



2023-2024

Academic Catalog

FROM THE PRESIDENT



Welcome

Averett is a place that will strengthen your mind, build your character and equip you with powerful skills for your future. For over 160 years, we've been preparing graduates to lead in their communities and to navigate the complex questions of a changing world. Here, you will build practical skills that empower you to make an immediate impact in any field.

At Averett, your potential is infinite and your growth will spark to life. Whichever path you take, you'll have the flexibility to customize your coursework. You will find a diversity of academic programs, all grounded in the liberal arts, and whether you're on campus or online, you will have the opportunity to explore your passions.

This catalog serves as your roadmap to these and many other opportunities. But this is only a guide; the rest is up to you, and your unlimited potential meets boundless possibility. I encourage you to seek the advice of our talented faculty and staff who are dedicated to nurturing your success. We are here to support you, to challenge you and to encourage you as you discover the power of an Averett education. It is our privilege to listen to your dreams and to help you find your path.

Please know that my door is open to you. You will see me and my husband, Joe, around campus and at University events. I look forward to getting to know you and to cheering you on through all of your successes.

Best Wishes,

A handwritten signature in cursive script that reads "Tiffany M. Franks". The ink is dark and the signature is fluid and legible.

Tiffany M. Franks
President

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INTRODUCING AVERETT

General Information

The University welcomes visitors to the campus throughout the year. The administrative offices (420 West Main Street, Danville, Virginia) are open from 8: 30 a. m. to 4: 30 p. m., Monday through Friday. Telephone (434) 791-5600, toll free 1-800-AVERETT (283-7388), contact us at admit@averett.edu.

Averett University does not discriminate on the basis of race, color, creed, age, gender, national origin or disability in the administration of any of its educational programs, activities, admissions or employment practices.

Averett University is a private, independent, coeducational university with traditional four-year residential programs to over 900 students as well as offering specialized graduate programs and nontraditional programs at onsite locations and online. Affiliated with the Baptist General Association of Virginia, Averett welcomes students from all faiths and no faith backgrounds.

Averett reserves the right to change courses, requirements, and regulations in this catalog without advance notice. Failure to read this catalog does not excuse students from the requirements and regulations described herein. Since Averett University does not distribute a printed catalog, this electronic document is the official academic catalog of the university.

The University Mission

Averett University prepares students to serve and lead as catalysts for positive change. Averett fulfills this mission by educating students from diverse backgrounds, cultures, and nations through liberal arts based undergraduate and graduate programs in a personal, collegial, interdisciplinary environment.

The University Vision

Averett University will be a model for partnership and innovation in learning, assuring our graduates will be highly competitive in the workplace and creative and agile leaders in their fields.

The University's Core Values

Agility

Curiosity

Faith

Growth

Inclusivity

Imagination

Integrity

Learning

Openness

Relevancy

Transformation

Accreditations and Memberships

Averett University is accredited by the Southern Association of Colleges and Schools Commissions on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Averett University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Virginia Department of Education (VDOE) has approved all of Averett's education programs/endorsements that lead to licensure. This approval was renewed in the spring of 2022. In addition, Averett has received full accreditation without any Areas for Improvement (AFIs) or Stipulations from the Council for the Accreditation of Educator Preparation (CAEP).

The baccalaureate degree program in nursing, master's degree program in nursing, and post-graduate APRN certificate program at Averett University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

The University is approved for payment for veterans.

Averett University's memberships include: the American Council on Education, Association of Virginia Colleges, Council of Independent Colleges, and the Virginia Humanities Conference.

Student complaints are to be submitted in writing to the Dean of Students (JL Porter, 420 West Main Street, Danville, VA 24541; 434-791-2470). Other complaints or concerns should be directed to the Vice President for Academic Affairs (Ginger Henderson, 420 West Main Street, Danville, VA 24541; 434-791-5630).

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the [Student Complaint Policy \(PDF\)](#) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>. For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit the State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

In compliance with Title IX of the Education Amendments of 1972, Averett University does not unlawfully discriminate on the basis of sex in any of its educational programs or activities, including against any employee, applicant for employment, student, or applicant for admission. Inquiries related to the application of Title IX at Averett should be referred to the University's Title IX Coordinator:

Amanda R. Estabrook
Title IX Coordinator
420 West Main St
Main Hall, Office 10
Danville, VA 24541
(434) 791-7244

TitleIX@averett.edu

Any person may report sex discrimination, including sexual harassment, via email, phone, or mail at any time or in person during normal business hours using the contact information above. Averett's Title IX Sexual Harassment Policy and procedures can be found at <https://www.averett.edu/t9policy>.

Individuals may also inquire externally to the Department of Education:

Office for Civil Rights

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-1100

(800)421-3481

OCR@ed.gov

<https://www.ed.gov/ocr>

History

Averett was chartered in 1859 under the name of Union Female College. For over 150 years it has operated continuously, though undergoing several name changes. In 1910 the College became affiliated with the Baptist General Association of Virginia. The name Averett was given to the College by the Board of Trustees in 1917. It was also in 1917 that the College received, from the Virginia State Board of Education, its first accreditation as a junior college. The College was accredited by the Southern Association of Colleges and Schools in 1928 and by the Board of Regents of the University of the State of New York in 1932.

In the fall of 1969, Averett undertook a major reorientation of its program by adding a four-year baccalaureate degree program and making the College coeducational. Since that time, Averett has experienced unusual growth and is emerging as one of the outstanding private senior colleges in Virginia. Upon the graduation of its first baccalaureate class in the spring of 1971, Averett received senior college approval from the State Council of Higher Education for Virginia and accreditation by the Southern Association of Colleges and Schools. In 1978 the College began offering courses leading to the Master of Education degree. Accreditation at the master's level was received in 1981. In the fall of 1983 the College began offering courses leading to the Master of Business Administration degree. The program was approved by the State Council of Higher Education of Virginia in the spring of 1984 and received accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools in 1986.

On July 1, 2001, Averett College officially became Averett University. In adopting the name Averett University, the Board of Trustees affirmed Averett's position as an innovative, small, private university that gives students the individual attention traditionally associated with small liberal arts colleges along with the advantages found at comprehensive universities. Today Averett remains true to its heritage as an institution where Christian principles are valued and where teaching and learning come first. The University, in addition to its main campus in Danville, has grown to include learning centers throughout Virginia where working adults can experience the benefits of an Averett education.

Averett University and Danville, Virginia

Averett University is located in a residential neighborhood adjacent to Danville's famed Millionaires' Row, a vast collection of Victorian homes recognized by historians for their architectural splendor. Ballou Park, a 107-acre park with an 18-hole Frisbee golf course and a shopping center, is located within easy walking distance from the University. Averett is also located within walking distance of a variety of churches and several restaurants. Danville Mall, Coleman Marketplace, other shopping outlets, and a selection of chain and family-owned restaurants are just a short drive across the Dan River. Averett is also conveniently located down the street from SOVAH Health Danville and other medical service providers.

In addition to the tennis courts, playing fields, fitness center, and basketball courts available at Averett, the city offers recreational facilities, including the 150-acre Dan Daniel Park, home of the Danville Otterbots, a member of the Appalachian League's collegiate summer baseball league. Dan Daniel Park features paved and wooded trails for hiking and biking.

The University sponsors an annual Arts@Averett Series that brings musical groups, lectures, and plays to Danville. The Averett Singers, Averett Players, and Averett's art students also provide a schedule of plays, concerts and exhibits during the academic year. The Danville Concert Association, Danville Arts and Humanities, the Little Theatre of Danville, and other community groups regularly bring high-quality performances to the area. Danville's Carrington Pavilion, an outdoor amphitheater, hosts concerts and special events.

The city offers three local museums. The Museum of Fine Arts and History, which is within walking distance of the University, houses art galleries, studio space, and an auditorium used by local repertory groups. The Danville Science Center, a satellite of the Science Museum of Virginia, offers hands-on exhibits and its popular butterfly station during the summer. The American Armoured Foundation Tank Museum showcases tanks and other military equipment.

Campus

The main campus of Averett is situated on approximately 19 acres in the city of Danville. Rolling Piedmont hills, with the Blue Ridge Mountains in the distance, provide an appealing view.

Four of the major living and instructional facilities are located in connected buildings. These buildings contain residence hall rooms, classrooms, laboratories, lounge areas, and administrative offices.

Main Hall, constructed in 1910, was the first building on the present site of the University. Renovated in 2018, currently this five-story building contains administrative offices, Averett Central, student laundry facilities, campus post office, and residence hall space for 96 men and women, plus lounges and common space. The basement is home to a 1,800 square foot ports facility. Street level entrance and an elevator make this building accessible to persons with disabilities. **Davenport Hall** houses three floors of residence halls, a central lounge area, and an art studio. Faculty offices are located on the basement level. **Danville Hall** contains residence halls on the top two floors. Classrooms, the Computer Center, a computer lab, facilities for the student publications, and the Security Office are located on the second floor. Two of the classrooms have wireless computer capabilities. Faculty offices are located on the basement level. The first and second floors have outside entrances that are accessible to those with disabilities. **Bishop Hall** includes classrooms, meeting rooms, and a residence hall.

Averett Commons is our student apartment complex providing 140 private student bedrooms. Each apartment contains a furnished central living area, a full-service kitchen, a washer/dryer, and two bathrooms. This complex is intended for upperclass students and contains accessible apartments on the first floor for those with disabilities.

The **Violet T. Frith Fine Arts Center**, with a seating capacity of 600, was renovated in 2014. It has its entrance on Mt. View Avenue, and it is the home of the Averett Players and is a site for cultural offerings of the Arts@Averett series.

The **Carrington Gym**, home for Averett's intramural sports and recreational athletics is located in the center of campus off of Woodland Dr.

Frith Hall, completed in 1985, houses the science and psychology laboratories and most of the classrooms for the University. A large number of faculty have offices in this building. The David S. Blount Chapel, completed in 1996, is located on the second level. Street access is available on three levels and an elevator makes all floors accessible to persons with disabilities.

Alumni Hall was originally constructed as the house for the University president. Since 1984 it has housed the staff of Institutional Advancement, including alumni relations and public relations.

The **Emily Swain Grousbeck Music Center** houses the Music Department, practice rooms, music library, and media center, as well as classrooms and a recital hall.

Fugate Hall is a residence facility with a capacity for housing 150 students. There are fifteen suites, each containing a central living area, storage closets, a large bath and five bedrooms. This building has central air conditioning and one floor is easily accessible for persons with disabilities.

The **Fine Arts Building** is located on West Main Street. It was formerly a private residence which has been converted for use by the Art Department. Nearby is the **Carriage House**, another building used by the Art Department for sculpture and ceramics instruction.

The **W. C. English Hall** is another private residence on West Main Street which has been converted to University use. It houses the Admissions Office.

Schoolfield House Booksellers, opened in 2010, and is located at 354 West Main Street between Main Hall and the Fine Arts Building.

The **Mary B. Blount Library** advances the curriculum, research and reading interests of Averett students with scholarly and professional sources, reference consultations, and instruction. The library is located at 344 West Main Street, next to Averett University's Admissions Office. The library building is open five days per week all year, except for days in which the University is closed. Averett students can access the library's electronic resources and ask questions at any time, from any location on the Internet (<http://averett.libguides.com/library>).

The **Student Center** opened in 2006. The 35,000-square-foot facility includes a dining hall, café, lounge, game area, outdoor deck, computer lab, and offices for student clubs/organizations. The building also houses the Office of the Dean of Students, student activities, student health center, campus chaplain, and counseling center.

The **Danville Regional Airport** houses the facility that Averett leases for the **Aeronautics Program**. The building includes 3,127 square feet of space for all instruction related to supplemental ground instruction, operation manager's office, aircraft maintenance technician's office, and simulator room. The three hangars accommodate the nine Piper aircraft associated with flight training.

The **Averett University Equestrian Center**, located on 100 acres close to Pelham, North Carolina, is about 15 minutes driving time from the West Main campus. Facilities include a 46,000 square foot building which houses an indoor ring, eighteen stalls and a tack room. The lower stable building houses twenty-two stalls which have removable partitions, two tack rooms, student lounge, office, wash stall for horses and equipment, restroom, and a small laundry area. Outdoor facilities include paddocks and pastures, as well as three training areas: a round pen twenty-five meters in diameter, a dressage ring, and a jumping ring.

North Campus is located on approximately 70 acres at 707 Mount Cross Road in Danville. Home to our 16 NCAA Division III sports, North Campus includes the **E. Stuart James Grant Athletic and Convocation Center**, which houses offices for the Athletic Department staff, the faculty in the Physical Education Department, training room, locker rooms, and gymnasium that seats approximately 3,000; the **Frank R. Campbell Stadium**, with seating for 1,800, and artificial turf and lights on Daly Field; and softball, baseball, and soccer fields.

The **Galesi Family Student Success Center**, opened in 2010, and houses the Office of Student Success, Academic Support, and Writing Support. It is located on the north end of Bishop Hall on the second floor.

Riverview Campus opened in 2011, and is located at 512 Bridge Street in the River District. This 160,000 square foot building was the anchor to the revitalization of the entire area. Several classrooms are located on the first floor for our traditional and Averett Online programs; the second floor is occupied by our School of Nursing and administrative offices for Averett Online.

The administrative offices of **Averett's Averett Online Program (Averett Online)** and the nursing program are located at 512 Bridge Street, at Riverview in the River District. The repurposed building is surrounded by cobblestone streets leading to the nearby Riverwalk and downtown shopping and restaurants. Averett Online also operates regional centers throughout the state.

ACADEMIC PROGRAMS

Averett University offers the following degrees:

Undergraduate Degrees:

Associate of Arts - Traditional

A student may earn an Associate of Arts degree with a major in Liberal Arts by completing the core general education requirements and a minimum of 60 semester hours. A minimum of 15 semester hours must be taken at Averett. The general education requirements begins on page 62 of this catalog.

Bachelor of Applied Science – Traditional, Averett Online

Averett University offers the Bachelor of Applied Science degree to those individuals who meet the following requirements:

1. Possess an Associate of Applied Science degree from a regionally accredited institution with a 2.0 grade point average on work counted toward the associate's degree.
2. Complete a minimum of 30 semester hours at Averett University, including a minor in a related field. Examples include:

Associate of Applied Science Degree	Related Field
Office Technology	Business or Computer Science
Printing Management	Business
Administration of Justice	Sociology

3. Complete all Averett requirements for the baccalaureate degree.

Note: Because of State licensure requirements, courses in the Department of Education may not be offered for the minor area.

Bachelor of Business Administration – Averett Online

The Bachelor of Business Administration program is designed to enable students to work effectively in today's complex business environment. The program includes, but is not limited to, courses in management theory, marketing, finance, economics, and accounting. Designed to provide an effective balance of theory and practical experiences, the program promotes a complementary relationship between job skills and classroom applications. Skill development in the areas of decision-making, business communications, and quantitative analysis are emphasized.

This undergraduate program includes a 45 credit core curriculum (including 3 credits of prerequisite accounting) that constitutes the major course of study. General education and elective credits are also required to fulfill the 120 semester credit requirements for the BBA degree. Courses are offered sequentially. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

The Bachelor of Business Administration degree program has been approved for teach-out effective June 15, 2022. Students currently completing degree requirements are permitted to finish their degree, provided the student does not break continuous enrollment.

Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Bachelor of Fine Arts – Traditional, Averett Online

Students may earn a Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, or Bachelor of Fine Arts degree by completing the core general education requirements along with a major area of study. A minimum of 120 semester hours is required for graduation. Requirements for specific majors may be found in departmental descriptions beginning on page 66. The general education requirements begin on page 62. A complete list of the requirements for graduation may be found on page 60.

Bachelor of Science in Nursing (BSN; Entry into Practice) – Traditional

The School of Nursing offers the Bachelor of Science in Nursing degree (BSN). The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), the Virginia Board of Nursing *Regulations for Nursing Education Programs* (September 20, 2018) and the *Regulations Governing the Practice of Nursing* (March 22, 2019) are used to guide program curriculum and practices. Nursing courses build on a foundation in the liberal arts to prepare the nurse graduate for generalist practice in a variety of healthcare settings. Supervised clinical components are included throughout the nursing curriculum to allow students opportunities to engage in evidence-based patient care. A minimum of 120 semester hours is required for graduation.

Accelerated Bachelor of Science in Nursing (ABSN) – Averett Online

Accelerated Bachelor of Science in Nursing (ABSN) The School of Nursing offers the Accelerated Bachelor of Science in Nursing (ABSN) program for students who hold non-nursing bachelor's degrees or a minimum of 60 non-nursing credits from a regionally accredited university. Upon successful completion of the ABSN program, the Bachelor of Science in Nursing (BSN) degree is conferred.

Graduate Degrees:

Master of Accountancy – Averett Online

The Master of Accountancy program is designed to enhance accounting skills specific to a graduate level of study so that graduates are competitive in public industry, private industry, and teaching careers. The program helps graduates to achieve successful pass rates on the Uniform Certified Public Accounting (CPA) examination. Consisting of 30 credits, the program offers 11 three (3) credit hour courses on a rotational basis including summers. Students are required to take only 10 three (3) credit hour courses. The curriculum focuses on specific areas of the CPA examination and provides a broad basis of competitive skills that can lead to various careers in accounting.

The Master of Accountancy meets the 150 hours requirement of the Uniform Certified Public Accounting (CPA) examination entering directly after or during the undergraduate experience (5 year program). This degree also meets the needs of accounting graduates currently working who need to meet the 150 hour requirement for certification.

The Master of Accountancy degree program has been approved for teach-out effective August 1, 2023. Students currently completing degree requirements are permitted to finish their degree, provided the student does not break continuous enrollment.

Master of Business Administration – Averett Online

The Master of Business Administration program is designed to develop and enhance the management and analytical skills necessary in public and private industry. The program concentrates on the functional areas of business. These include, but are not limited to, management, accounting, finance, economics, and strategic planning. All courses in the Master of Business Administration program are designed to recognize the global impact on business and industry.

The curriculum is structured sequentially with options to take one course at a time or progress more rapidly if desired. The Master of Business Administration program requires the completion of 33 credits.

In addition to the stand-alone Master of Business Administration program, students have the ability to select a concentration of study in six (6) areas of focus: Leadership, Small Business & Entrepreneurship, Human

Resources, Marketing, Applied Data Analytics, or Interdisciplinary Business. More information about the MBA program can be found in that portion of the Catalog.

Master of Education – Averett Online

The Master of Education is offered in Curriculum and Instruction, Special Education, and Administration and Supervision. The program is designed for the classroom teacher to strengthen his/her understanding of the teaching-learning process. To provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. The graduate education program provides both theoretical and practical experiences for teachers who wish to become leaders in their profession. NOTE: Students must have completed ED518 before enrolling in program courses. Each of the Master of Education degree options requires at least 30 credit hours for completion.

