communication, and legal issues. Students will obtain first-hand working knowledge by contributing to in-game stadium and day-to-day operations of the field. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141

RLS 371 (3 sh) Care and Prevention of Sports Related Injuries  S
This course is designed to introduce students to the anatomical basis of exercise/sport injuries, scientific principles and foundations of injury prevention, care, treatment, and rehabilitation. Prerequisite: BIO 251.

RLS 380 (1 sh), 381 (1 sh), 382 (1 sh), 383 (2 sh), 384 (3 sh) Special Topics  TBD
This course focuses on enrichment experiences designed to encourage professionalism. Activities may include special course offerings, continuing/supportive educational experiences, and/or research projects, any of which must be no less than 15 hours in duration for one semester hour of credit. Prerequisite: Recreation major or permission of instructor.

RLS 400 (3 sh) Research Methods in Recreation and Leisure  F/S
This is a course designed to explore research methods, quantitative and qualitative, primarily used within recreation and leisure research. Students will be exposed to the research process, including proposal, literature review, data collection, data entry, and descriptive analysis of the data. Additional topics will include potential sources of funding and the overall purpose of research. Prerequisites: RLS 201, junior or senior RLS or EDU/HPE major
RLS 405 (3 sh) Sports Financial Management
This course is designed to examine the fundamental principles of economics, budgeting, and finance as it applies to the sports industry while providing both theoretical and practical components vital for success. Prerequisites: GER math, RLS 230, 231, and 232 or permission of instructor.

RLS 410 (3 sh) The Recreation Enterprise: Entrepreneurship:
This course is designed to focus on the study of recreation as a business and management of recreation for profit. Focus is on private and commercial recreation, the supply and demand factor, promotion, advertising and marketing the enterprise, and implications for the future. Prerequisites: RLS foundation course RLS 111,171,200,205 or PED 141 or permission of the instructor.

RLS 415 (3 sh) Legal Liability in Recreation and Sports
This course provides students with an overview of the legal system, risk management, legal liability, and related trends. Students will learn to assess risks inherent to recreation areas and facilities, recreation activities, and sports. Prerequisite: RLS foundation course RLS foundation course RLS 111,171,200,205 or PED 141, & 200,205 or PED 141, RLS 230–232, junior or senior RLS or permission of the instructor.

RLS 416 (3 sh) Treatment Programming in Recreational Therapy
This course explores methodology for planning comprehensive and individualized client specific recreational therapy programs to include treatment planning and documentation. Prerequisites: RLS 200, 305, 325 & Senior RT major

RLS 418 (3 sh) Client Assessment in Recreational Therapy
In this course, emphasis is placed on the role and reliable assessment in the recreational therapy treatment planning process and focuses on assessment, developing goals, evaluating and documenting outcomes. Prerequisites: RLS 200, 305, and senior RT major.

RLS 420 (3 sh) Management of Recreation Leisure
Focuses on the organization and administration concepts necessary to manage recreation / leisure service agencies, including agency relationships, personnel management, finance and budgeting processes, facilities management, marketing and public relations. Prerequisites: RLS 201,310, 320, and junior or senior RLS major.

RLS 430 (3 sh) Senior Seminar-Prerequisite to Internship
This course is required of all majors in the semester preceding the Internship (RLS 499 or RLS 450) that involves goal setting, assessment, evaluation, and internship readiness. Prerequisite: senior RLS majors.

RLS 441 (1 sh) Recreational Therapy Pre-internship
This course offers preparation for the internship experience with emphasis on development of professional behaviors that facilitate internship and career success. Will also address an overview of the NCTRC standards for professional certification, internship documentation, academic assignments, and internship site selection and placement. Prerequisite: Taken semester prior to internship in conjunction with RLS 430 and senior RT major.

RLS 450 (15 sh) Recreational Therapy Internship
This course is a 15-week, 600-hour professional experience in which the recreational therapy major works full-time in an approved agency under an appropriately credentialed therapist. Prerequisites: Completion of all degree coursework; minimum of 2.0 cumulative grade point average; and minimum 2.25 grade point average in the RLS core and related studies with no grade below C.

RLS 499 (12 sh) Internship in Recreation/Leisure Studies
This is a 12-week, 480-hour professional experience in which the recreation major works full-time in an approved recreation, park, or leisure service agency. Prerequisites: (1) completion of all course work; (2) minimum 2.0 cumulative grade point average; (3) minimum 2.25 grade point average in the RLS core and related studies with no grade below C; and (4) RLS 430. A student with a cumulative GPA of 2.5 may take one 3 sh course and a student with a cumulative GPA of 3.0 may take two 3 sh courses along with the internship pending approval of the advisor, professors of RLS 430 and 499 and the RLS Department Chair.
SCI 102 (3 sh) Interdisciplinary Science F/S/OL
This course is an examination of the natural sciences and scientific method in comparison to the behavioral and social sciences, the humanities and the applied fields of study. GER Biological/Physical Science

SCI 103L (1 sh) Discovering Science Laboratory F/S
Discovering Science Laboratory is a stand-alone, interdisciplinary laboratory designed to introduce students to basic experimental procedure and data analysis across various fields of science, including biology, chemistry, and physics. GER Biological/Physical Science

SCI 104L (1 sh) Introduction to Forensic Science Laboratory F/S
Introduction to Forensic Science Laboratory introduces the student to the various scientific principles and techniques involved in the analysis of evidence from criminal investigations. GER Biological/Physical Science

SCI 110 (4 sh) Physical Sciences for Education Majors S
This course is a study of the basic principles, concepts, and processes in astronomy, chemistry, geology, and physics. The special needs of elementary and middle school teachers and pupils are considered in the course content. GER Biological/Physical Science

SCI 212 (3 sh) Science and Society TBA
This course includes the study of areas impacted by both science and society including: science/religion, science/politics, and science/health issues. Issues covered will include: consideration of what science is compared to areas not approachable within the limits of science. Discussions will include the proper role of science in society. Matters involving ethics, morals, and science will also be discussed. GER Biological/Physical Science

SCI 360 (4 sh) Investigations in Physical and Earth Sciences for Education Majors S
This course is a series of selected topics and investigations in the physical and earth sciences. The scientific investigation approach will be emphasized. Prerequisite: SCI 110 or equivalent.

SCI 365 (4 sh) Investigations in Life and Environmental Science for Education Majors F
This course is a series of selected topics and investigations in life and environmental science that will develop skills in utilizing living organisms and the local environment in providing learning experiences. Prerequisite: BIO 110 or EES 110 or equivalent.

SOC 210 (3 sh) Introduction to Sociology F/S/OL
This course provides an introduction to the social structure and social systems of society, and examines various social phenomena. GER Social/Behavioral Science

CJC/SOC 250 (3 sh) Family and Domestic Violence OL
This course focuses on the theoretical underpinnings of the causes of violence and societal response to violence in the family and between domestic partners. Prerequisites: CJC 210 or SOC 210. GER Citizenship

CJC/SOC 295 (3 sh) CJC & Sociology Seminar F/S/OL
This course provides the foundation for competence in technology utilized in the program, critical thinking and academic writing in the social sciences. Prerequisites: ENG 111 and either CJC 210 or SOC 210, or permission of the Chair.

CJC/SOC 305 (3 sh) Social Services OL
This course examines the varied forms of social service agencies available as well as the tools and knowledge necessary to become a provider of services in the field. Prerequisites: CJC/SOC 210 or permission of the Chair.

SOC 320 (3 sh) Social Work OL
This course examines the field of social welfare and the social work profession.