Master of Science (Applied Data Analytics) – Averett Online

The Master of Science (M.S.) in Applied Data Analytics degree provides decision-makers in any industry with a broad focus on understanding, transforming and analyzing data to problem-solve, critically consider and develop solutions to organizational problems and opportunities. The program requires 30 semester hours of courses in applied data analytics including foundational and applied analytics with a capstone course/project.

Master of Science (Criminal Justice) – Averett Online

The Master of Science (M. S.) in Criminal Justice expands criminal justice to the graduate level and includes Master of Business Administration offerings to provide opportunities for graduate work and scholarship in the field of criminal justice. The M. S. in Criminal Justice requires 31 credit hours of course work, including 19 credit hours of core courses and 12 credit hours in a required concentration. Students are required to elect either the Administration and Supervision or Disaster Management concentration.

Master of Science in Nursing (MSN) – Averett Online

The School of Nursing offers the Master of Science in Nursing degree (MSN) with a Family Nurse Practitioner (FNP) focus and a Post-graduate Certificate in Emergency Nurse Practitioner (ENP). The AACN *Essentials of Master's Education in Nursing* (2011) and the NONPF *Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.) (2016) are used to guide program curriculum and practices.

Master's-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care. Supervised clinical components are included throughout the MSN curriculum to allow students an opportunity to engage in advanced patient care.

UNDERGRADUATE MAJORS AND MINORS

In order to graduate with a Bachelor of Arts, Bachelor of Fine Arts, or a Bachelor of Science degree from Averett University, students must complete the core, general education requirements and a major.

Five different approaches may be followed in developing a major area of study.

I. The traditional major with a minor:

Such programs require a specified amount of work in a major area of study with an additional 18-21 semester hours in a minor concentration or in related fields. The requirements for a major area of study vary according to the department and are described under each academic department in the section on Degree Programs.

II. Combined majors:

The University has designed several majors that cross traditional disciplinary lines. The requirements for such majors have been specified by the faculty and are described in the section on Degree Programs.

III. Elementary Education with Teaching Licensure major:

Students whose career goal is to teach elementary school once admitted to the Teacher Education Program, have their major changed to Elementary Education with Teaching Licensure.

IV. Interdisciplinary Studies major:

The University has a structured interdisciplinary studies major consisting of three concentrations. Guidelines for developing the academic plan and policies governing the major may be found under that section heading.

V. Individually designed interdisciplinary majors:

The faculty recognizes that some students have unique educational goals and interests which may not be best realized by means of traditional majors or the structured interdisciplinary programs. Such students are encouraged to propose a plan of study which will draw broadly upon the learning resources of the University. The plan must be approved by a faculty committee and the Vice President for Academic Affairs. The student may not have a double major with the individually designed interdisciplinary major. Inquiries regarding this option should be addressed to the Vice President for Academic Affairs.

Degrees, Majors, Minors and Teaching Licensure Fields

Students may earn a Bachelor of Arts or a Bachelor of Science degree in the following disciplines:

Aerospace Management	Health & Sport Science
Aerospace Management/Criminal Justice	History/Politics
Biology	Mathematics
Business Administration	Mathematical Decision Science
Chemistry	Political Science
Coaching	Psychology
Communication	Sociology
Computer Information Systems	Sociology/Criminal Justice
Computer Science	Sports Administration
Elementary Education (with Teaching Licensure)	Sports Medicine
Equestrian Studies	

Students MUST earn a Bachelor of Arts degree in the following disciplines:

Art
English
English/History
English/History (Pre-Law)
English/Theatre
History
Modern Language and Culture
Music
Religion
Theatre

Students may earn a Bachelor of Fine Arts degree in the following disciplines:

Acting
Design & Technical
Directing
Musical Theatre

Students MUST earn a Bachelor of Science degree in the following disciplines:

Nursing (Bachelor of Science in Nursing – BSN)

Teaching Licensure is available in the following disciplines:

Teaching Licensure in Special Education / General Curriculum: Grades K-12 (Virginia)
Teaching Licensure in Elementary Education: Grades PK-6 (Virginia)
Visual Arts with Teaching Licensure: Grades PK-12 (Virginia)
Teaching Licensure in English: Grades 6-12 (Virginia)
Teaching Licensure in Mathematics: Grades 6-12 (Virginia)
Teaching Licensure in Health and Physical Education: Grades PK-12 (Virginia)
Teaching Licensure in History and Social Science: Grades 6-12 (Virginia)
Teaching Licensure in Theatre: Grades PK-12 (Virginia)

Minors

In addition to a major concentration, each student may elect to have a minor area of concentration to complement the major. A minor is available in disciplines noted previously. A minor normally requires the completion of at least 18 semester hours, 9 hours of which must be at the 300 or 400 level, unless otherwise specified by the department. Specific requirements for minors in each discipline are indicated in the Degree Program section of this catalog. If a student elects a minor from courses which have the same departmental prefix as the major, there must be eight (8) unduplicated hours within the minor.

Formal Declaration of Major and Minor

Major - Each student is expected to file a declaration of major with the Office of the Registrar by the beginning of the junior year. Students who wish to change majors or add a second major must notify the Office of the Registrar. Any change in major may result in the delay of the date of graduation.

Some professional programs have special admissions requirements and procedures. The student should consult the section of this catalog that describes those programs and/or see the chairs of the specific departments.

Minor - Students who elect to have a minor area of concentration must file a declaration of minor with the Office of the Registrar. Minors should be declared before the start of the senior year and all requirements must be completed through regularly scheduled classes.

Minors at Averett can be completed face-to-face, online, or a combination of both modalities. Disciplines with one asterisk (*) are only offered for Averett Online students, whereas two asterisks (**) indicate face-to-face and online options. Minors listed below without any asterisk are only available for traditional, face-to-face students.

Academic minors are available in the following disciplines:

The minor in leadership went into teach out following the 2022-2023 academic year.

African and African American Studies	Hospitality Management and Tourism**
Applied Data Analytics**	Homeland Security*
Art History	Integrative Health Psychology
Biology	IT Project Management
Business Administration**	<i>Leadership**</i>
Chemistry	Mathematics
Coaching	Music
Communication	Musical Theatre
Computer Information Systems**	Political Science
Computer Science**	Psychology**
Criminal Justice**	Public Health
Cyber Security**	Religion
Digital Marketing	Small Business and Entrepreneurship**
Economics	Sociology
English	Spanish
Equestrian Studies	Sports Administration
Equine Assisted Psychotherapy	Sports Communication
Equine Science	Studio Art
E-Sports and Gaming Administration	Theatre
French	Web and Graphic Design
Health and Sports Science	Women's and Gender Studies
History	

Interdisciplinary Studies Major

A student may earn either a Bachelor of Arts or a Bachelor of Science Degree in Interdisciplinary Studies.

1. This major will be carefully planned by the student in conjunction with the Vice President for Academic Affairs and must be approved by an Interdisciplinary Studies committee comprised of three department chairs who represent, respectively, the three concentrations the student chooses. The student must make the argument for the interdisciplinary nature of the three areas. The committee will guide the student's academic program.
2. When the committee, the student and the Vice President for Academic Affairs have approved the courses to be included in the major, the Registrar's Office staff will prepare a degree plan.
3. The committee, the student and the Vice President for Academic Affairs must approve any changes to the degree plan.
4. The Vice President for Academic Affairs will serve as the student's advisor or may assign a faculty member from one of the concentrations to serve as the academic advisor.

The following policies govern this degree program:

1. The student will meet all general education requirements of the university and must declare this major before accumulating 60 semester hours credit.
2. The student must complete a minimum of 60 semester hours at a senior college, 30 of which must be taken at Averett.
3. The student must maintain a cumulative grade point average of 2.0 in the courses submitted for the degree plan.
4. The student must select three areas of concentration and must complete a minimum of 12 semester hours in each area, exclusive of general education courses, with a maximum of 18 semester hours accepted from any one area of concentration. The student may not take a major or minor in another field.
5. The student must complete a minimum of 12 semester hours at the 300-400 level in two of the concentrations and a minimum of 9 semester hours at the 300-400 level in the third concentration. If a student selects French or Spanish as a concentration, 12 semester hours beyond the 202 level are required. A minimum of 6 credit hours in each concentration must be completed at Averett.
6. The student must elect the Bachelor of Arts degree if two of the three areas are selected from Art, English, French, History, Music, Religion, Spanish, or Theatre. The student may not choose Education as one of the areas.
7. If two of the three areas are selected from Biological and Physical Sciences, Business Administration, Computer Information Systems, Computer Science, Equestrian Studies, Health and Sports Science, Mathematics, Psychology, or Sociology/Criminal Justice, the student may elect either the Bachelor of Science or the Bachelor of Arts degree. Students who complete the requisite number of hours in foreign language study are eligible for the BA degree but must have prior permission from the Interdisciplinary Studies Committee to do so. The student may not choose Education as one of the areas.
8. With the guidance of and topic approval by the advisor and the committee, the student will prepare and present in written and oral form a senior capstone project that explores in depth some common aspect of the three concentrations. The oral presentation will be open to the campus community.

This capstone project will carry 2 semester hours of credit. With the approval of the student's committee, the Honors Program senior project may be considered as the capstone course.

Students who choose this major late in their academic careers should be aware that alternate year course rotations and pre-requisites for upper-level courses will probably require additional semesters for degree completion.

A student who has declared an Interdisciplinary Studies major, and who subsequently elects to change to a major in a specific discipline, must satisfy all of the departmental requirements for that major.

Elementary Education (With Teaching Licensure)

All candidates desiring teaching licensure in Elementary (PK-6) Education must complete requirements on page 126 of this catalog.

Pre-Professional Studies

Averett provides pre-professional preparation for students planning to enter schools of dentistry, law, medicine, pharmacy, physical therapy, theology, or veterinary medicine. Although the University does not offer these pre-professional preparations as majors (with the exception of English/History (Pre-Law)), students are assigned an academic advisor who is cognizant of the appropriate courses for entrance into one of the professional schools. The student who anticipates attending a professional school, however, should consult the catalog of the preferred professional school in selecting courses at Averett University.

Honors Program

The Honors Program, operating within the liberal arts philosophy of the University, enhances the academic life of the institution, creates a scholarly ethos, provides an academic challenge, and recognizes students' needs to express creativity, to develop one's humanity, and to see the world from different vantage points.

International Study Opportunities

Averett University encourages students to gain learning experiences that only can be obtained by an extended period of time in another country or culture. In addition to occasional travel courses conducted by Averett faculty, the instructors in the Modern Languages Department can assist the student in selecting programs in countries where French and Spanish are spoken. Semester or year abroad programs are also available through cooperative arrangements with other institutions and Averett affiliates. For information about any study abroad programs, contact the Director of Study Abroad.

ADMISSIONS

First-time Freshman

The Admissions Committee attempts to select for enrollment those applicants considered best able to benefit from a college education at Averett. In making its decisions, the Admissions Committee considers many factors:

Graduation from a secondary school or its equivalent;

Grades from the applicant's secondary school;

A college preparatory curriculum taken in the secondary school;

Evidence of the ability of the applicant to do college-level work;

Involvement by the applicant in extracurricular activities;

GED (General Education Diploma) students must submit high school transcripts;

Averett University admits students of any sex, race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The University does not discriminate on the basis of sex, race, color, or national and ethnic origin in administration of its policies, scholarships and loan programs, and athletic and school administrated programs. The University is also committed to non-discrimination on the basis of handicap or religion.

Applicants should provide the Admissions Office with:

1. A completed Application for Admission Form, which may be found at our website: www.averett.edu. Applications for Fall entrance are accepted on a rolling basis but should be filed by May 1. Applications received after May 1 will be reviewed on a space available basis.

A transcript of credits completed, or in progress, from high school and any college attended. A final high school transcript must be on file for all entering freshmen by Sept. 1, and should include sixteen academic units in a secondary school including at least 4 English, 3 math, 3 lab sciences, 3 history and social sciences, and 3 electives.

Acceptance

Averett operates on the "rolling admissions" system; therefore, when all the necessary supporting documents arrive at the University, the Admissions Committee will review the application and promptly inform the applicant of the action taken. Upon receipt of a favorable decision, the applicant should remit the deposit to confirm enrollment and to assure reservation in the residence halls

To be granted Regular Acceptance to the University the candidate should complete the following University preparatory course work in grades 9 – 12:

Academic Preparation

4 units of English

3 units of Math (at least Algebra I, II and Geometry)

3 units of Lab Science

3 units of History and Social Science

The remaining units for graduation may include other academic related courses such as foreign languages, business, religious study, and computer coursework.

Score Guidelines

A High School GPA of 2.5 or greater in grades 9 - 12.
Class rank in the top 50 percent.

Reactivating Admission Applications

The University retains admissions files for two years. An applicant who did not attend the University after having been accepted may reactivate the request for admission by providing the Admissions Office with a statement of the intent to reapply and with an official transcript of any college-level work undertaken since the original application was submitted.

Advanced Placement

Advanced placement and academic credit toward a degree may be granted to the student who receives a grade of three, four, or five on the Advanced Placement Examinations of the College Entrance Examination Board. Credit is awarded only in those areas applicable to the Averett curriculum. Information about these examinations can be obtained from the College Board Advanced Placement Examination, Post Office Box 977, Princeton, New Jersey 08540 or <http://www.ets.org/>.

Placement Tests for New Students

Placement tests are required of all new students at Averett whether first-time freshmen or transfer students:

1. Mathematics

All students entering Averett for the first time (freshmen including transfer students) must take a mathematics placement test to ensure placement in the proper courses. The only exception to this would be if a student transfers in the mathematics requirement(s) for their degree and do not wish to take additional mathematics courses. The placement tests are administered online. Information about these placement tests is available from the Office of Admissions or the Vice President for Academic Affairs. Scores are provided to advisors prior to registration for classes.

2. Foreign Language

All students with two or more years of high school credit in French or Spanish must take a placement test in the respective foreign language. Any transfer student who plans to continue or pursue foreign language study at Averett is required to take the French or Spanish placement exam or see the department chair. All students entering Averett for the first time who wish to begin or continue studies in French or Spanish must take a Foreign Language placement test. These tests are administered online, and scores are provided to advisors prior to registration for classes.

3. Music

All students seeking admission into the music major are required to audition. These auditions can be arranged directly with the Chair of the music department.

4. Equestrian Studies

All students who plan to major in Equestrian Studies are required to take a riding placement test. Any transfer student who plans to continue or pursue a major in equestrian studies is required to take a riding placement test.

Accelerated Admission and Dual Enrollment

Accelerated Admission may be granted to qualified high school seniors who wish to complete their secondary school graduation requirements at Averett. These admissions are handled on a case-by-case basis. Dual Enrollment permits students to attend courses at Averett for postsecondary credit while still enrolled at the high

school. Both options are excellent ways for academically and socially advanced high school students to expand their educational opportunities. Interested students should follow the normal procedure for applying to the University. Applicants will be evaluated for admission using the following criteria:

1. The student must have the written approval from the high school principal to pursue Accelerated Admission or Dual Enrollment;
2. The student must have a minimum grade point average of 3.0 on a 4.0 scale and rank in the top 50% of the class. Accelerated Admission students must also score a combined total of at least 920 on the SAT or 19 on the ACT;
3. The course(s) attempted must be for college degree credits;
4. The student should demonstrate, through a personal interview, the level of personal maturity necessary to meet the demands of college.

It is the responsibility of the student to request that an official Averett transcript be sent to the high school after the completion of courses attempted.

Accelerated Admission and Dual Enrollment students are not eligible for state or federal financial aid or institutional grants/scholarships until they have completed their requirements for high school graduation. The high school must issue an official transcript or letter indicating that the graduation requirements have been fulfilled.

International Students

International students must submit an international application and all required educational documents and test scores to the Admissions Office before an admissions decision can be made. These educational documents include certified English translations of both secondary school transcripts and official transcripts of any college-level work, and acceptable TOEFL (Test of English as a Foreign Language) or SAT scores. Students who are resident aliens must submit a copy of their permanent resident card with their application in order for the application process to continue. The applicant is responsible for having the transcripts evaluated and translated into English and for all costs and fees associated with the service.

Transfer courses from an international institution will be considered for acceptability on a case-by-case basis. The institution must be recognized by its country's Ministry of Education. For coursework from an international institution to be considered for acceptability, the student must have a professional transcript evaluation performed by a credential evaluation service with National Association of Credential Evaluation Services ([NACES](#)) membership or Association of International Credential Evaluators ([AICE](#)) endorsed membership.

Request that your TOEFL, IELTS, and/or SAT scores be sent directly from the testing service (Averett's code for the SAT and TOEFL is 5017; there is no code for IELTS). Averett requires a minimum TOEFL score of 500 (paper-based), 173 (computer-based), or 61 (Internet-based). Averett requires a minimum IELTS score of 6.0 for acceptance. The SAT will be accepted in lieu of a TOEFL if a minimum Critical Reading score of 480 is achieved.

After acceptance, students must submit an enrollment deposit and a completed Certification of Finances form which is included in the acceptance package, (before an I-20 can be issued. The deposit will be accepted from a bank wire, money order, or check. The I-20 is issued after wires, money orders, or checks have cleared. The enrollment deposit is deducted from the first semester's tuition and is refundable (by written request) if the student is denied a student visa. An explanation of the costs to attend per semester can be found online at <https://www.averett.edu/financial-aid/tuition-fees/>.

For more information on obtaining a student visa, visit the U. S. Citizenship and Immigration Services website at www.USCIS.gov.

Transfer Student Admission

A transfer student is categorized by having attended any accredited post-secondary institution even if there is no transferable credit. A student who has attempted and completed at least 12 academic hours at an accredited post-secondary institution will be considered a transfer student. A transfer student must have a minimum GPA of 2.0 to be considered for acceptance.

If, however, the candidate has passed fewer than 12 transferable credits, he/she will also be evaluated upon his/her high school performance and must meet freshman guidelines in addition to the transfer GPA guidelines.

Students who have completed university work while still in high school will not be considered transfer students. These students will be evaluated as first-time freshmen.

It is the responsibility of the student who wishes to transfer to Averett from another college to have a high school transcript (if the student has taken less than 12 credits he/she is considered a first-time freshman student and follows all first-time freshman student admissions requirements and official transcripts of all previous college work sent to the Averett University Admissions Office. In order to receive transfer credit for courses completed before matriculating to Averett, a final official transcript should be received by the end of the first semester of enrollment at Averett. To be admitted to Averett, transfer students should have a minimum transfer GPA of 2.0 (on a 4.0 scale) and be in good academic and social standing at their previous institution.