CJC/SOC 335 (3 sh) Victimology and Advocacy S/OL
This course examines the plight of victims and theories pertaining to victimization, as well as the many and varied advocacy groups that assist victims of crimes. Prerequisites: CJC/SOC 210 or permission of the Chair.
CJC 340 (3 sh) Correctional Systems and Processes S/OL
This course examines the purposes and various forms of punishment meted out to convicted individuals, as well as efforts at rehabilitation and reintegration of offenders into society. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 345 (3 sh) Sociology of Deviance OL
This course examines the various forms of deviant behavior, how deviant behavior becomes labeled as criminal, and theories that purport to explain deviant behavior. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 350 (3 sh) Criminal Justice Administration F/OL
This course examines a variety of management techniques employed in criminal justice agencies, the varied degrees of success, and best practices based on size and purpose of organization. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 355 (3 sh) Drugs, Crime and Society F/OL
This course examines drug crimes as a social problem through a historical perspective of its proliferation in society and the efforts of law enforcement to combat the consequences. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 361 (3 sh) Comparative Justice Systems F/OL
This course provides a combination of theoretical and systems analysis of justice systems from a global perspective. It examines philosophies behind societal perspectives from which systems originate as well as the varied processes employed and outcomes realized. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 365 (3 sh) Terrorism and Homeland Security F/OL
This course examines the phenomenon of terrorism from the insurgence of terrorist groups to the responses of the criminal justice complex at the local, state, national and international levels. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 380 (3 sh) Criminal Procedure and Individual Rights S/OL
This course examines the role of the Bill of Rights on the criminal justice process from police interaction on the streets to offender rights during trial, sentencing and the appeal processes. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 401 (3 sh) Research Methods for Social Sciences F/OL
This course examines the various types of research, elements of research design, and how to assess research in the extant literature and practices in social sciences. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 405 (3 sh) Data Analysis for Social Science Research S/OL
This course examines methods of data analysis for quantitative, qualitative and evaluative studies. Emphasis is placed on quantitative data analysis and the logic of statistics. Prerequisites: CJC/SOC 210 and MAT 120 or permission of the Chair.

CJC/SOC 421 (3 sh) Theoretical Perspectives in Social Science S/OL
This course examines broad theoretical perspectives in which to frame societal issues in context. It provides the foundation for understanding the theories, systems, topics and issues in the program. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC/SOC 430 (3 sh) Criminological Theory F/OL
This course examines more specific theories germane to criminality and delinquency from the purported impact of individual characteristics to the influence of environmental factors. Prerequisites: CJC/SOC 210 or permission of the Chair.

CJC 450 (3 sh) Special Topics TBA
This course covers a criminal justice or criminology topic not normally covered in-depth in other course offerings in the program. Topics are selected by the faculty and presented as a full-term course and not as an independent study. Prerequisites: CJC/SOC 210 or permission of the Chair. May be repeated.
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tr>
<td>CJC/SOC 460</td>
<td>Special Topics</td>
<td>3 sh</td>
<td>CJC/SOC 210 or permission of the Chair. May be repeated.</td>
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<tr>
<td>CJC/SOC 465</td>
<td>Independent Study</td>
<td>TBA</td>
<td>CJC/SOC 210 and permission of the Chair. May be repeated.</td>
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<tr>
<td>CJC/SOC 475</td>
<td>Field Internship</td>
<td>F/S/OL</td>
<td>CJC/SOC 210 and permission of the Chair.</td>
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<tr>
<td>CJC/SOC 481</td>
<td>Field Internship</td>
<td>F/S/OL</td>
<td>CJC/SOC 210 and permission of the Chair.</td>
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<tr>
<td>CJC/SOC 496</td>
<td>Senior Research Project</td>
<td>S/OL</td>
<td>CJC/SOC 210 and 405 and permission of the Chair.</td>
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<tr>
<td>SOC 210</td>
<td>Introduction to Sociology</td>
<td>F/S/SU/OL</td>
<td>GER Social/Behavioral Science</td>
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<td>SOC 220</td>
<td>Social Stratification</td>
<td>OL</td>
<td>GER Social/Behavioral Science</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Marriage and the Family</td>
<td>F/S/OL</td>
<td>GER Social/Behavioral Science</td>
</tr>
<tr>
<td>SOC 240</td>
<td>Social Problems</td>
<td>F/S/OL</td>
<td>GER Social/Behavioral Science</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Sociology of Gender</td>
<td>F/S/OL</td>
<td>Prerequisite: SOC 210.</td>
</tr>
<tr>
<td>SOC 325</td>
<td>Race and Class</td>
<td>F/S/OL</td>
<td>Prerequisite: SOC 210.</td>
</tr>
</tbody>
</table>
SOC 340 (3 sh) Sociology of Deviance  
This course is a study of the social science literature on deviant behavior that includes an examination of labeling and other theories that purport to explain deviance. Prerequisites: CJC/SOC 210 or SOC 240 or permission of instructor.