Transfer Credit

Averett will transfer courses from regionally accredited institutions of higher education for which a grade of C or higher was received. For those students who have received an associate's degree, Averett may accept in transfer all courses that were credited by the transferring institution toward the student's degree.

The one exception to that policy is that Averett does not transfer grades of D in College Composition I (or its equivalent). Any student who holds an associate's degree with a D in College Composition I (or its equivalent) must take ENG 111 at Averett.

An official evaluation of transfer credit will be sent by the Registrar's Office after notification of acceptance. Because institutions differ in the minimum scores required for awarding credit, Averett does not normally transfer credits for Advanced Placement, CLEP, and similar nationally-normed tests. The student must have an official copy of the test scores sent to Averett for evaluation.

Credits are not normally transferred from proprietary schools or from non-accredited colleges. Transfer courses from a non-regionally accredited institution in the United States will be reviewed for acceptability on a case-by-case basis, at the request of the student. Please refer to the Request for Transfer Credit Review – Non-Regionally Accredited Institution.

Averett University will accept transfer credit earned while a student is on suspension from another institution based on the policy of the suspending institution.

International Baccalaureate Diploma

Averett University will grant advanced standing and/or credit for International Baccalaureate higher level examinations. Minimum scores acceptable for credit are determined by each academic department.

Direct Transfer Agreement

Direct transfer, or articulation, agreements have been arranged with several two-year colleges. Such agreements follow careful comparisons of the curricula at Averett and the two-year institution. Transfer students

who have completed an associate's degree program covered under the agreement will be admitted as juniors and will have all coursework which was credited toward the associate's degree transferred to Averett University.

The one exception to that policy is that Averett does not transfer grades of D in College Composition I. Any student who holds an associate's degree with a grade of D in College Composition I must take ENG111 at Averett.

Special Students

A Special Student is, by definition, a non-degree seeking student. In order to apply with the Special Student status, a final high school transcript or an equivalent credential is required for a student who is either currently enrolled in high school, who has graduated from high school, working towards a GED, or who has never been enrolled in an accredited postsecondary institution. An unofficial college transcript is acceptable until such time as the student seeks degree-seeking status. The special student application should be received by the Admissions Office at least two weeks prior to the beginning of the term in which a student plans to enroll. Once approved, the student may continue to study as a special student at Averett in subsequent consecutive terms. If the student elects to stay out for one or more regular terms (fall or spring semester), then he/she must reapply for readmission as a special student. A special student may take day or evening classes and may be part-time or full-time. Special students are not eligible to receive financial aid.

To be admitted as a degree-seeking student, a special student must file an application for admission with the Admissions Office and satisfy regular entrance requirements. To graduate, a minimum of 30 hours must be earned at Averett after a student has obtained degree-seeking status.

Students who have been suspended from another college or university are ineligible to enroll at Averett under the Special Student status. The applicant must be in good standing at his/her former institution. Admission will be considered after the student serves one full semester of his/her suspension. If a student enrolls at Averett University as a Special Student while on academic suspension/dismissal, he/she forfeits his/her registration.

A degree-seeking applicant cannot request Special Student status after his/her degree-seeking application was denied by the Admissions Committee for the same term, unless new, academically pertinent information is submitted to the Committee.

A borderline student, who first applies as a Special Student as recommended by the Admissions Committee, may be allowed to take 3-6 hours of coursework at Averett. The Averett earned GPA may then be viewed as part of the student's GPA should the student apply for degree-seeking status.

Special students enrolled full-time are eligible to live on campus. Any exceptions or appeals to this policy must be presented to the Dean of Students or the Director of Residence Life.

Non-Traditional Degree Admissions

Information about the Averett Online programs is found in a separate section of this catalog beginning on page 275.

Averett Student Classification Changes

A student is matriculated into Averett University as either a traditional student or as an Averett Online student, and is classified as such. In order to give students maximum flexibility, they may be allowed to take classes in different classifications as scheduling and space allows. A student may move from a traditional classification to an online classification with no wait period. Students who have changed classifications once must be unenrolled for a period of one semester before changing classification again. Any exception to this policy for extraordinary situations may be submitted by the student in a written appeal and exception may only be granted with the permission of both the Vice President for Academic Affairs and the Vice President for Enrollment Management and University Marketing.

Readmission

Any student who has attended Averett as a degree-seeking student and has withdrawn, been granted a leave of absence, or not returned for the next regular semester and would like to be readmitted to Averett **MUST** complete an online application for readmission. Readmission to the BSN program is found under Progression in the Nursing Major on page 204. Readmission to the ABSN program is found under Progression in the ABSN Program on page 321.

A student who attends another college and then seeks readmission to Averett must reapply through the Admissions Office. An official record of all college-level work taken since leaving Averett should accompany this request for readmission. Transfer credit is applied toward an Averett degree based on regular transfer policies.

A student seeking readmission after being on academic or social suspension for one semester must submit a written request for readmission to the Academic Policies Council. The letter should be sent to the Vice President for Academic Affairs at least six weeks prior to the beginning of the term for which the student is seeking readmission. Coursework taken at another college while on suspension from Averett will be considered for transfer if the GPA is a 2.5 or higher.

A student who has been placed on academic suspension and who is readmitted is readmitted under conditions of extended probation. Also, any student who was on academic warning or probation at the time of withdrawal from the University and who is subsequently readmitted will be readmitted with the same status which was in effect at the time of withdrawal.

I. Resident and Commuter Policy

Students normally are classified as residential students unless they:

- Are undergraduate students 23 years of age or older prior to the next period of enrollment.
- Are married students [no married/family student housing].
- Are parents who care for a dependent child.
- Have served 180 days of consecutive military service prior to enrollment.
- Live with an immediate blood relative within 30 miles of the Danville campus. Immediate blood relative is defined as mother, father, aunt, uncle or grandparent.
- Have accumulated 90 credit hours or will earn 90 credits hours by the end of the spring semester of a given academic year. Such classifications are made once/year prior to the spring housing selection process. Anticipated credits for summer or fall sessions of the following year do not count toward the 90 credit hours.
- Have lived in Averett housing for three years.
- Are independent, emancipated adults bearing the full cost of their education.
- Are transfer students who have lived on their own for at least one year prior to entering Averett.

More information about the Resident and Commuter policy is available online. Appeals should be addressed to the Residence Life Office.

Traditional Admission Requirements

	Application	Application Fee	High School Transcript	College Transcript	Letter of Recommendation	AP Scores	Readmission Form	Dean of Students Form	Enrollment Reservation Fee
Beginning Freshman	●		●	● ¹	● ⁶	● ¹			●
Transfer Student	●			●	● ⁶	● ¹		● ¹	●
International Student	●		●	● ¹					●
Former Averett Student (who will transfer credit in)				●			●	●	●
Former Averett Student (not graduated; no transfer credit)							●		●
Veteran	● ²		● ¹	● ¹				● ¹	●
Special Student (non-degree seeking)	●		● ⁴	● ⁴					●

¹If applicable

²Contact Office of Registrar for other requirements

³Unless student has been out of high school for 5 or more years

⁴For advisement purposes (if applicable)

⁵TOEFL may be substituted for SAT or ACT for non-English speaking students

⁶Recommended but not required

For information about Admissions, please contact 1-800-AVERETT.

ACADEMIC POLICIES

The following information applies to all students except as noted. For Academic Policies specifically applying to Averett Online Students, please see that section.

Classification of Students

Undergraduate students at Averett University are classified academically as freshmen, sophomores, juniors, and seniors, based on the number of semester hours earned (see table). They also are classified as full-time or part-time. Full-time students are those who are registered for at least 12 hours in a regular semester or 6 hours in a summer session. Students also are classified as either degree-seeking or special students.

Academic Classification	Semester Hours Earned
Freshman	0 – 29
Sophomore	30 – 59
Junior	60 – 89
Senior	90 or more

Course Credits

At Averett University, the definition of the credit hour follows the federal definition of the credit hour, i.e. "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester." Therefore, a credit hour is a unit by which the University measures its course work, and represents the amount of time a student is involved in lecture or other in-class instruction as well as out-of-class preparation, resulting in approximately 45 hours of work for each credit hour. The Averett University Credit Hour Policy includes this expectation.

Traditional undergraduate courses are generally offered on a 16 week calendar for fall and spring semesters. Meetings for a 3 credit-hour course are 55 minutes three times per week, 85 minutes two times a week, or 3 hours 1 time a week. This results in approximately 45 hours of class time. Faculty construct courses with an expectation of 6 hours of outside of class preparation per week, resulting in approximately 135 hours a semester per 3 credit course or 45 hours of work for each credit hour. Some courses carry fewer credits and meet for a shorter period of time; other courses include more structured time (labs) and less out-of-class preparation but overall expectations are approximately the same. The Averett Credit Hour Policy establishes the same expectation for internships, practica, field experiences and study abroad.

Credit hours for courses delivered using online (asynchronous), hybrid, and other nontraditional modes are assigned based on student engagement with instructional materials and in learning activities used to achieve course objectives. Averett University offers some semester-based online and accelerated programs online through the Averett Online (AUOL) program as well as programs with online didactic content coverage that may be coupled with laboratory, clinical, or other in-person experiences. These courses also adhere to the credit hour definition.

Course Levels

The initial numeral in a three-digit course number indicates the level of courses taught at Averett University.

Numbers beginning with "1" and "2" indicate lower-division undergraduate offerings that are taught at the introductory, or preparatory, stages of a student's experience in a given discipline and are often knowledge, understanding, and skill based. These initial numerals may also be used as a general guide corresponding to the

expected year in which a student might take the course, with department curricula and academic advising providing more tailored guidance to individual students.

Numbers beginning with "3" and "4" indicate upper-division undergraduate offerings that require prior experience in a given discipline and more advanced academic work including analysis, evaluation, research, and creation. These initial numerals may also be used as a general guide corresponding to the expected year in which a student might take the course, with department curricula and academic advising providing more tailored guidance to individual students.

Numbers beginning with "5" or "6" or "7" indicate master's-level graduate degrees and certificates that build upon or extend the foundations of prior undergraduate or graduate study.

TRANSFER AND OTHER CREDIT

Undergraduate Student

Averett University may award transfer credit for coursework that is similar in level, scope, content, and expected learning outcomes to the courses being replaced in the undergraduate degree being undertaken at Averett University. Credit is generally accepted for transfer if it is earned from a college or university that is accredited by one of the [regional accrediting agencies](#) in the United States, and a grade of "C" or higher is earned. Official transcripts are required.

Exceptions include:

- For those students who have received an associate's degree, Averett may accept in transfer all courses that were credited by the transferring institution toward the student's degree
 - Averett does not transfer grades of D in College Composition I (or its equivalent)
Any student who holds an associate's degree with a D in College Composition I (or its equivalent) must take ENG 111 at Averett.
- Acceptability of credit as outlined in direct articulation agreements for specific programs of study
- Remedial, vocational, and personal development courses are not accepted for credit

In programs with programmatic accreditation the department chair and/or program director will review all coursework prior to considering it for acceptability

Transfer courses from a non-regionally accredited institution in the United States will be reviewed for acceptability on a case-by-case basis, at the request of the student. Please refer to the Request for Transfer Credit Review – Non-Regionally Accredited Institution.

Transfer courses from an international institution will be considered for acceptability on a case-by-case basis. The institution must be recognized by its country's Ministry of Education. For coursework from an international institution to be considered for acceptability, the student must have a professional transcript evaluation performed by a credential evaluation service with National Association of Credential Evaluation Services ([NACES](#)) membership or Association of International Credential Evaluators ([AICE](#)) endorsed membership.

A student may also use the challenge examination or develop a portfolio demonstrating prior learning to receive credit for specific courses. Please refer to the Credit by Non-Traditional Means policy.

Averett University evaluates college-level knowledge and skills that occur outside of the traditional academic environment which demonstrate college credit. Such learning may be considered for the award of credit, at the request of the student, and with official documentation as required in the Credit by Non-Traditional Means policy. Examples of knowledge and skills that may be considered for credit are Credit by Exam (Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate Diploma Program (IB), Cambridge Advanced International Certificate of Education (AICE), Military Training, Workplace Training, and National or Statewide Licensures or Industry Certifications).

Graduate Student

Averett University may award transfer credit for coursework that is similar in level, scope, content, and expected learning outcomes to the courses being replaced in the graduate degree being undertaken at Averett University. Averett University will review credit for acceptability for graduate degree programs, at the request of the student. In graduate programs, no more than two-thirds of the required credits for the degree can be transfer credits. Credit is generally accepted for transfer if it is earned from a college or university that is accredited by one of the [regional accrediting agencies](#) in the United States, and a grade of “B” or higher is earned. Averett University will review all official transcripts of graduate-level coursework for acceptability of credit.

Exceptions include:

- Graduate certificate programs are not eligible for transfer credit
- Coursework that is not graduate-level will not be considered for acceptability
- Generally coursework that has not been completed in the immediate five years preceding matriculation to the University will not be considered for acceptability
 - Credits earned beyond the five-year timeframe may be evaluated by the program administrator and considered for acceptability, at the request of the student
 - Specific programs may have different limitations, please refer to the program section
 - For Education Licensure and Endorsement programs, VDOE competencies must have been met in order to consider coursework for acceptability
- In programs with programmatic accreditation the department chair and/or program director will review all coursework prior to considering it for acceptability
- Transfer Credit is not considered for post-baccalaureate, graduate, or professional credential programs that are not graduate degree programs
- Acceptability of credit as outlined in direct articulation agreements for specific programs of study
- Personal development courses are not accepted for credit

Transfer courses from a non-regionally accredited institution in the United States will be reviewed for acceptability on a case-by-case basis, at the request of the student. Please refer to the Request for Transfer Credit Review – Non-Regionally Accredited Institution.

Transfer courses from an international institution will be considered for acceptability on a case-by-case basis. The institution must be recognized by its country’s Ministry of Education. For coursework from an international institution to be considered for acceptability, the student must have a professional transcript evaluation performed by a credential evaluation service with National Association of Credential Evaluation Services ([NACES](#)) membership or Association of International Credential Evaluators ([AICE](#)) endorsed membership.

Responsibility for the presentation of information that will satisfy these requirements for transfer of credit lies with the student.

Transfer of Credit from Other Institutions (after enrolling at Averett)

After matriculation at Averett, all students who wish to receive credit for courses taken at another accredited institution must have written approval granted **in advance** by the Registrar. The written approval must be in the student's file in the Registrar’s Office before credit will be given for those courses. Students must earn a grade of C or better in order to receive transfer credit for any course taken at another institution. Grades on courses taken at another institution will not be calculated into the student's grade point average at Averett. Thus, a course taken elsewhere will neither raise nor lower the student's grade point average. **Transfer credit may not be used to replace any grade previously earned at Averett.**

When the student has earned 90 hours, approval for work to be transferred from another institution will not be granted except in extenuating circumstances. The last 30 hours must be taken at Averett.

Credit by Non-Traditional Means

Averett University allows students to gain academic credit by following a number of avenues other than the traditional college class experience.

CLEP

College credit may be earned through both the general examinations and the subject examinations of the College Level Examination Program. The five general examinations cover the areas of English composition, mathematics, natural sciences, history, and humanities.

Each subject examination is equal to 3 or 6 hours credit (depending on whether the material is designed to measure a one-course or a two-course sequence). In the subject examinations, credit is awarded only in those areas applicable to the Averett University curriculum.

Any student who completes a degree at Averett must complete the last 30 semester hours of class work at this institution, which means that 90 semester hours may be accumulated through credit by examination, CLEP, or transfer.

Credit by Examination

For credit by examination other than CLEP or Advanced Placement Tests, the student must consult the individual department. If the department approves an examination, it will design challenge examinations related to the specific course requested. The examination must be approved by every member of the department. For credit by examination, a modest non-refundable, administrative fee will be assessed. If credit is awarded, the student will pay one-half the prevailing tuition rate. The administrative fee will be deducted from the tuition charge.

Military Credit

Averett grants credit for military service based on the recommendations of the American Council on Education.

Non-Collegiate Learning Experience

Averett University may grant credit for coursework taken under the auspices of certain businesses and industries provided those courses are recommended for credit by the American Council on Education. Students may wish to develop a portfolio demonstrating their prior learning to be evaluated to determine if credit will be granted.

Transcripts

The University maintains a permanent academic record on each student who enters Averett, a certified copy of which is available upon written request to the Registrar's Office. In-person request fees must be paid in cash or by check/money order at the time the request is turned in. Requests are also taken via the National Clearinghouse Website at www.getmytranscript.com. All major credit cards are accepted through the National Clearinghouse Website.

Neither grade reports nor transcripts will be issued to students until all charges have been paid, including tuition, library fines, and bookstore charges.

Transcripts from other institutions cannot be released to students nor forwarded to any other institution.

Academic Advising (Traditional Undergraduate)

Upon acceptance to Averett, a student is assigned an academic advisor by the Registrar. If he or she has decided upon a major, a member of the faculty of that department will advise the student. If she or he has not decided upon a major, an advisor will be assigned who can provide general academic guidance.

The primary role of the academic advisor is to **guide and assist** the student in planning the program of study in order to meet requirements for graduation. Before registering for classes each semester, the student must make an appointment with his/her advisor to plan the class schedule. **Nevertheless, it is the student's responsibility to be familiar with and to fulfill all requirements for graduation.**

Registration (Traditional Undergraduate)

Registration for classes is held several times during the year. The exact dates and deadlines are published on the Averett University website. Students are responsible for knowing and adhering to the published dates and deadlines. A student will not be permitted to register for a term after the add/drop period has ended.

Adding a Course

Following registration, a student may add courses until the date posted on the website. The student's academic advisor must approve the student's registration in the self-service portal before it becomes part of his/her schedule. Students may add classes through the self-service portal.

Withdrawing From a Course

Following registration, a student may drop a course during the add/drop period for fall or spring semester without a tuition penalty. Students may drop classes through the student self-service portal. The student's academic advisor must approve the student's registration in the student self-service portal before it is removed from his/her schedule. Following the Add/Drop date, the student will lose a percentage of tuition as outlined in the section on Accounting and Financial Aid in this catalog.

If a student drops a course during the add/drop period, the course will not appear on the student's permanent record. After the add/drop period, a traditional student may withdraw from a class until one (1) week after midterm grades are due. Should a student decide to withdraw from a course during this time, the grade assigned by the instructor will be a "W." Students are not permitted to withdraw from a course after the "W" deadline.

A student who stops attending class and does not officially withdraw from the course according to the guidelines described above may receive a grade of F in the course. Students are responsible for making sure the appropriate paperwork is turned in to the Registrar's Office.

Pass/Fail Option

Any student may take as many as five courses on a Pass/Fail basis. These courses must be used as free electives. Courses used to satisfy the requirements for the Core or General Education, teaching licensure, the major, or the minor may not be taken on a Pass/Fail basis. A student who elects to take a course Pass/Fail must indicate that choice in the Registrar's Office no later than the end of the first week of classes in the fall or spring semester and no later than the third day of a summer session. A student may not revoke the Pass/Fail option after the above-named deadlines.

In computation of grade point averages, courses taken on Pass/Fail are disregarded so that one's grade point average cannot be affected by the mark received on these courses.

Course Load – Traditional

The normal academic load in the fall or spring semester is 15 to 18 semester hours. An undergraduate student must enroll for at least 12 semester hours to qualify as a full-time student. Course loads in excess of 18 semester hours must be approved by the Registrar. A maximum academic load for a summer session is 6 semester hours. Students who are on academic probation may be limited to a maximum number of semester hours during the fall or spring semester and to 4 semester hours during the summer sessions.

Summer Classes

Averett offers traditional, online, and independent study classes, beginning in May and continuing through July. Courses up to 6 weeks in length are offered in either Session 1 or Session 2 (each 6 weeks long). Longer courses are offered in Session 4 (up to 12 weeks in length). The normal course load for a student is 3-6 semester hours during each of the short sessions and up to a maximum of 12 semester hours total.

For more information on the summer sessions, see the online schedule or contact the Vice President for Academic Affairs or the Registrar.

ATTENDANCE

Class Attendance – Traditional (see the Averett Online section for nontraditional student requirements)

Regular class attendance is an obligation implicit in the agreement between the students who apply for admission and the college which admits them. Anyone enrolled in a course is responsible for the work done in all class meetings. **Therefore, the University expects students to attend all class meetings of the courses for which they are enrolled. A student who is absent for 25% of the total time allocated for classes and/or labs may be administratively withdrawn. Students who expect to be absent for a week or more must notify the Office of Student Success in advance. Any student who misses 25% of the total time allocated for classes and/or labs may be in danger of losing his/her Title IV funds. For more information, see the section on Satisfactory Academic Progress Policy for Financial Aid Eligibility.**

Students who miss class for the purpose of officially representing the University in various capacities – ranging from athletic competitions, class related field trips, university-sanctioned conferences and workshops, to artistic performances, among other compelling events (with Division Chair approval) – shall not be penalized by faculty for their absence. To account for missed learning, students will, after making prior arrangements with their instructors, be given the opportunity to submit missed work or make-up work in accordance with instructor-determined guidelines and timelines. When students are absent, they are responsible for obtaining class notes and assignments from reliable sources and are fully responsible for completing and submitting their missed work according to instructor parameters. In these instances, faculty are not required to reteach the material; it is the students' responsibility to obtain the lesson they missed as a result of their absence. If students must miss class sessions, they are expected to give faculty notice, in writing, about the absence, and at least 24 hours prior to the absence and communicate with each of their instructors to ensure that they complete all required work in preparation for subsequent classes. **Students who expect to be absent for a week or more must notify the Office of Student Success in advance and in writing.**

Specific attendance requirements for each course are included in the syllabus provided by the instructor of the course. Both the student and the instructor are expected to be concerned and responsible in the matter of class attendance and to keep records of any necessary absences. When absences endanger a student's academic standing or indicate serious lack of commitment to the work of the course, appropriate action should be taken to remedy the situation.

If a student does not attend the first two class meetings at the beginning of the semester, the instructor may notify the Registrar's Office to drop the student from the course in order to allow students on a waiting list to add the course. Once a student has attended a class, failure to continue to attend class does not constitute a withdrawal from the course. The procedures for withdrawal from a course are found on page 44 in this catalog. **Students who stop attending classes without formally withdrawing from the course will receive a grade of F for the semester.**

ACCESS TO STUDENT RECORDS AND INFORMATION

FERPA

The Family Educational Rights and Privacy Act of 1974 was designed to protect the confidentiality of student education records and to provide students and their parents with access to those records and opportunities to correct errors within the records. Students and parents can find complete policies and procedures listed in the student handbook. It is the policy of Averett University to notify students and parents of their rights under the Family Educational Rights and Privacy Act by notification in the Student Handbook. Revisions and clarifications of this policy will be published as warranted by experience with the law and the University policy.

Parental Access to Student Records

Averett University assumes all traditional undergraduate students to be independent of their parents, therefore, parents must demonstrate to the University that the student is considered a dependent under the IRS code in order to gain access to the student's records. Students may also complete a FERPA form allowing access to their parents or others.

State and Federal Access to Student Records

As of January 3, 2012, the U. S. Department of Education's Family Educational Rights and Privacy Act (FERPA) regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Code of Virginia § 23. 1-405 (House Bill 1

In addition, the University also adheres to the policies specified in Code of Virginia § 23. 1-405 (House Bill 1, <https://law.lis.virginia.gov/vacode/title23.1/chapter4/section23.1-405/>) which prohibits a university from disclosing a student's email address, physical address or telephone number under the exception in the Family Educational Rights and Privacy Act (FERPA) for directory information or the Virginia Freedom of Information Act (FOIA) unless the student has affirmatively consented in writing to the disclosure.

Regulation (EU) 2016/6791, General Data Protection Regulation (GDPR)

The University also adheres to Regulation (EU) 2016/6791, the European Union's new General Data Protection Regulation (GDPR), which regulates the processing by an individual, a company or an organization of personal data relating to individuals in the EU. Written policies are still under development but faculty and staff have been informed and the provisions of these regulations have been enacted.

COLLECTION AND USE OF STUDENT PERSONAL INFORMATION

Collection and Use of Personal Information

From the time of inquiry through admission, attendance, graduation, and beyond, Averett University collects personal data. The personal data that Averett collects includes your name (legal and alternative), email address, mailing and permanent address, telephone numbers, birthdate, major/intended major, academic history—successes and failures, military services information, state/country of residence, length of residence, information relating to criminal history and disciplinary history, ethnic origin, native language, proficiency in additional language (such as English) and language proficiency (TOEFL), gender, athletic achievements, financial information, billing information, passport information, additional information we are required or authorized by law to collect and process in order to authenticate or identify you or the information you provide, as well as information you choose to include in student forums, chat venues, and other social media. There are some categories of information that we may collect if you share it and provide consent, but will not require you to share: racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health data, or information about your sex life or sexual orientation.

How We Collect Information

Averett may collect your personal data in a number of different ways:

- You provide information to us voluntarily through your interactions with us as you consider studying or working at Averett
- You provide information to us as part of the enrollment or employment process at Averett
- You agree to receive information about colleges through College Board, ACT, and other testing services/sites
- You communicate with us by telephone, email, or our websites
- You participate in Averett social media pages
- A third party, such as a prior school or employer, who provides a reference to us about you
- We automatically collect information about visitors to our websites: About your equipment, browsing actions and use patterns. This information is statistical data and does not include personal information. It is used for internal purposes such as improving our web presence and website experience.

How We Process Your Information

The personal data we process will be used to evaluate your application for study, register you as a student, administer courses, provide facilities to you as a student, receive and register your payment for courses and materials, maintain your student record, manage your academic progress, provide advice and support, determine financial aid eligibility, register you for events, manage accommodation services, determine your eligibility for placement in internships, to ensure safety and security, prevent and detect crimes, to provide on-campus housing, undertake compliance with nondiscrimination laws and policies, determine eligibility and authorization to work in and to enter the United States, enable access and use of Averett facilities, for identification and security purposes, to determine eligibility to participate in athletics, to inform you of the scope of services offered, to contact you for upcoming events, to provide you with information about Averett, to promote Averett services, to receive and register donations, to provide travel information for study abroad programs, service learning trips and opportunities, and to allow us to fulfill our obligations.

In short, Averett uses information as necessary to create and support the admission of foreign students and scholars, the hiring of employees from foreign countries, and the study abroad program. Information is processed to manage student accounts and payroll, provide academic advising, develop and deliver education programs, track academic progress, provide access to medical services, and enforce Averett policies.

We may process your personal data because it may be necessary for a legitimate interest by us or a third party; we may use your personal data to:

- Provide you with services that may not be listed in our student or employee handbook but which are part of our academic or educational mission
- Monitor and evaluate the performance and effectiveness of Averett, including training our staff or monitoring their performance
- Maintain and improve the academic, corporate, financial estate, and human resources management of Averett
- Promote equality and diversity
- Seek advice on our rights and obligations, such as where we require legal advice
- Recover money you may owe to us
- Engage in fundraising activities
- Protect the vital interests of you or other persons
- Enable medical purposes such as diagnosis, provision of care, or contract with a professional
- Engage in other activities where we have your consent to do so.

We may process your personal data to send information about Averett, upcoming events, opportunities for giving, and news regarding our programs by email, phone, and postal services.

For purposes described above, Averett may share your personal information with select third parties. Averett will not share your personal data with third parties unless it is necessary for the legitimate interests of Averett to provide you services or where it is necessary for the purposes of entering into or carrying out a contract between you and Averett. Averett may also share your personal information where there is an obligation to do, such as a national security threat, to respond to an urgent need to prevent injury or death, in response to a legally valid request by a government agency/department, or to assist in the prevention or detection of a serious crime.

Third parties that will receive your personal information as part of Averett’s processing activities:

- Our employees, agents, and contractors where there is a legitimate reason for their receiving the information including, but not limited to:
 - Third parties who work with us to provide student accommodations
 - Third parties who work with us to provide student support services
 - Third parties who work with us to collect outstanding monies owed
 - Auditors
 - Third parties who work with us to provide services necessary in order to enter into contracts or to carry out our contractual duties
 - Third parties who work with us to book and provide travel arrangements
- Those with an interest in tracking student process and attendance, including:
 - Student sponsors
 - Current or potential education providers (ex: study abroad)
- Professional and regulatory bodies in relation to the confirmation of qualifications, professional registration and conduct and the accreditation of courses
- Government departments and agencies where we have a statutory or other regulatory obligation to provide information
- If you are a student in a licensure program (e.g., Nursing or Education), information pertinent to your educational achievements along with a criminal background check will be shared with clinical/field experience providers, regulatory organizations, employers and other schools for purposes of clinical/field placement and/or future employment
- If you live in Averett housing, information you provide in your housing application will be used to administer your application, provide appropriate services and support, and provide a safe and secure housing environment

All third parties with which we share your data are obliged to keep your details secure and to use them only to fulfill the service they provide on your behalf.

ACADEMIC STANDARDS AND INTEGRITY

HONOR CODE

One mark of an educated individual is personal integrity. The members of the Averett University community are committed to a code of behavior which may be found in the Student Handbook. A student is thus pledged to academic honesty. As academic honesty is considered to be the foundation of the educational enterprise, any form of cheating or plagiarism is considered to be an affront to the entire University community and may result in suspension from the University. Students should carefully study the honor code, and should be especially familiar with the definitions of cheating and plagiarism.

Cheating includes the following behaviors:

- copying another student's answers while completing any class assignment or during in-class and take-home examinations;
- using notes, books or any unauthorized aids during an examination;
- discussing answers during in-class examinations;
- submitting another student's work as one's own;
- stealing another student's work.

Plagiarism is submitting a paper in which the language, ideas, or thoughts are identical to published or unpublished material from another source without correctly giving credit to that source. A faculty member who suspects a student of violating a university rule or regulation that is academically related should confront the student with the suspicion. The faculty member may follow one of two courses of action:

1. The faculty member may choose to deal with the situation personally.
 - Determine if the student is guilty of the violation.
 - Discuss the incident with the department chair.
 - Assign an appropriate penalty (this may range from a repetition of the work in question, to failure of the work, to failure of the course).
 - Report the action taken to the Vice President of Academic Affairs (VPAA) within five business days.
 - Report of action will be placed in a sealed envelope in the student's file in the Registrar's Office with a copy in the VPAA's office.
 - The VPAA will notify the student in writing of the reported violation and that a second offense will result in the student being suspended from Averett University.
 - If the offense is that of plagiarism, traditional students will be required to meet in person with the Director of Student Success and complete a module on plagiarism to ensure he/she fully understands the violation. Averett Online students will be required to meet in person or virtually with the Director of Student Success.
 - Upon graduation, the violation will be purged from the file.

In the event the student challenges the faculty member's decision, the student must register his/her challenge with the Vice President for Academic Affairs within two business days. The VPAA will submit the challenge to the Academic Policies Council (APC) to review the purported violation, faculty member action, and develop an appropriate response to the student and faculty member. The decision of the Academic Policies Council is final and will be communicated by the VPAA.

2. If the faculty member chooses not to deal with the situation personally, he/she should report the incident to the department chair and Vice President for Academic Affairs (VPAA) who will convene the Academic Policies Council in person or virtually.
 - The APC will determine if the student is in violation of the Honor Code; and, if so, after collaborating with the faculty member, assign an appropriate penalty (this may range from a repetition of the work in question to failure of the work, to failure of the course).

- The report of the academic violation will be placed in a sealed envelope in the student’s file in the Registrar’s Office with a copy in the VPAA’s office.
- The VPAA will notify the student in writing of the reported violation and that a second offense will result in the student being suspended from Averett University.
- If the offense is that of plagiarism, traditional students will be required to meet in person with the Director of Student Success and complete a module on plagiarism to ensure he/she fully understands the violation. Averett Online student will be required to meet in person or virtually with the Director of Student Success.
- Upon graduation, the violation will be purged from the file.
- The decision of the Academic Policies Council is final and will be communicated by the VPAA.

Students who wish to report another student for an Honor Code violation should speak with the faculty member if a specific course or faculty member is known; otherwise, the report should be made to the VPAA. The VPAA will then make a referral to the Academic Policies Council, which will investigate and determine the proper course of action. The action of the Academic Policies Council will be final and communicated by the VPAA.

If a student fails a class because of cheating, the student cannot repeat the class online or as an independent study.

EVALUATION OF ACADEMIC WORK

Academic work is evaluated and grades are assigned at the end of each academic term in order to indicate a student’s level of performance. Grades are assigned by the faculty member responsible for each course.

A student earns quality points as well as course credit if the grade in each attempted course is a grade of D or higher (grade of C or higher for graduate students), unless otherwise specified by the institution or program. The letter grades awarded by Averett University, their interpretations, and the quality points per credit are shown in the following table.

<u>Letter Grade</u>	<u>Interpretation</u>	<u>Quality Points</u>
A	Excellent Work	4
B	Good/Above Average Work	3
C	Average/Satisfactory Work	2
D	Passing/Below Average Work (Undergraduate only)	1
F	Failure/Unsatisfactory Work	0
I	Incomplete	-
P	Pass (not counted in cumulative GPA)	-
@R	Course must be repeated	-
W	Withdrawal, during W period	-
*WP	Withdrawal Passing	-
*WF	Withdrawal Failing (counted in cumulative GPA)	0
WN	Withdrawal due to circumstances beyond student’s control	-
NC	No credit or Audit	-
NP	Not Passing (not counted in cumulative GPA)	-
@A, @B, or @C	Passing grade for ENG100 or MTH100	-

*To receive a withdrawal grade (WP or WF), the student must officially withdraw from the University or from the course. Courses with the grade WP are not calculated as hours attempted and do not affect the cumulative grade point average. Courses for which the grade WF is recorded are included in hours attempted and receive no quality points; thus, they affect the GPA in the same manner as a grade of F. Starting with the Spring 2024 semester students are no longer permitted to withdraw from a class or the University and receive a WP or WF grade.

The grade of Incomplete (I) may be given to a student who is unable to complete scheduled course requirements. It is a privilege that may be granted by the instructor under extraordinary circumstances and may be

awarded only when the student has completed a significant portion of the coursework and has made specific arrangements with the instructor for the completion of the work. If the student has not completed the coursework by the end of the agreed upon time period, the grade will be changed to an F. The maximum amount of time that the instructor may allow for completion is until the last day of classes the following semester. Emergency extensions may be considered with the approval of the faculty member and the Vice President for Academic Affairs (See section on Averett Online for their requirements).

If the student must request a course withdrawal, following the Add/Drop period, due to a circumstance beyond the student's control, the student (or a second party in the event the student is prevented by the circumstance from officially notifying the institution) must be initiated by contacting the Director of Student Success. Documented evidence must be submitted to and reviewed by the Director of Student Success. If the request is approved as a circumstance beyond the student's control, a grade of WN will be assigned to the course; otherwise, the assigned grade will follow the other grading periods. (Course Withdrawal form and confidential documentation required). A student who withdraws during the semester without an approved, documented circumstance beyond the student's control will have a grade posted to the student's academic record based on a grade assigned by the faculty following the appropriate withdrawal policy.

The grade point average (GPA) of a student's academic work is determined by means of quality points. The grade point average is calculated by dividing the total number of quality points earned by the total number of GPA credit hours.

Grade Appeal

In the absence of compelling reasons, such as error or bad faith, the grade determined by the instructor of record is to be considered final. A student who believes an appropriate grade has not been assigned should follow the procedures described below to appeal the grade.

Discuss the matter with the instructor involved.

If the student does not receive satisfaction in dealing with the instructor or feels too uncomfortable in dealing with the instructor directly, he/she should discuss the issue with the department chair.

If, after consulting with the chair, the student still feels that he/she has been dealt with unsatisfactorily or inequitably, he/she may submit a written appeal to the Vice President for Academic Affairs. The written appeal must be submitted no later than 30 days into the semester following the receipt of the grade in question. Grade appeals from the spring or summer terms must be initiated by 30 days into the fall semester.

At his/her discretion, the Vice President for Academic Affairs may establish a review committee to study the issue and make recommendations for action, or the Vice President for Academic Affairs may rule on the issue without such advice.

If the Vice President for Academic Affairs decides to rule on the issue without benefit of committee, the investigation and resolution shall take place within 30 days after the written complaint has been received. The student will be notified of the Vice President for Academic Affairs' decision in writing.

If the Vice President for Academic Affairs decides to establish a review committee, he/she shall appoint three faculty members who have not taught the student and who are not in the same department as the faculty member who issued the grade in question. The committee will investigate the matter and notify the student in writing of the decision within 30 days after the complaint is forwarded to the committee.

The student, instructor, department chairperson, and committee (if appropriate) shall be instructed that all information and procedures regarding the investigation of the appeal shall be kept confidential.

The written appeal by the student and all information regarding the investigation and resolution of the appeal shall be maintained in the Office of the Vice President for Academic Affairs for five years following the incident.

This procedure will be followed for grade appeals initiated by both undergraduate and graduate students. The Vice President for Academic Affairs will handle appeals requested by students in the Averett Online Program.

ACADEMIC HONORS

In an effort to reinforce its commitment to the intellectual development of students, Averett recognizes those students whose academic performance has been outstanding. These recognitions are described below.