SOC 380 (3 sh) Sociological Perspectives on Social Psychology  
This course will examine a variety of sociological perspectives on social psychology including a description of the evolutionary development. Topics include: symbolic interactionism, self and identity, attitudes, social perception and cognition, emotions and social interaction, exchange theory, group dynamics. It will also focus on qualitative research methods. Prerequisites: SOC 210 or SOC 240 or permission of instructor.

SOC 410 (3 sh) Social Theory  
This course is a critical examination of sociological thought that includes an in-depth review of structural-functionalism, conflict theory, symbolic interaction, exchange theory, and post-modernism. Prerequisites: SOC 210 and senior standing or permission of the Chair of the Department.

SOC 440 (3 sh) Sociological Theory  
This course examines works of major social theorists and sociological theories that serve to explain the structure of society. Theories are presented at the macro, middle range and micro levels of analysis to better understand social systems, social problems and societal responses. Prerequisites: CJC/SOC 210 or permission of the Chair.

SOC 470 (3 sh) Special Topics  
This course covers a sociological topic not normally covered in depth in other course offerings in the program. Topics are selected by the faculty and presented as a full term course and not as an independent study. Prerequisites: SOC/CJC 210 or permission of the Chair. May be repeated.

SPA 111 (3 sh) Elementary Spanish I:  
This course is an introduction to the Spanish language with concentration on developing listening and speaking skills with an emphasis on idiomatic, everyday Spanish. Class practice, laboratory, and written assignments are utilized to develop reading and writing skills. GER Global Understanding

SPA 112 (3 sh) Elementary Spanish II  
This course is a continuation of SPA 111 that expands the study of tenses, verbs, and other morphological and syntactical aspects with an emphasis on developing oral skills. Daily laboratory practice and written assignments are utilized to develop reading and writing skills. Prerequisite: SPA 111. GER Global Understanding

SPA 116 (3 sh) Everyday Spanish  
This is a conversational Spanish course intended for students who have little or no knowledge of Spanish, which will provide students with commonly used terminology and language and enable students to communicate in everyday Spanish-speaking situations. GER Global Understanding

SPA 120 (3 sh) Introduction to Spanish for Business  
This course is designed to fulfill the practical need of effective communications with Spanish-speaking clients and employees in the field of business. Students will be presented key vocabulary, dialogues, work place situations, and cultural insights in a comprehensible format, and grammar will be embedded in context in order to put languages to immediate use. Workbook and website activities will serve as reinforcement of what students have already learned in class. Prerequisite: None

SPA 125 (3 sh) Introduction to Spanish for Criminal Justice  
This course is designed to develop the four basic skills (speaking, reading, writing, and listening). Students will be presented key vocabulary, dialogues, and cultural insights in a comprehensible format, and grammar will be embedded in context in order to put language to immediate use, and to help Criminal Justice majors communicate. Prerequisite: None
SPA 211 (3 sh) Intermediate Spanish I  
This course is a more intensive, detailed study of the language with an expanded study of vocabulary and grammar with reading in and discussion of Spanish and Spanish-American civilization. **Prerequisite: SPA 112.**