Honors Lists

At the conclusion of each regular semester, the University recognizes **undergraduate** students who have demonstrated academic excellence by publishing their names on one of two honor rolls. To be included on one of the honor rolls a student must have completed at least 12 semester hours of coursework for which quality points are awarded and have achieved at least the minimum grade point average listed below:

President's List	4.0
Dean's List	3.4

Honors at Graduation

To be eligible for Latin honors at graduation, a student must have completed at least 45 semester hours from Averett (Averett Online) or 45 semester hours from Averett (traditional) for which quality points are earned and have the appropriate cumulative grade point average on work taken at Averett. Only academic work completed at Averett will be considered in computing the final grade point average.

Below are the minimum cumulative grade point averages which must be earned for Latin honors.

<i>Summa cum laude</i>	- a grade point average of 3.8
<i>Magna cum laude</i>	- a grade point average of 3.6
<i>Cum laude</i>	- a grade point average of 3.4

Honor Societies

I. Alpha Chi

Alpha Chi is a national coeducational academic honor society whose purpose is to produce academic excellence and exemplary character among college and university students and to honor those achieving such distinction. The Virginia Beta Chapter of Alpha Chi was established at Averett in the spring of 1973. The chapter seeks to stimulate a spirit of sound scholarship and devotion to truth in an atmosphere free of intellectual narrowness and personal discrimination. The faculty elects to membership junior and senior undergraduates and graduate candidates of good character who have completed at least 30 semester hours of academic work at Averett University and are in the top 10 percent of their class.

II. Alpha Kappa Delta

Alpha Kappa Delta is an international honor society based on superior academic achievement in sociology. The Upsilon Chapter of Alpha Kappa Delta at Averett was established in 1993. The purpose of the society is to promote an interest in the study of sociology, in research of social problems and in other intellectual activities that will lead to improvement of the human condition. A membership invitation may be extended to a Sociology Major,

Sociology/Criminal Justice Major or Sociology Minor who is at least a Junior, has taken at least four Sociology courses at Averett, has an Overall GPA of 3.3 or higher, and has a Sociology GPA of 3.0 or higher.

III. Alpha Psi Omega

Alpha Psi Omega is a national theatre honor society. The purpose of this honor society is to provide acknowledgement to those demonstrating a high standard of accomplishment in theatre and to provide a wider fellowship for those interested in theatre. Membership is granted to advanced students in speech and dramatics.

IV. Beta Beta Beta

Beta Beta Beta is an honor society for students who have superior academic achievement in biology. The society aims to cultivate a keen interest in the natural sciences, to stimulate an appreciation for biological research, and to promote scholarship. The Kappa Theta Chapter at Averett was established in 1976. A membership invitation may be extended to a student who is a Biology and/or Chemistry Major, has completed a minimum of 12 hours in biology and/or chemistry courses above the 100-level, and has an overall GPA of 3.0 or higher.

V. Chi Alpha Sigma

Chi Alpha Sigma is a national college athlete honor society. The purpose of this honor society is to recognize outstanding college student-athletes from NCAA and NAIA member institutions for their successes both on the field of competition and in the classroom. The Averett University Athletics Chi Alpha Sigma Chapter was established in 2015. The advisor elects to membership junior or senior NCAA student-athletes who are successful on the field of competition and have a 3.4 or higher overall GPA.

VI. Kappa Delta Pi

Kappa Delta Pi is an international honor society for students involved in the field of education. Kappa Delta Pi was founded to foster excellence in education and promote fellowship among those dedicated to teaching. It is designed to recognize accomplishments and provide professional growth for its members. The Alpha Zeta Alpha Chapter at Averett was established in 2012. Selection for membership is based on outstanding performance both in and out of the classroom for students who have completed a minimum of six hours in education at Averett and who plan to continue their studies in the field of education.

VII. Psi Chi

Psi Chi is the internationally recognized honor society for students of psychology. The society's mission is to recognize and promote excellence in the science and application of psychology. Averett University was granted their charter in 2021. To be inducted into Psi Chi, students must have completed at least three full-time semesters at Averett, declared a major or minor in psychology, and have attained a GPA of 3.0 or higher in at least 12 semester-hours of psychology coursework. To be considered, students must also have a cumulative GPA of 3.3 or higher across all classes taken at Averett.

VIII. Sigma Beta Delta

Sigma Beta Delta is an international honor society for students of business, administration or management. The purpose of Sigma Beta Delta is to encourage and recognize scholarship and accomplishment of students in business, management, or administration, and to encourage and promote aspirations toward personal and professional improvement and a life distinguished by honorable service to humankind. The Averett University Chapter of Sigma Beta Delta was established in 2008. The faculty officers of the chapter extend invitations to juniors, seniors, or graduate students who are in the top 20% of their class.

IX. Theta Alpha Kappa

Theta Alpha Kappa is a national honor society for Theology and Religious Studies. Its purpose is to encourage, recognize, and maintain excellence in the study of Religion. The Alpha Nu Theta Chapter at Averett was established in September, 2017. Membership is open to undergraduate students who are majoring or minoring in Religion, who have taken at least 12 hours in their Religion program at Averett, who have a cumulative GPA of 3.0 or higher, and who have earned a minimum of a 3.5 GPA in their Religion program.

ACADEMIC WARNING, PROBATION AND SUSPENSION – TRADITIONAL

(Averett Online criteria listed on page 291)

In order to meet degree requirements, a student must attain a grade point average of 2.0 or C average. The grade point average is determined by dividing the total quality points earned at Averett University by the number of GPA credits. The University maintains a graded policy on academic probation in order to indicate to students at different levels of their work that, unless significant improvement occurs, they will not be able to satisfy graduation requirements. The college determines a student's academic standing as indicated in the following table.

Attempted Hours or Total Hours* (whichever is higher)	Academic Warning II	Academic Probation	Considered for Academic Suspension
0 – 30	1.60 – 1.99	1.00 – 1.59	Less than 1.00
31 – 59	1.90 – 1.99	1.60 – 1.89	Less than 1.60
60 – 120+			Less than 2.00

In addition, students who have a cumulative GPA of a 2.0 or higher but earn a semester GPA below a certain minimum will be placed on Academic Warning I and will be required to meet with the Galesi Student Success Center in order to ensure that academic performance does not continue to decline. The determination for semester Warning I is indicated in the following table:

Attempted Hours or Total Hours* (whichever is higher)	Academic Warning I (based on semester GPA)
0 – 30	1.59 or lower
31 – 59	1.89 or lower
60 – 120+	1.99 or lower

*Includes hours transferred to Averett University.

**However, no student is placed on Academic probation until after their first full year at Averett University unless their cumulative GPA falls below a 1.6 (1.0 for first year students in the 0-30 attempted hours category).

Students placed on academic warning, probation, and suspension should realize that their financial aid and scholarships may be in jeopardy.

Students who are placed on warning or probation will be placed on an academic success contract, and the student must make an appointment with the Director of Student Success in the Student Success Center at that time.

Together the director and the student will develop the academic success contract, which may entail setting up a semester-long tutoring schedule in Writing Support and/or Academic Support offices. The contract will entail the student meeting with the dean on a regular basis. Further, students will be monitored on their class attendance and achievement. Information on the student will be kept through the semester for review and consideration by Averett University's Academic Policies Committee. Students may contact the Director of Student Success at 434-791-5754, or by e-mail: jdurham-carthen@averett.edu. The Office of Student Success is located in the Student Success Center.

Academic Warning

Any student whose cumulative grade point average at the end of any given semester falls within the stipulated range will receive a letter from the Vice President for Academic Affairs regarding Academic Warning, but the deficiency is not severe enough to warrant Academic Probation. A notation is not placed on the student's permanent record for Academic Warning.

Students placed on Academic Warning must contact the Director of Student Success as noted above.

Academic Probation

Any student whose cumulative grade point average at the end of any given semester falls within the stipulated range will be placed on Academic Probation and will receive a letter from the Vice President for Academic Affairs. A notation stating Academic Probation will be placed on the student's permanent record.

Any student on academic probation may enroll in no more than **16** semester hours in a regular semester (fall and spring) and may be required to participate in an intervention program. Students on Academic Probation may participate in intercollegiate athletics, student organizations, and other extra-curricular activities, only at home and during the normal academic calendar for no more than 12 hours per week, but students on Academic Probation may not compete in games (or miss class for games), serve as an officer in University-recognized student organizations or have major roles in extra-curricular activities. Only those events which are co-curricular components of credit courses or which are requirement for majors as noted in the Academic Catalog may be exempt.

Students placed on Academic Probation must contact the Director of Student Success as noted above.

Suspension

Ordinarily, decisions regarding academic suspension are made by the Academic Policies Council at the end of the fall and spring semesters. Suspension begins immediately upon the vote of the Council. Students who received an Incomplete in one or more courses may finish the work, but the outcome of that work will not affect their suspension. Students who have been suspended may not take courses at Averett for at least one regular semester. Therefore, a student suspended at the end of the fall semester may not be considered for readmission until the following fall semester; a student suspended at the end of the spring semester may not be considered for readmission until the following spring. Students may petition the VPAA to take summer courses at Averett as a non-degree seeking student, and successful completion of summer courses may bolster the application for readmission as a degree seeking student. Averett will also consider accepting credits from another regionally accredited higher education institution during the period of academic suspension if the student earns a 2.5 GPA or higher in the coursework. The existing Readmission of Students on Suspension policy will apply, and official transcripts from courses taken should be submitted with the request for readmission.

**Students using VA Benefits that are suspended will not be eligible to have classes certified and submitted to the VA date marked after suspension date. A new Certificate of Eligibility will need to be submitted when reapplying for readmission. Please refer to Readmission of Students on Academic Suspension policy to follow readmission process.

Probation and Suspension Policy for Transfer Students

Probation and suspension standards for transfer students will be based upon the sum of their transfer credits plus the hours attempted at Averett. The grade point average is based only on credit hours attempted and quality points earned at Averett University. **Coursework completed at another college may not be used to improve the grade point average at Averett.**

Readmission of Students on Academic Suspension

After one semester of suspension, a student may apply to the University for readmission. This request should be made in writing to the Academic Policies Council in care of the Vice President for Academic Affairs and should include a rationale for being considered for readmission. This letter should reach the University at least six weeks prior to the date sought for readmission. Before making a final decision, the Council may request a personal interview with the student. It should be noted that readmission is neither automatic nor certain. If the student is granted readmission, he/she will be governed by the regulations and degree requirements of the catalog that are current at the time of readmission. If a student is suspended for a second time for academic reasons, he/she will be academically ineligible to return to Averett.

Academic Renewal

Academic renewal is the concept that a student may be relieved from some of the effects of past academic failures. The renewal process is designed to allow the individual to renew confidence and hope regarding his or her academic performance. Averett University offers two areas of academic renewal.

1. **Course Repeat Option:** A student may repeat a maximum of five courses, substituting the new grade and canceling the previous hours attempted. The student must accept the grade on the repeated course even if the grade is lower than the prior grade. After repeating five courses, no other course may be repeated unless the student earned a grade of F in a course required for his or her degree. In that case, the course may be repeated, but the previous grade and hours attempted will not be cancelled. Courses from other institutions will not be counted as repeats for courses at Averett.
2. **Academic Forgiveness:** A student may apply to the Academic Policies Council to have the entire past post-secondary record forgiven (or the record prior to an agreed upon date). The record of such courses remains a part of the student's transcript whether courses were taken at Averett University or at another institution. However, the current Averett permanent record will carry the notation that prior courses taken have been forgiven. Courses completed during the period of time for which forgiveness is granted (regardless of grade) may not be used to fulfill any academic requirements nor will they be computed in the student's grade point average for graduation or for consideration for honors. **The following guidelines govern the academic forgiveness policy:**
 - a. Five years must have elapsed since the most recent work to be disregarded was completed;
 - b. The student must apply in writing for forgiveness stating the point in the prior record beyond which forgiveness is sought;
 - c. An application will not be considered until a student has completed the equivalent of one semester of coursework at Averett University with a 2.5 GPA on a cumulative total of at least twelve semester hours of credit;
 - d. A student must have selected a major and should submit a letter of support from the chair of the major department;
 - e. The student's transcript will indicate that the student has been granted academic forgiveness for all academic work undertaken prior to the effective time for forgiveness;
 - f. The student will be allowed only one academic forgiveness. Should a student who has been granted academic forgiveness reach the point of requiring consideration for suspension, the student shall be suspended and it shall be a final suspension;
 - g. The student will be allowed to use Course Repeat Options to improve the GPA;
 - h. All regular academic requirements must be met by the student for graduation.

WITHDRAWAL AND LEAVE OF ABSENCE - TRADITIONAL

Withdrawal

Students may be administratively withdrawn from the university in accordance with the Class Attendance policy found on page 32.

Students may request to withdraw from the University at any time during the semester. Students withdrawing from Averett University must first meet with the Director of Student Success to fill out a withdrawal survey and obtain a withdrawal application form.

Students may contact the Director of Student Success at 434-791-5754, or by e-mail: jdurham-carthen@averett.edu. The Office of Student Success is located in the Galesi Family Student Success Center.

A student who withdraws during the semester without an approved, documented circumstance beyond the student's control will have a grade posted to the student's academic record based on a grade assigned by the faculty. In addition, faculty will verify and record the student's last date of class attendance.

A student who withdraws during the semester with an approved, documented circumstance beyond the student's control may have a grade of "WN" posted to the student's academic record. The Director of Student Success will review and verify if the submitted documentation will be approved or unapproved as a circumstance beyond the student's control. The student's last date of class attendance will be verified and recorded by the Registrar's Office. A student who withdraws due to an approved, documented circumstance beyond the student's control may also request to remain under the catalog requirements which were in effect when the student's current enrollment at Averett began. All other students will be required to follow the requirements of the academic catalog which is in effect when they return (re-enter) Averett. **All students returning after a withdrawal must complete an application for readmission through the Admissions Office.**

*Students that withdraw due to being re-activated for military service will fall under the same guidelines as students that qualify for the "documented circumstances beyond the student's control," but will not be required to re-qualify for admissions as long as the student returns after a cumulative absence of not more than five years and the student provides notice of intent to return to the institution no later than three years after completing their service period. Please refer to the refund withdraw procedure on pg. 276 of the catalog to understand the refund policy.

Involuntary Removal from Class

Students are held responsible for maintaining classroom decorum appropriate to the educational environment at Averett University. Students understand that the faculty member or instructor of any course may set specific policies in the course syllabus regarding appropriate personal conduct.

When the behavior(s) of a student or group of students becomes disruptive to normal classroom procedures, interfere with the usual and customary delivery of course instruction and/or impact student learning, the faculty member has the authority to dismiss the student and/or students from the class. Such behaviors include but are not limited to: harassment, abusive words or disrespectful conduct directed at the faculty member or other students either in-class or during online class discussions, stalking, sleeping, intimidation, cyber threats, cyber-bullying, repeated interruptions, misbehavior resulting from alcohol or drug abuse, or other conduct that substantially disrupts the educational process.

Procedure for Removal from Class

If a student is exhibiting disruptive behaviors, the faculty member is advised to do the following:

1. Send a CARE report to the student success office at the first instance of any disruptive behavior so that intervention can be made on the student's behalf.
2. If the student's behavior requires removal from class, instruct student to leave, follow up with a CARE report. Consultation between faculty, student, and success center team will guide next steps for student's successful reintegration into the classroom.
3. If the student's behavior is so severe that an immediate threat to others is perceived, instruct the student to leave, call security, dean of students, and follow up with a CARE report.
4. Before permanent removal of a student from a course occurs, the faculty member should have communicated with the student concerning the inappropriate behavior through CARE reports to document all behavior and interventions. However, if the disruptive behavior is a direct threat, or so severe on the first occurrence that no previous CARE report could be made, the faculty member should remove the student, and immediately notify security and the dean of students. Follow up with a CARE report and notify the department chair.

Attendance

Averett University is required by federal guidelines to show that its students are capable of making “satisfactory academic progress.” A student who persists in not attending classes may be administratively withdrawn from the University because of a lack of such progress. All professors and instructors have the right to withdraw a student from any course if the student has so far exceeded the number of absences listed in the course syllabus that, in the judgment of the faculty member, the student has little chance of passing the course

In addition to the specific class attendance policy, a student who misses 25 percent of a class or classes in the semester may be administratively withdrawn at any given time from the class or classes. Before the student reaches this threshold of 25% of missed classes, the faculty member must have at least 2 care reports on file with the director of Student Success documenting the student’s excessive absences. Documentation of the withdrawal will be shared with the Vice President for Academic Affairs, the Dean of Students, and the Director of Student Success. This information will become part of the student’s record in the Registrar’s office.

No tuition refunds will be granted for administrative withdrawals other than as specified in Averett University’s published policies.

Leave of Absence

Students may apply for a leave of absence through the Office of Student Success. The following guidelines govern a leave of absence:

1. A leave of absence may only be granted before the beginning of the semester;
2. A leave of absence may be granted for up to one calendar year;
3. A leave of absence is for a complete semester, meaning that a student cannot be granted a leave for a specified semester and then return to take classes within that semester;
4. A leave of absence will not be granted to students suspended, being considered for suspension, or on probation;
5. A student who has been approved for a leave of absence may remain under the catalog requirements in effect when they first entered Averett;

Readmission Process after Withdrawal or Leave of Absence

All students who have withdrawn must complete an application for readmission through the Admissions Office. Students who left in good standing, or with an academic status of “warning” *may* be automatically readmitted and allowed to register for classes.

Students whose academic status was “probation,” or “suspension” will have their application submitted to the Academic Policies Council for review. The Council will make a readmission decision before students are allowed to register for classes.

INTELLECTUAL PROPERTY

Averett University

INTELLECTUAL PROPERTY POLICY

Revised March 2012

1. Introduction

The purpose of this Intellectual Property Policy is to encourage creativity and scholarly communication in the Averett University (Averett) community while guarding the rights of authors of intellectual property and the rights and appropriate interests of Averett in the use of its facilities and resources. Subject to the provisions of this policy, this policy applies to faculty, staff, students and visitors to the campus as appropriate.

2. Ownership of Intellectual Property

The ownership of intellectual property depends upon the facts and circumstances surrounding the creation which may be through traditional academic work, work for hire, joint works, or voluntary transfer as follows:

1.1. Traditional Academic Work – Author Owns Intellectual Property

The American Association of University Professors (AAUP) has adopted a policy *Statement on Copyright* (1999) that states “It has been the prevailing academic practice to treat the faculty member as the copyright owner of works that are created independently and at the faculty member’s own initiative for traditional academic purposes.” Averett agrees with this AAUP policy. Averett historically has not, and does not now, assert any claim or ownership interest in the categories of traditional work including but not limited to independent preparation of both classroom-based and online course materials and works that have been fixed in tangible media, for example, manuscripts, publications (including contributions to Averett publications, such as the *Ember*, *Chanticleer*, and *Averett Journal*), art, music, film, choreography, computer disks, and technical drawings.

Intellectual property of reproduction, adaptation, publication, performance, and display, known as “copyrights,” are protected under Title 17 of the U. S. Code, the Copyright Act of 1976, as amended. Intellectual property to inventors and discoverers of new and useful processes, machines, manufactures, and composition of matter, including biological cultivars, known as “patents”, are protected under Title 35 of the U. S. Code, Patents.

The rights to intellectual property created by a faculty member on sabbatical are the same had the faculty member not been on sabbatical; that is, the intellectual property belongs to the faculty member who created the work unless the intellectual property falls within sections 2. 2 or 2. 3 of this policy. If the work is to be jointly owned, any agreements should be in writing prior to the sabbatical period.

1.2. Work for Hire – Averett Owns Intellectual Property

Intellectual property created by an employee within the scope of their employment such as being engaged by Averett specifically to write, create, produce or otherwise generate such material or to conduct the research or other activity which produced anything included in the material; or was released from other Averett responsibilities in order to write, create, produce or otherwise generate

materials at the initiative of Averett constitute works for hire and are the exclusive intellectual property of Averett.

- a. Examples of “work for hire” include but are not limited to: A course content developed under contract with the explicit understanding that it may be taught by other faculty designated by the institution (i. e., a faculty member enters into a contract with Averett to develop a course module for a nontraditional program. The course is subsequently taught in person or online by other instructors appointed by the institution).
- b. A work created as a condition of employment and referenced in a position description or employment agreement (i. e., the Averett Art Director creates logos and banners for Averett’s web site and print publications); or
- c. A work developed under the direction of a supervisor (i. e., the Vice President for Academic Affairs asks the Library Director to develop an education program for new students and faculty).

1.3. Joint Works – Author and Averett Co-own Intellectual Property

Intellectual property created by an employee where there is significant use of Averett resources and/or there is an outside sponsor (not under the control of Averett but under the auspices of an Averett grant) that contractually shares intellectual property constitute joint works whereby Averett may assert co-authorship and thus co-ownership of the intellectual property.

Significant use of Averett resources excludes facilities, equipment, and/or other resources routinely used in the regular performance of academic duties or specialized facilities or equipment used for brief periods of time or limited use, e. g. for exploratory tests. Significant use includes Averett specialized facilities and equipment outside of the expected use deriving from regular teaching and professional activities, dedicated assistance from Averett employees, special financing, and/or extensive use of shared facilities.

An outside sponsor providing resources under conditions of a grant, contract, or agreement shall be entitled to co-ownership of the intellectual property pursuant to said grant, contract, or agreement. In addition, Averett shall be given the right to review said grant, contract, or agreement and assess whether Averett has an interest in asserting co-ownership of the intellectual property. This is especially the case when ownership of intellectual property by an outside sponsor would remove the knowledge created from general distribution, such as in development of proprietary information. Where no obligation to convey rights to the outside sponsor exists, all rights revert to the author or creator of the work, subject to the terms of this policy.

If intellectual property is to be shared by Averett, such an arrangement must be agreed to in writing and in advance. In the case of an outside sponsor, the intellectual property is to be shared pursuant to said grant, contract, or agreement. In the case of an outside sponsor which is a government grant or contract, the government may secure the right to reproduce and use works for government purposes.

Examples of “joint works” include but are not limited to:

- a. *Outside sponsor with asserted claim:* A nontraditional business student authors an integration project in partial fulfillment of the Averett bachelor degree requirements. The student’s project addresses trade secrets or “proprietary” information of potential value to his employer. The employer awards funds for travel and specialized software, which the student uses in consultation with an Averett professor. Both student and professor are barred by terms of the award from disclosing or publishing research results without permission of the student’s employer. Averett has reviewed the terms of the award and, finding that no interests of the university or the general public will be compromised, has approved this arrangement. The intellectual property is co-owned by the outside sponsor and author.
- b. *Outside sponsor without assert claim:* Averett’s Education Department receives a grant from a regional foundation to develop teaching methodologies in special education. The conditions of the grant do not assert any intellectual property of the regional foundation. Averett has reviewed the terms of the award and, finding that no interests of the university or the general public will be compromised, has approved this arrangement. The research is

successful and demonstrates significant benefits for children in Danville and Pittsylvania County. A professor in the Education Department, a grant participant, subsequently authors curriculum materials utilizing the research outcomes and crediting the sponsoring organization. As publication rights were not negotiated under terms of the grant and as knowledge cannot be copyrighted, the intellectual property for publications emanating from the research is owned by the author.

C. Outside sponsor is government agency: The department of Biological and Physical Sciences receives a federal grant to promote ecological restoration of the Dan River Basin. Averett students and faculty gather field data and author pamphlets and educational materials intended for secondary school students and the general public. Publications authored under terms of the grant are distributed by government agencies and cannot be copyrighted. Students and faculty are however free to use the knowledge gained from their research to publish subsequent, copyrighted materials.

1.4. Transfer of Intellectual property

Intellectual property voluntarily transferred from author/owner to Averett, in whole or in part; shall be documented in writing and executed by author/owner and by the President of Averett.

3. Use of Intellectual Property

Materials created for ordinary teaching use in the classroom and in department programs, such as syllabi, assignments, and tests, shall remain the property of the author, but Averett shall be permitted to use such material without charge for internal instructional, educational, and administrative purposes, including satisfying requests of accreditation agencies and soliciting contributions from university sponsors.

When submitting work for publication, members of the Averett community are encouraged to assign rights to Averett for educational and administrative use of their work, thereby ensuring without charge educational benefits to Averett students through courseware and library reserves, and facilitating compliance documentation for accreditation.

Averett further encourages authors to consider publishing their work in open access and open data repositories, promoting scholarly communication through cost effective access by scholars and libraries.

4. Notification of Intellectual Property

It is the obligation of the author/owner of intellectual property to notify the Vice President for Academic Affairs if Section 2 of this policy may be applicable. Averett will determine on a timely basis if the intellectual property is a joint work and whether Averett will assert a claim of co-ownership.

It is the obligation of Averett employees entering into contractual arrangements for the production of intellectual property that may be governed by Section 2 and assign or may assign rights to an outside sponsor or third part to notify Averett and permit Averett to review the contract and its terms.

5. Distribution of Funds Generated from Intellectual Property

Funds received by author/inventor from the sale of intellectual property owned by the author/inventor shall be allocated and expended as determined solely by the author/inventor.

Funds received by Averett from the sale of intellectual property owned by Averett shall be allocated and expended as determined solely by Averett.

Funds received by author/inventor and by Averett from the sale of intellectual property owned jointly by the author/inventor and Averett shall be allocated and expended in accordance with a written agreement specified

in advance.

Funds received by multiple joint owners from the sale of intellectual property owned jointly by multiple owners shall be allocated and expended in accordance with a written agreement specified in advance.

6. Resolution of Emerging Issues and Disputes of Intellectual Property

As future legislation, technological advances, and/or individual disputes between author and Averett over ownership of intellectual property rights arise, such issues shall be addressed by an ad hoc committee convened for such purpose, made up of four (4) persons named by Averett Academic Policies Committee, four (4) persons named by Averett administration, and one (1) person named by eight (8) members previously selected to serve as chair.

In the case of a dispute, the ad hoc committee will take the form of findings of fact, conclusions, and a recommend resolution. The findings of fact, conclusions, and recommendations must be based solely on the hearing record, pertinent Averett policies and procedures, and the law. The committee's recommended resolution shall be made to the President of Averett who will make a decision on ownership of the intellectual property. Any appeals will be addressed per the Averett grievance procedures.

COPYRIGHT POLICY

Averett University Copyright Policy

Copyright Defined

Copyright provides legal protection for “original works of authorship” as described in Title 17 of the United States Code. The U. S. Constitution (Article 1, Section 8, Clause 8) establishes the legal foundation for intellectual property, which includes copyright, patents and trademarks. In this section Congress is granted the authority “To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.”

Creators of these works receive a monopoly to exploit the commercial value of their efforts, but only for a certain period of time to be set by the Congress. The ultimate goal is to encourage the creation of new works by offering a financial incentive to their creators while advancing the availability of new knowledge and discoveries for the common good.

Copyright attaches immediately to the creation of any original work embodied in a fixed form. Works eligible for copyright must fall into one of the following categories:

- Literary works
- Musical works, including any accompanying words
- Dramatic works, including any accompanying music
- Pantomimes and choreographic works
- Pictorial, graphic, and sculptural works
- Motion pictures and other audiovisual works
- Sound recordings
- Architectural works
- Boat hull designs

The creator of the work is also the copyright holder unless the work was made “for hire” or the rights have been transferred to another party through a written, signed agreement. Multiple creators of a work share the copyright equally. Formal registration with the Copyright Office is no longer required, but certain legal rights can be guaranteed only through registration.

Exclusive Rights Defined

The monopoly granted to copyright holders is substantial and includes the right

- to reproduce the copyrighted work in copies or phonorecords;
- to prepare derivative works based upon the copyrighted work;
- to distribute copies or phonorecords of the copyrighted work to the public by sale or other transfer of ownership, or by rental, lease, or lending;
- to perform the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audiovisual works;
- to display the copyrighted work publicly, in the case of literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audiovisual work; and

- to perform the copyrighted work publicly by means of a digital audio transmission, in the case of sound recordings.

Copyright Infringement

The copyright holder retains exclusive rights to a work for the duration of the copyright term. (When that term expires, a copyrighted item enters the public domain and is freely available for others to use.) Anyone who wishes to use the work must obtain a license for that use, which typically requires the payment of a royalty. The copyright holder sets the terms and conditions for the licensed use of the work and the required fee. Any unauthorized use, with a few important exceptions, constitutes infringement. Copyright protection authorizes the copyright holder to take legal action against an infringer, which can include the right to seize any unauthorized copies and the imposition of an injunction to prohibit any continuing use of the material, along with the payment of damages. Depending on the circumstances surrounding a particular infringement, the court can award damages up to \$150,000 per incident.

FAIR USE

These exclusive rights are not absolute. To provide flexibility for certain uses of copyrighted material, some limitations are part of copyright law. One of these important exemptions is “fair use. ” Section 107 of the copyright code (Title 17, U. S. C.) defines fair use and explains which activities are permitted under this exemption:

§ 107 • Limitations on exclusive rights: Fair use

Notwithstanding the provisions of sections 106 and 106A, the fair use of a copyrighted work, including such use by reproduction in copies or phonorecords or by any other means specified by that section, for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not an infringement of copyright. In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include—

1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The fact that a work is unpublished shall not in itself bar a finding of fair use if such finding is made upon consideration of all the above factors.

Title 17, Sections 106 and 106A establish both exclusive rights and the right of attribution for a work of art. The fair use of that work, along with any associated copies, does not constitute an infringement of these exclusive rights. The use of copyrighted material for criticism, comment, news reporting, teaching, scholarship, or research are all counted as fair, but each of these four factors must be evaluated when determining whether the circumstances warrant a fair use exemption.

Whether a use is fair or not is demonstrated on a case-by-case basis. There is no legal bright line that

automatically designates a fair use from one that is not, and it is the responsibility of the individual using a copyrighted work to weigh these four factors carefully when making that determination. This evaluation can be made easier by completing a fair use checklist. For further guidance, please refer to the links provided below:

<http://copyright.uncc.edu/copyright/teaching/fairuseworksheet>

<http://copyright.lib.utexas.edu/copypol2.html>

<http://copyright.columbia.edu/copyright/fair-use/fair-use-checklist/>

<http://fairuse.stanford.edu/>

Under fair use the distribution of copies to the students in a class, “(including multiple copies for classroom use),” is permitted provided that the copies become the property of those students, a copyright notice appears on the first page of the copy, and any fee charged to the student does not exceed the actual copying cost. Fair use favors the reproduction of factual, non-fiction works over those of fiction. The distribution of multiple copies of creative works, therefore, might not be a clear fair use, especially if the copies contain most of the work or its substantiality, i. e., its essence. In this case, requiring the purchase of an anthology containing the works under study or placing it on reserve is a safer alternative to distributing copies.

Items in Averett library collections can be placed “on reserve” for students enrolled in a course. Faculty can request that print books and physical media be placed on Course Reserves in the Blount Library circulation area. For articles and minor portions of a work to be used in instruction, scanning for library electronic reserves is an option for faculty to consider (see “Electronic Reserves” below).

Averett Library Digital Collections

Journal articles, eBooks, sound recordings, images and film in subscription “research databases” licensed for Averett University students and employees are available electronically through IP authentication (on campus) and individual username and password (off campus). A fair use analysis is not needed when linking from courseware or syllabi to full content in a licensed database. Faculty may direct students to sources using permalinks found in a database citation, or with links formulated by Averett librarians.

For assistance in formulating persistent links to specific documents and media in subscription databases, please contact a librarian, or email the library at aclib@averett.edu.

Electronic Reserves (E-Reserves)

E-reserves offers additional convenience to the student by making sources readily available for the term of a specific course, to students enrolled in that course. Liaison librarians for each discipline create password-protected web guides citing sources available in Averett Library collections, and sources selected by the course instructor under fair use provisions in copyright law.

The following guidelines address fair use of copyrighted materials held in e-reserve.

- 1) Each item should be carefully evaluated to assure that its use in e-reserves meets the same fair use criteria as for print. Students should be advised that the reserve materials are intended solely for their own use and that they should not distribute any additional copies.
- 2) All reserve items must be posted on a password protected website with access restricted to students currently enrolled in the class. To prevent unauthorized access to the system, the password should not be obvious, such as the faculty instructor’s surname or the course number.
- 3) Access to any reserve material must not exceed the duration of the course, which typically is one

semester. At the conclusion of the course, the materials should be removed from the e--- reserve system or access to that system should be disabled.

- 4) If the items available through the e---reserve system meet the criteria for fair use, their re---use for the same class in subsequent semesters would also be considered fair.

Legal challenge to the fair use of copyrighted material

If a copyright holder contacts an Averett employee disputing the fair use of an item being used as part of course offered by the University, that employee should immediately contact an officer of the university. Responding to a formal written claim of copyright infringement without proper direction from the university attorney could place both the university and the employee in legal and financial jeopardy.

Policy Creation and Revision

Averett University Copyright Policy is communicated to the entire university community by way of a PDF document available under the “Learn” (orientation) tab on the library web home guide.

Procedures set forth in this policy are advisory, based on interpretations of U. S. Copyright Law. Copyright policy is drafted and reviewed periodically by library faculty.

Changes to the policy are referred to the Academic Policies Council for approval.

Approved December 2012 by Academic Policies Council, Chief Financial Officer, and University Attorney;

Reviewed December 2015 by library faculty

STUDENT ACADEMIC SERVICES

GALESI STUDENT SUCCESS CENTER

Joy Durham-Carthen, Director of Student Success
Holly Kilby, Assistant Director of Academic Support
Victor Hernandez, Student Success Coach

The Galesi Student Success Center is an active learning center designed to help students achieve their academic potential. The Student Success Center offers three computer labs, open study space, quiet rooms for group study, and a staff committed to supporting your academic journey through ADA academic accommodations, success coaching, tutoring, study skills remediation, and writing support.

Tutorial Services

Averett University's Academic Support assists the Averett student in becoming an independent, confident scholar who has mastered both course content and positive study habits. The services are free to Averett University students, and they have a part-time staff of approximately twenty tutors/consultants.

Tutoring services are certified by the College Reading and Learning Association's (CRLA) International Tutor Training Program. Averett is one of only 820 institutions around the world to achieve this distinction. Training is conducted annually and throughout the academic year to ensure we are providing the best possible service.

The Center offer a variety of tutoring options:

- Scheduled tutoring session
 - Most sessions are one-on-one; however, sessions in high-need subjects may evolve to become a scheduled, small group.
 - Sessions are limited to once per week, per subject, unless the schedule allows for twice.
- Open Group Tutoring
 - Tutors are available during designated time-slots throughout the week to provide targeted drop-in assistance for high-need subject-areas.
- NetTutor/Online Tutoring Program
 - NetTutor is an online tutoring program that serves as a supplement to what is provided in-person within the Student Success Center.
 - NetTutor tutors/consultants are not directly associated with Averett University's Academic Support.
 - NetTutor can be accessed 24/7 through the student's personal Canvas account.

For more information, please contact Holly Kilby (hkilby@averett.edu; 434-791-5788).

Writing Support

In the Writing Center, the writing consultants work one-on-one with students to help make their writing more vibrant, clear, and effective. They assist students in all stages of the writing process, from brainstorming to formatting.

Our writing consultants hail from a variety of academic disciplines, with both peer consultants and professional consultants working drop-in hours and scheduled sessions. Our goal is to support a student's long-term development as a writer, providing new skills to use independently as a collegiate scholar.

For more information, please contact Holly Kilby (hkilby@averett.edu; 434-791-5788).

Success Coaching

Success Coaches provide guidance and support to the students by meeting with them regularly to provide accountability, advising students with academic-related issues, monitoring student academic progress, conducting student referrals, and facilitating skill-building workshops.

Averett Advantage Program

The Averett Advantage Program is a two semester (fall and spring) program which supports Averett University's efforts of increasing student retention and progression by fostering academic success and personal development among students and helping them successfully transition from high school to college.

Academic Workshops

The Student Success Center hosts targeted academic workshops to assist students in developing skills necessary for academic achievement. These are popular workshops that provide students with research-backed information and an opportunity to practice the skills addressed.

For more information, please contact Holly Kilby (hkilby@averett.edu; 434-791-5788).

Early Alert/CARE Reports

Averett University is dedicated to a holistic support of our students. The Early Alert/CARE Report system is designed to provide positive, effective interventions for students who may be struggling academically or in any capacity. Students are connected to the resources most beneficial to guide them on to success in reaching their academic and personal goals.

For more information, please contact Joy Durham-Carthen (jdurham-carthen@averett.edu; 434-791-5754).

Disability Resources

Assistance for Students with Disabilities

Averett University adheres to the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. As such, Averett University is committed to creating an inclusive environment in which all students have an equal opportunity to achieve academic success and to enjoy campus life without discrimination. Averett University is devoted to ensuring that all students who submit appropriate documentation of a disability receive reasonable accommodations in accordance with the submitted documentation. It is our belief that accommodations will provide equal access to opportunities provided by Averett.

Students with disabilities should contact Holly Kilby (hkilby@averett.edu; 434-791-5788), so the University can evaluate each student's needs and create a plan for academic success.