**GER Global Understanding**

SPA 212 (3 sh) Intermediate Spanish II  
This course is a continuation of SPA 211, emphasizing oral and written practice and introducing a selection of major Spanish writers. **Prerequisite: SPA 211. GER Global Understanding**

SPA 306 (3 sh) Review of Grammar  
This course is a comprehensive review of Spanish grammar with practice in composition, reading, and speaking. **Prerequisite: SPA 212.**

SPA 308 (3 sh) Conversation  
This course is an intensive practice in speaking and reading Spanish that includes drills and conversation emphasizing practical language and expansion of vocabulary, including idiomatic expression. **Prerequisite: SPA 212.**

SPA 311 (3 sh) Survey of Spanish Literature through the Golden Age  
This course is a study of the literature of Spain from its origins to the beginning of the SPA 212.

SPA 312 (3 sh) Survey of Spanish Literature, 1700 to Present  
This course is an introduction to Spanish Neo-classicism, Romanticism, Realism, and subsequent literary production. **Prerequisite: SPA 311**

SPA 320 (3 sh) Major Spanish-American Writers  
This course focuses on significant works of representative Spanish-American writers from the Colonial Period to the present. **Prerequisite: SPA 212**

SPA 330 (3 sh) Spanish Civilization  
This course is a comprehensive survey of Spanish civilization and culture. **Prerequisite: SPA 212**

SPA 400 (3 sh) Special Topics  
This course involves special studies that are arranged with an instructor.

TLC 201, 202, 203, 301, 302, 303, 401, 402, 403, (1-3 sh)  
**Academic Resource Center Practicum**
Credit for a supervised tutoring or mentoring assignment through the Academic Resource Center is determined by the number of practicum hours per term: 1 sh=40 hours per semester, 2 sh=80 hours per semester, and 3 sh=120 hours per semester. Students are required to submit a response paper at the conclusion of practicum. **Prerequisite: permission of Director of the Academic Resource Center and major professor/adviser and appropriate cumulative GPA.**

THR 110 (3 sh) The Art of Acting  
Using a variety of methodologies, this course explores the art of acting. Attention will be given to using the body, voice, imagination, and emotions to create a given onstage persona that is clearly communicated. Class activities encourage the creative interpretive application of a range of acting techniques to the performance of both classical and contemporary texts. **GER: Oral Communication & Fine Arts**

THR 111 (1 sh) Theatre Performance  
This course is designed to give credit to the learning experiences involved in the various aspects of a theatrical production including staging, lighting, sound, etc. Grades are based upon the quality of the student’s work and the time spent on a given production.

THR 112 (1 sh) Theatre Performance  
This course is designed to give credit to the learning experiences involved in the various aspects of a theatrical production including staging, lighting, sound, etc. Grades are based upon the quality of the student’s work and the time spent on a given production.
THR 120 (3 sh) Exploring Theatre F
Through script examinations and theatre experiences, this course introduces the fundamentals of theatre with the purpose of encouraging the understanding, appreciation, and critique of theatre. Attention will be given to the social, cultural, and historical context of plays, as well as theatre forms, styles, and modes as works of artistic expression. Open to all students. GER: Fine Arts

THR 211 (2 sh) Theatre Performance S
This course is designed to give credit to the learning experiences involved in the various aspects of a theatrical production including staging, lighting, sound, etc. Grades are based upon the quality of the student’s work and the time spent on a given production.

THR 212 (2 sh) Theatre Performance S
This course is designed to give credit to the learning experiences involved in the various aspects of a theatrical production including staging, lighting, sound, etc. Grades are based upon the quality of the student’s work and the time spent on a given production.

THR 213 (3 sh) Theatre Production S
This course is a hands-on introduction to the various aspects of theatre production including set design and construction, props, light and sound, costumes and makeup. Additional hours will be required during a theatre production period.
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*Denotes deceased
*Moore, Claude H., Professor of History, B.A., University of North Carolina-Chapel Hill; M.A., East Carolina University

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