LIBRARY SERVICES

The Mary B. Blount Library supports the teaching and research of Averett University faculty and students with scholarly and professional sources (physical and digital), reference consultations, and instruction both in person and online. The library is located at 344 West Main Street, next to the Averett University Admissions Office. The library building is open five days a week, 8:30 – 4:30 in summer and with additional evening hours during the fall and spring terms. The facility and scholarly/professional sources reflect Averett's curriculum and emphasis on liberal arts and professional studies. Averett students can access the library's electronic resources and ask questions at any time, from any location on the Internet: <https://averett.libguides.com/library>. Online resources and digital materials are easily available to faculty and students on-campus and at remote locations. Physical materials may be checked out at the Library or, by request, shipped to remote students or faculty.

The Library's main floor is an Academic Commons. The open, engaging, and flexible spaces promote and support a variety of academic and related activities. For example, book and archival displays and artwork are exhibited, and spaces are organized to promote business or curriculum discussions, class meetings, faculty and speaker presentations or other group activities. Scholars' Workstations in the commons offer computer work spaces. Also available on this floor is the Averett University Entrepreneurship Center. Food and drink are permitted in the Library and there are games and puzzles available for those looking for a break from studying or research. In addition to book stacks and the children's book collection, the top floor of the Library houses the Averett University Archives and Special Collections, which provides research access to items of historical importance to both the University and the Danville region.

Students and faculty may connect their own devices to the campus network wirelessly or at Scholars Workstations and other areas through wired connections. There are additional computers in study areas on the lower and top floors. A classroom/conference area in the back corner of the Commons has mobile tables with a large flat screen, wall mounted PC and podium. For library presentations, talks, and low-key presentations, groups favor cozy chairs near the reference collection in the main floor commons, or near windows on the second floor. A rolling cart with LED TV and laptop computer is available as needed in either area.

The library enables students to discover and retrieve information from multiple sources, including research reports, primary sources and holdings of other libraries. Averett collections include 92,000 print and 425,000 electronic books, more than 50,000 electronic and print journals, 89 research databases, media, and media equipment. Students have access to group and quiet study areas, digital scanner and printers, and color print and fax services. Total seating in public areas is 192, of which 65 seats offer shared or individual library computer access. Students frequently work using their own devices on all three floors.

Library faculty encourage Averett students to develop information research skills, which are the ability to:

- define and articulate a topic or problem,
- locate and retrieve credible information from a variety of sources,
- evaluate this literature or data in the context of the topic,
- modify research strategy to seek additional sources,
- organize, synthesize and use knowledge gained to accomplish a specific purpose, and
- communicate results effectively and ethically in an academic or professional setting.

Library staff offer orientation and research sessions in person and online throughout the year. Students may consult with Library staff at the reference desk, toll free at 800-543-9440, locally at 791-5690, and by e-mail at aclib@averett.edu.

CENTER FOR COMMUNITY ENGAGEMENT AND CAREER COMPETITIVENESS (CCECC)

The Center for Community Engagement & Career Competitiveness (CCECC) at 204 Woodland Drive is the regional hub that connects students, faculty, and staff from Averett University, Danville Community College, and Piedmont Community College to community partners in the Dan River Region to create distinct learning experiences and career opportunities and to strengthen the social and economic vitality of our region. The CCECC also houses Career Development for Averett University students and partners with Averett's Study Abroad programming. Through its community engagement efforts, the CCECC empowers students, faculty, and staff to engage in life-changing community transformation by contributing their time, talents, and skills to the region. Collaboration between the CCECC and community partners builds regional capacity while developing active citizens and leaders.

For additional information please contact:

Dr. Billy Wooten, Executive Director / bwooten@averett.edu / 434-791-7212

Career Development

Our Office of Career Development offers students a wide range of services beginning day one of the freshman year. Students have access to individualized assistance for career exploration, résumé development, job searching, interview preparation, internship assistance, and much more. The Center also provides students a variety of career development events and programs throughout the year including career fairs, networking events, an alumni mentor network, job shadowing, webinars, and workshops. The Center hosts an annual career expo as well as a community-wide job fair.

For additional information please contact:

Dr. Jennifer Penland, Director of Career Development and Exploration / jpenland@averett.edu / 434-791-5629

Volunteerism

The CCECC serves as a resource to connect students to community organizations in the Dan River Region through various outreach opportunities, including volunteerism. We encourage you to consider the Dan River Region as a powerful learning lab. Please email Tia Yancey (see info below) to discuss how to engage in these opportunities. To highlight a few of the many volunteerism events across campus, the Center hosts a community-wide Day to Engage, America's Sunday Supper, and the Martin Luther King Jr. Week of Service.

For additional information please contact:

Tia Yancey, Director Community Engagement and Outreach / tyancey@averett.edu / 434-791-7214

Service Learning

Service-Learning is a powerful pedagogy that brings learning alive in exciting new ways inside and outside of the classroom by combining theory with direct and engaged experience and thought with action to transform our students and our communities. These hands-on experiences empower students to apply key theories from courses to practical situations, while making a positive difference in the community. Students engage in such projects as creating marketing materials for local non-profits, planning and executing events for community partners, developing a plethora of research resources for community organizations, etc. – all real-world experiences that not only impact the lives of our entire community but also provide students with skills and experience for resume and career readiness.

For additional information please contact:

Dr. Billy Wooten / bwooten@averett.edu / 434-791-7214

Study Abroad

The CCECC partners with an Averett faculty member and the Center for Student Success to develop and coordinate international education for our students and provide resources for faculty. We choose to affiliate with programs that support your personal, professional, and academic development while preparing you for the realities of the global economy. Whether you want to study abroad for a semester, a summer, or a year, our study abroad liaison will work with you before, during, and after your experience.

For additional information please contact:

Dr. Billy Wooten / bwooten@averett.edu / 434-791-7214

National Bonner Leaders:

The Bonner Leader Program is 4-year nationally-affiliated service leadership program that builds students as leaders to foster positive change in their communities. Being a Bonner Leader is an opportunity for a student to use their strengths and passions to impact the community, examine social justice issues with their peers, and develop skills that will help them become a civically-engaged citizen. We look for students who have shown leadership skills and a passion for service that they wish to carry into their college career. The Bonner Program is a 4-year commitment and is a paid position for the student all four years they participate in the program. There are other incentives to participate in the program such as professional and leadership development opportunities as well as financial benefits.

For additional information please contact:

April Love-Loveless, Director of Bonner Leaders Program / alove@averett.edu / 434-791-7228

REQUIREMENTS FOR GRADUATION - UNDERGRADUATE

The basic requirements for a baccalaureate degree from Averett University are a minimum of 120 semester hours of credit with at least a 2.0 grade point average on all work attempted as well as on courses offered to complete the major. Other specific requirements are listed below:

1. Students must satisfactorily complete all Core and General Education requirements completing at least 30 hours in General Education.
2. Students must achieve satisfactory completion of a specified major area of study with the corresponding GPA required by that major.
3. The last 30 semester hours of academic work prior to graduation must be taken at Averett University.
4. At least **25%** of all undergraduate coursework (usually 30 to 33 hours for bachelor's degree) must be from Averett University.
5. Transfer students must satisfactorily complete a minimum of 12 semester hours in the major field at Averett University. Individual programs may have higher semester-hour requirements.
6. Students who are first admitted to Averett University as special students must earn a minimum of 30 semester hours of credit after obtaining degree-seeking status. (See the section on Special Students.)
7. Students must file an application for graduation with the Registrar's Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available in the Registrar's Office or online at <https://averett.tfaforms.net/217758>.
8. Students must have completed all requirements for graduation in order to participate in commencement exercises.
9. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines, bookstore charges, and other bills must be paid in full prior to participating in graduation.

In addition to the requirements listed above, students must meet any required departmental GPA and complete any required departmental exit examination. Students should consult with the individual department for details. These items must be completed before a student's graduation application can be processed.

It is the student's responsibility to be familiar with and to fulfill all requirements for graduation.

A student may choose to graduate under the requirements of any Averett University catalog in effect from the date of the student's entrance through the year of the student's graduation, providing enrollment for fall and spring terms has not been interrupted.

If continuous enrollment in the University has been interrupted for one or more semesters, the student must graduate under the catalog that is current upon his/her readmission.

If degree requirements are changed so that a once-required course is no longer offered, the department or University may substitute a comparable course requirement.

Second Baccalaureate Degree

The student who has a baccalaureate degree from Averett University or another accredited institution of higher education may receive a second baccalaureate degree upon the successful completion of an additional minimum of 30 semester hours of work at Averett University. Specific course requirements for the major field for the second degree must be satisfied. The student will be considered to have completed the General Education requirements of Averett University by possessing a baccalaureate degree. However, if the first degree was a Bachelor of Science and the second degree is to be a Bachelor of Arts, the student must have completed the intermediate level of a modern foreign language. Similarly, if the first degree was a Bachelor of Arts and the second degree is to be a Bachelor of Science, the student must have completed at least 6 semester hours of mathematics and at least one lab science (4 hours).

The student may add a second major to his/her degree after graduating provided the second major is completed within one calendar year following the awarding of the diploma. The student must declare intent to complete the second major prior to the final semester of coursework for the first major.

GENERAL EDUCATION

General Education Requirements for a Baccalaureate Degree

General Education courses introduce a breadth of knowledge and are not specialized such that they would be useful only to a particular occupation or closely-related professions. The General Education courses taken by a student must total a minimum of 30 credit hours.

The following overarching aims outline the specific knowledge, skills, and qualities of mind we would like to see Averett students develop for life. The aims also suggest certain kinds of experiences that will enable such development:

1. **Knowledge:** Averett's General Education program will help students understand:
 - a. Aesthetic, scientific, historical, and interdisciplinary ways of knowing;
 - b. The natural and social environments and our complex relationships to them;
 - c. The ever-changing landscape of the for-profit and non-profit worlds and the skills needed to find employment in those spheres;
 - d. The underlying issues and concerns facing local communities and how academic learning can intersect with and help find solutions to those concerns;
 - e. The roles of science and technology in the contemporary world;

2. **Skills:** Averett's General Education program will help students develop the abilities to:
 - a. Read and listen effectively;
 - b. Write and speak effectively;
 - c. Think critically and creatively;
 - d. Reason quantitatively;
 - e. Work effectively both independently and collaboratively;
 - f. Become career ready;

3. **Habits of Mind:** Averett's General Education program will help students:
 - a. Deepen their connection to community and place;
 - b. Develop an openness to and knowledgeable appreciation of human diversity;
 - c. Cultivate imagination and ability to discern connections, consider alternatives, and think about topics and issues from multiple perspectives;
 - d. Develop a mindset of lifelong learning that will lead to career development and growth;

The above Aims of General Education will be achieved through a combination of learning experiences designed to help students become independent learners and thinkers. Such learning experiences are likely to include:

1. Discussion and lecture;
2. Student-initiated learning;
3. Experiential learning (service-learning, entrepreneurship, internships, workplace experiences, etc.);
4. Collaborative learning;

Averett's general education program is comprised of four dimensions.

1. **Fundamental Written Communication**

Students will demonstrate the ability to read and write clearly and with comprehension. To meet these requirements, students will take the following:

ENG109 or ENG111, Introduction to Writing and Research (3 credits)
ENG112, Introduction to Literature (3 credits)

2. **Society and Culture**

Students will demonstrate the ability to explain interactions among cultural (to include religions and languages), social, political, and/or economic systems, how these systems vary across societies and through time, and how human relationships work within these contexts. This dimension encompasses written communication, language, history, and social and political sciences.

To meet this requirement, students will take 6-12 semester hours from the following courses:

COM201, Persuasion (3 credits)
COM205, Small Group and Team Communication (3 credits)
CRJ301, Criminal Justice (3 credits)
ECO201, Microeconomics (3 credits)
ECO202, Macroeconomics (3 credits)
ED180, Earth Science/Geography for Educators (3 credits)
ED290, Foundations of Education (3 credits)
ENG390, Origin & Structure of the English Language (3 credits)
FR101, Beginning French I (4 credits)
FR102, Beginning French II (4 credits)
FR203, Intermediate French (3 credits)
HIS101, Western Civilization I (3 credits)
HIS102, Western Civilization II (3 credits)
HIS201, U.S. History I (3 credits)
HIS202, U.S. History II (3 credits)
HTH220, Health and Fitness for the 21st Century (4 credits)
HTH302, Diversity, Equity, and Inclusion in Sport (3 credits)
PHL150, Introduction to Philosophy (3 credits)
POS131, World of Politics (3 credits)
POS204, State and Local Government (3 credits)
POS215, American National Government (3 credits)
PSY110, Psychology as a Social Science (3 credits)
PSY200, Effective Behavior (3 credits)
PSY205, Developmental Psychology (3 credits)
REL101, Introduction to the Old Testament (3 credits)
REL102, Introduction to the New Testament (3 credits)
REL212, Death and Dying (SOC 212) (3 credits)
REL260, Religion in America (3 credits)
SOC101, Introduction to Sociology (3 credits)
SOC102, Social Problems (3 credits)
SOC216, Criminology (3 credits)
SOC230, Cultural Anthropology (3 credits)
SOC306, Marriage and Family (3 credits)
SPA101, Beginning Spanish I (4 credits)
SPA102, Beginning Spanish II (4 credits)
SPA203, Intermediate Spanish (3 credits)
TH103, Introduction to Human Communication (3 credits)
TH220, History of Theatre I (3 credits)
TH221, History of Theatre II (3 credits)
TH299, African-American Musical Theatre History (3 credits)
WGS200, Introduction to Women's and Gender Studies (3 credits)

3. **Humanities and Creativity**

Students will demonstrate an ability to explain terms, texts, and movements in such fields as music, literature, theatre, and the visual arts. Courses that meet this requirement will provide students with the vocabulary of the discipline and appropriate methodologies for critical analysis through the study of the history of the discipline or participation in it. This dimension encompasses humanities, fine and applied arts.

To meet this requirement, a student will take 6-12 semester hours from the following courses, with at least one being a humanities course (*):

ART103, Visual Arts* (3 credits)
ART201, Art History: Ancient – Medieval* (3 credits)
ART205, Art History: Medieval – Renaissance* (3 credits)
ART223, Painting (3 credits)
COM208, Digital and Social Media (3 credits)
COM210, Photography (3 credits)
ENG201, Survey of English Literature from its Beginnings* (3 credits)
ENG202, Survey of English Literature from 1750 – Present* (3 credits)
ENG204, Introduction to Film Studies (3 credits)
ENG205, American Literature Survey to 1865* (3 credits)
ENG206, American Literature Survey 1865 – Present* (3 credits)
ENG207, Reading Video Games (3 credits)
ENG217, Survey of Caribbean Literature* (3 credits)
ENG220, World Literature* (3 credits)
ENG242, African-American Literature* (3 credits)
ENG312, Creative Writing (3 credits)
MUS103, Enjoyment of Music* (3 credits)
MUS104, Fundamentals of Music (1 credit)
MUS113, Modern Music* (3 credits)
MUS118, Class Piano for Beginners (1 credit)
MUS161, Averett Singers (1 credit)
MUS165, AU Cougar Band (1 credit)
MUS260, Music History: Antiquity to Baroque Style* (3 credits)
MUS261, Music History: Classical to Romantic* (3 credits)
PHL210, Ethics (3 credits)
TH105, Introduction to Theatre (3 credits)
TH111, Musical Theatre Practicum (1 credit)
TH133, Acting I (3 credits)
TH200, Acting for the Non-Theatre Major* (3 credits)
TH233, Acting II (3 credits)

4. **Scientific and Quantitative**

Students will demonstrate the ability to address issues using a scientific approach and to use mathematical reasoning to solve problems. This dimension encompasses mathematics, natural and computer sciences.

To meet this requirement, a student will take at least 7-13 semester hours from each of the following areas, with at least one course being a laboratory science (*) and at least one course being mathematics (†):

AV115, Weather and Climate* (4 credits)
BIO101, Introduction to Biology and Lab* (4 credits)
BIO215, Environmental Science* (4 credits)
BSA109, Business Reporting in Excel (3 credits)
CH103, Chemistry for the Life Sciences* (4 credits)
CH111, College Chemistry I* (4 credits)
CSS113, Microcomputers & Application Software (3 credits)
MTH103, Principles of Mathematics† (3 credits)

MTH111, Theory of Modern Mathematics I† (3 credits)
MTH112, Theory of Modern Mathematics II† (3 credits)
MTH151, Precalculus Math† (3 credits)
MTH160, Introduction to Statistics† (3 credits)
MTH161, Statistical Models† MTH160 (3 credits)
MTH171, Applied Calculus† (3 credits)
MTH201, Calculus I† MTH103 (3 credits)
MTH202, Calculus II† (3 credits)
PSC101, Survey of Physical Science & Lab* (4 credits)
PSC102, Everyday Physics* (4 credits)
PSC103, Astronomy and Lab* (4 credits)
PSC201, General College Physics I and Lab* (4 credits)
PSY120, Psychology as a Natural Science and Lab* (4 credits)

UNDERGRADUATE DEGREE PROGRAMS AND COURSES

Degree Requirements

Listed in this section are the requirements for each major offered at Averett. Adjustment in these requirements must be approved by the Department Chair and the Vice President for Academic Affairs as well as some changes that require approval of the University Curriculum Committee and the Faculty. The requirements described here are in addition to the Core and General Education requirements. A student may, however, meet some of the General Education requirements automatically through the completion of the selected area of concentration.

Some programs have special admission requirements. Admission to the University does not guarantee admission to any specific degree program.

Courses

Course numbers indicate the general level at which the course is taught. Courses at the 300- and 400-levels are designed primarily for juniors and seniors. Credit for courses appears in the parentheses and is indicated in semester hours.

A comma between course numbers means that the first course is a prerequisite to the second but that credit may be received for the first semester without taking the second semester.

Generally, the credit indicates the number of hours the class meets each week. For a three semester hour course, Monday, Wednesday, and Friday classes meet for 55 minutes each session; Tuesday and Thursday classes meet for 1 hour and 25 minutes each session.

The University reserves the right to add courses or to omit courses as necessary. The official schedule of classes is posted on the university website (www.averett.edu) prior to the beginning of each semester. Click on My Averett, then PowerCAMPUS Self-Service).

Special Studies and Independent Studies

Special Studies

From time to time special courses are offered which make available to students areas of study not included in the regular course offerings. The department which offers the course gives it a title which is used in the official schedule of classes and on student records. Because content will vary, special studies courses may be repeated for credit.

Course Number	Course Title	Semester Hours	Course Open to:
199 and 299	Special Studies	(1-3)	Freshmen, sophomores, juniors, and seniors
399 and 499	Special Studies	(1-3)	Juniors and seniors only

Independent Studies

If an academic advisor deems it necessary for a traditional student to take an independent study or online course, the following process must take place:

1. Student completes and signs the Request for Independent Study/Online form. The reason for taking the course outside the classroom must be included. (Forms are located online, or in the Registrar's Office and in Averett Central.)
2. Student submits form to his/her advisor and department chair for approval and signature.
3. Student brings the fully executed form to the Registrar's Office for registration.

Please note there is an additional per-credit-hour fee assessed for independent study courses.

AERONAUTICS (AV)

Jennifer Freeze, Chair
Travis Williams, Chief Flight Instructor

The Department of Aeronautics prepares graduates who are academically, ethically, and professionally prepared to accept the relevant leadership challenges of the current and future aviation industry.

The Department of Aeronautics offers a highly challenging and rigorous undergraduate degree in the Bachelor of Arts (B. A.) and Bachelor of Science (B. S.) in Aerospace Management with fields of concentration in Aviation Business and Flight Operations. The Program also offers a joint major in Aerospace Management and Criminal Justice. The Program includes at least 30 hours of general education courses to ensure that a student is professionally well-rounded.

In addition, the Department of Aeronautics offers flight courses for academic credit to all interested Averett University students who are not on University or other academic disciplinary action, and meet departmental requirements and policies. The Flight Center offers training for the following Federal Aviation Administration (FAA) certificates: private, commercial and flight instructor, as well as training for the FAA ratings for instrument, multi-engine, instrument instructor and multi-engine instructor. A student seeking an FAA certificate or rating through the Department of Aeronautics must successfully complete the courses pertinent to the desired certification at the Flight Center prior to graduation.

Policies

Safety is a preeminent concern of the Department of Aeronautics and the Federal Aviation Administration. The FAA also specifically mandates high grade and attendance standards that must be met by students in all ground and flight courses. There is a specific attendance requirement for flight labs. This requirement is in addition to other University attendance policies. Aviation professionals also have the highest behavioral and medical standards in any industry. The Department of Aeronautics reflects its commitment to these high professional standards within the aviation industry. The department faculty and staff insist that all students conduct themselves in a responsible and professional manner.

All students are required to study and be well prepared prior to all academic and flight classes. Consequently, students must maintain a minimum annual grade point average in courses in the major. This departmental requirement is in addition to other University academic policies.

Students enrolled in the Aeronautics program must earn a C in all required Aeronautics classes within his/her concentration. If a student has a D, F, or WF in a required Aeronautics course, the student may not progress in the concentration. One consequence is that the student will have to repeat that course when it is offered as a regularly scheduled course on the semester schedule.

Any student who does not conform to these high expectations may be placed on probation or suspension, or be administratively withdrawn or dismissed from the major, if in the judgment of the Chair or Chief Flight Instructor, such action is believed to be necessary.

Drug and Alcohol Prevention Program

While in the Aerospace Management Program, students will be part of the Drug and Alcohol Prevention Program. As in the aerospace industry "no tolerance" environment, the department's goal is to use education and deterrence to assure a safe and secure training environment.

The program is similar to mandatory drug and alcohol testing conducted in the industry. All students enrolled in the Aerospace Management Program are subject to random or "for cause" drug testing during their enrollment. Additional drug and alcohol testing will be done for several reasons. Tests can be ordered as an initial screening, directed at an individual based on his/her behavior, speech, odor or other characteristics, inconclusive

test results, or be done as a result of an aviation-related accident or incident. Any confirmed use of illegal drugs or chronic abuse of alcohol is cause for immediate suspension from any safety or security sensitive courses.

Drug, alcohol, and other legal convictions, or positive drug and alcohol test results, or results from certain judicial or University administrative actions are considered serious problems by the Federal government and the aviation industry. These can severely and adversely impact the student trying to obtain FAA certificates or a mandatory security background clearance in order to obtain professional employment in the aviation industry.

Facilities

The Department of Aeronautics is located on the main campus and offers academic instruction and advising. The Flight Center is located at Danville Regional Airport, a short distance from campus. Students should be prepared to provide their own transportation to and from the Flight Center.

Requirements for a Major in Aerospace Management

Students enrolled in the Department of Aeronautics program must complete 120 credits as outlined in the appropriate curriculum prior to graduation. Sixty credits must be completed at a senior institution with the last 30 credits from Averett University.

Deviation from the recommended program may be made only with a written request from the student and with the written approval of the appropriate departmental chair.

In addition to the general education requirements, the following courses are required:

Core Requirements for All Concentrations in Aerospace Management:

	Semester Hours
AV 102, Introduction to the Aerospace Industry.....	3
AV 202, Aerospace Safety	3
AV 216, National Airspace System.....	3
AV 316, Aerospace Transportation	3
AV 401, Airport Management.....	3
Total	15

Concentration in Aviation Business

For the concentration in Aviation Business, the student is required to take the Aerospace core requirements, 15 credits of Aerospace electives (selected from the following list and special courses), and the 30 credits in Business Administration listed below. This concentration requires 45 credits in Aerospace and Business Administration courses.

	Semester Hours
AV 203, Part 135/121 Operations	3
AV 265, Aerospace Accident Investigation	3
AV 275, General Aviation Management	3
AV 331, Airline Management	3
AV 365, Human Factors in the Aerospace Industry	3
AV 425, Airport Planning and Design	3
AV 472, Internship in the Aerospace Industry	1-12
AV 475, Aviation Management Topics	3
AV 485, Advanced Aircraft Systems	2
Total	15

Required Business Administration Courses:

BSA 206, Business Communication	3
BSA 221, Principles of Accounting I	3
BSA 325, Cost Accounting	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	3
BSA elective courses	3
CSS 113, Microcomputers and Application Software	3
MTH 160, Introduction to Statistics	3
ECO 201, Principles of Microeconomics	3
ECO 202, Principles of Macroeconomics	3
	Total 30

Concentration in Flight Operations

Averett University flight training is conducted under the provisions of Federal Aviation Regulations Parts 141 and 61. All flight instructors have the appropriate FAA certificates and experience.

The student also is required to earn at least an FAA Commercial Pilot Certificate with an Instrument rating. A student must further complete either Option A – Flight Instructor Certificate or Option B – Multi-Engine Rating. Qualified students enrolled in this concentration will also be able to select any or all of the other flight courses as electives.

Lab fees are calculated from the average completion time and cost of previous Averett students to meet the FAA Part 141 required syllabus objectives and standards. If students require additional training to achieve the requisite proficiency level during a course, or if students require remedial training following an unsatisfactory evaluation, they will incur additional charges.

Transfer of Flight Training

The Department of Aeronautics welcomes transfer students from other colleges and universities, and every effort is made to transfer the maximum number of credits subject to Federal Aviation Regulations and University policies. It is the responsibility of the student to initiate a review process of transfer flight training with the Chief Flight Instructor. Advanced standing for flight training may be granted only after the student is enrolled, and after the Chief Flight Instructor completes the evaluation process, which will include a logbook review and proficiency evaluation flights.

Transfer students may receive college credit for previous flight and ground training at the discretion of the department chair.

Students enrolled in any flight courses should not expect to take any flight training for credit outside the Department of Aeronautics facilities after enrollment at Averett University.

Medical Examinations

Students seeking admission to flight training must be examined by an FAA-designated aviation medical examiner and have an FAA medical certificate prior to the start of flight training. The Department of Aeronautics strongly recommends that the student initially obtain an FAA Class I medical certificate to assure that the student meets the professional pilot medical standards prior to undertaking flight training. The FAA medical examinations should be done far enough in advance of entering Averett University to assure that all potential problems or questions are resolved.

Non-Owners Aircraft Insurance Liability Coverage

In order to assure adequate individual and family needs are met through insurance coverage, Averett University requires all flight students to acquire non-owners aircraft rental insurance after obtaining their FAA Private Pilot certificate.

Flight Operations Requirements

In addition to the general education requirements and the Aeronautics core requirements, students are required to take 21 credits of flight courses and either Option A or Option B below. Options C or D are not required for students majoring in Aerospace Management: Flight Operations, but are available for students to gain additional experience.

	Semester Hours
AV 108, Private Pilot Ground Specifics	2
AV 109, Private Pilot Ground Test Prep	1
AV 112, Private Pilot Ground School	3
AV 113, Private Pilot Flight I	1
AV 114, Private Pilot Flight II	1
AV 208, Instrument Ground School Specifics	2
AV 209, Instrument Ground School Test Prep	1
AV 210, Instrument Ground School	3
AV 220, Instrument Flight I	1
AV 221, Instrument Flight II	1
AV 300, Commercial Ground School	3
AV 320A, Commercial Flight I	0.5
AV 320B, Commercial Flight I	0.5
AV 321, Commercial Flight II	1
Total	21

Available Options in the Flight Operations Concentration:

Option A:

AV 441, Flight Instructor Ground School	3
AV 440, Flight Instructor Flight	1
AV 457, Flight Instructor Practicum (P/F)	2
Total	6

Option B:

AV 443, Multi-Engine Ground School	1
AV 442, Multi-Engine Flight	1
Total	2

Option C:

AV 444, Instrument Flight Instructor Ground School	2
AV 445, Instrument Flight Instructor Flight	1
AV 457, Flight Instructor Practicum (P/NP)	2
Total	5

Option D:

AV 446, Multi-Engine Flight Instructor Flight	3
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Aerospace Management/Criminal Justice Program

Students must take a minimum of 12 credits of Criminal Justice courses. These 12 credits may include those courses specified in the degree requirements listed below.

A Sociology or Criminal Justice Research Project is required. This is a substantial research paper involving original research. CRJ 440, SOC 445, CRJ 445, or CRJ 488 will meet these requirements. An independent study with guidance by a full-time department faculty member with the goal of producing an original quantitative or qualitative research paper also will meet this requirement.

In addition to the general education requirements, the following courses are required:

	Semester Hours
AV 102, Introduction to the Aerospace Industry	3
AV 108, Private Pilot Ground Specifics	2
AV 109, Private Pilot Ground Test Prep	1
AV 112, Private Pilot Ground School.	3
AV 113, Private Pilot Flight I	1
AV 114, Private Pilot Flight II	1
AV 202, Aerospace Safety	3
AV 208, Instrument Ground School Specifics	2
AV 209, Instrument Ground School Test Prep	1
AV 210, Instrument Ground School	3
AV 220, Instrument Flight I	1
AV 221, Instrument Flight II	1
AV 300, Commercial Ground School	3
AV 316, Aerospace Transportation	3
AV 320A, Commercial Flight I	0.5
AV 320B, Commercial Flight I	0.5
AV 321, Commercial Flight II	1
AV 401, Airport Management	3
	Total 36

Plus Option A:

AV 440, Flight Instructor Flight	1
AV 441, Flight Instructor Ground School	3
AV 457, Flight Instructor Practicum	2
	Total 6

Or Option B:

AV 442, Multi-Engine Flight	1
AV 443, Multi-Engine Ground School	1
	Total 2

Plus Criminal Justice Requirements:

SOC 216, Criminology or CRJ 301, Criminal Justice	3
SOC 470, Research Methods	3
CRJ 440, Seminar in Criminal Justice or CRJ 445, Criminal Justice Internship or CRJ 302, Criminal Procedure	3
SOC/CRJ Electives	15
	Total 24

Courses of Instruction in Aeronautics

AV 102 Introduction to the Aerospace Industry

(3)

This course provides a broad survey of all aspects of the aerospace industry including its history and development.

AV 108 Private Pilot Ground Specifics

(2)

This course provides additional academic ground training for the Private Pilot Certificate. Aeronautical topics include complete coverage of the POH (Pilots Operating Handbook), an in-depth examination of the A/FD (Airport Facility Directory), aircraft systems, performance, flight planning, and weight and balance. E6-B and electronic computer usage will also be covered. Selections from the Pilots Handbook of Aeronautical Knowledge, Airplane Flying Handbook, and the AIM will supplement as needed. Again, there are hundreds of facts to learn making this course information intensive. Students will bring all relevant books, guides, and calculators to each class meeting.

AV 109 Private Pilot Ground Test Prep

(1)

This course provides academic ground training for the Private Pilot Certificate by studying the Test Prep Private Pilot book. It is the intention of this course to cover every question (nearly 1000) in the Test Prep book and concentrate on any test questions which present difficulty to any class member. This course will result in a sign-off by the Instructor to each student who achieves at least an 85 on the Final and has demonstrated competence on other tests during the semester and is otherwise prepared to take the FAA Written Exam. After students take the FAA Written Exam, they will give a copy of the test results to their professor and to the chief pilot before the end of that semester. Students will bring all relevant texts, books, plotter, and calculators to each class. Students who take this course are encouraged to meet two hours a week with aviation tutors. Also, students will use the Private Pilot Prepware, which is available online and complete test sections after they are covered in class.

AV 112 Private Pilot Ground School

(3)

Academic ground training for the Private Pilot Certificate. Aeronautical topics include principles of flight, FAA regulations, visual flight rules, aircraft systems and performance, meteorology, navigation, aviation physiology and flight planning. Students must complete thirty-five hours of ground instruction and attain a passing score on the course completion examination to complete the course.

AV 113 Private Pilot Flight I

(1)

Introduction to dual flight instruction, takeoffs and landings, airport operations, emergency procedures, and solo flights. Students must successfully meet all FAA flight proficiency requirements. Prerequisites: FAA Student Pilot Certificate and FAA Medical Class III certificate or higher medical certificate.

AV 114 Private Pilot Flight II

(1)

Dual flight instruction, solo and cross-country flights, flight maneuvers, navigation, emergency operations, and review of FAA Private Pilot requirements. Forty-seven flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Private Pilot course. Prerequisites: FAA Student Pilot Certificate and FAA Medical Class III medical certificate or higher medical certificate, FAA Private Pilot Knowledge test passed.

AV 115 Weather and Climate and Lab

(4)

A study of basic concepts and processes of atmospheric phenomena. The earth's atmospheric composition, wind, pressure, temperature, moisture, clouds, air masses, fronts, thunderstorms, icing, fog, and jet streams are included. Weather data studied include constant pressure maps, surface weather observations, surface maps, and other related weather reports.

AV 202 Aerospace Safety

(3)

This course explores the historical roots of aviation safety, the role of attitudes on safety procedures, safety legislation, organizations, and safety planning. It examines in depth the roles of the National Transportation Safety Board and the Federal Aviation Administration in accident prevention and investigation including aviation accident analysis, federal and state legislation, safety programs, accident reports, sources of accidents, and safety trends.

AV 203 Part 135/121 Operations (3)

Part 135 involves operators who are involved in fractional, charter, and freight operations. Most students will be involved in this aspect of the aviation industry for their first work experience in the industry. Part 121 operations are primarily related to airline operators. The course will cover the regulations involved in these operations and operational considerations such as initial training, ongoing training, upgrade training, emergency training and hazmat operations. The objective of the course will be to equip the student with a working knowledge of the 135/121 work environment.

AV 208 Instrument Ground School Specifics (2)

This course provides additional academic ground training for the instrument rating. Information that should be standard knowledge, but is not included in the ground school course due to time constraints will now be introduced. Subjects covered include: IFR Operations in the National Airspace System, Takeoffs, and Departures, En-route Operations, Arrivals, Approaches, System Improvement Plans, Human Factors, Aerodynamic Factors, Flight Instruments, Navigation Systems, Attitude Instrument Flying, Emergency Operations, Meteorology, Regulations, and the AIM. Again, there are hundreds of facts to learn making this course information intensive. Students will bring all pertinent texts, books, guides, and calculators to each class meeting.

AV 209 Instrument Ground School Test Prep (1)

This course provides test preparation for the Instrument Pilot rating by studying the Test Prep Instrument Rating book. It is the intention of this course to cover every question (nearly 1000) in the Test Prep book and concentrate on any test questions which present difficulty to any class member. This course will result in a sign-off by the instructor to each student who achieves at least an 85 on the final and has demonstrated competence on other tests during the semester and is otherwise prepared to take the FAA Written Exam. After students take the FAA Written Exam, they will give a cop of the test results to their professor and to the chief pilot before the end of that semester. Students will bring all relevant texts, books, plotter, and calculators to every class. Students who take this course are encouraged to meet two hours a week with aviation tutors. Also, students will use the Instrument Test Prepware which is available online and complete test sections after they are covered in class.

AV 210 Instrument Ground School (3)

Academic instruction for the Instrument Rating. Principles of instrument flight, air traffic control, IFR procedures, analyses of weather information, IFR planning, emergency procedures and pilot decisions. Student must complete thirty hours of ground instruction and attain a passing score on the course completion examination to complete the course. . Prerequisite: FAA Private Pilot Knowledge test passed.

AV 216 National Airspace System (3)

The evolution, current state, and future of the National Airspace System with an emphasis on its current and future impact on the domestic and international aviation industry. Defines the Federal Aviation Administration's role in the operation, maintenance, and planned modernization of Air Traffic Control facilities, airways and navigational aids, landing aids, and airports. The users of the system, their needs, and issues with the system's operation and planned modernization are examined.

AV 220 Instrument Flight I (1)

Advanced dual flight instruction, solo and advanced cross-country navigation, and emergency operations. Prerequisites: FAA Private Pilot Certificate and FAA Medical Class II certificate or higher medical certificate.

AV 221 Instrument Flight II (1)

Advanced flight instruction and cross-country navigation. Forty-five flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Instrument Rating course. Prerequisites: FAA Private Pilot Certificate; FAA Medical Class II certificate or higher medical certificate; FAA Instrument Knowledge test passed.

AV 265 Aerospace Accident Investigation (3)

A study of aerospace accident investigation as performed by the National Transportation Safety Board, Federal Aviation Administration, and the International Civil Aviation Organization. It includes field investigation techniques and laboratory methods for accident reconstruction, the analysis of flight accidents and incidents using time and event correlation of cockpit voice and flight data recorders, and air traffic control tapes.

AV 275 General Aviation Management (3)

This course examines the organization of the general aviation industry including management of aircraft maintenance and flight line operations and pertinent Federal regulations. This course also includes an in-depth examination of corporate and business flight departments including aircraft and equipment evaluation, maintenance, flight operations, administration and financial considerations.

AV 300 Commercial Ground School (3)

Academic ground training for the Commercial Pilot certificate. Topics include airplane performance, VFR cross-country planning, FARs applicable to commercial pilot operations, operation of advanced systems appropriate to complex airplanes and aircrew physiology. Students must complete thirty-five hours of ground instruction and attain a passing score on the course completion examination to complete the course. Prerequisite: FAA Instrument Knowledge test passed.

AV 312 Advanced Aerodynamics (3)

This course provides aerodynamics concepts for small propeller driven aircraft, turbo-prop and jet engine swept wing aircraft. Subjects taught include Basic Aerodynamics, Airplane Performance, High Speed Aerodynamics, Stability and Control, Operating Strength Limitations, and Specific Problems of Flying.

AV 316 Aerospace Transportation (3)

This is a survey course of the development of the air transportation industry leading to the current airline and general aviation industry strategies including mergers, consolidation, and acquisition. An examination of future airline strategies will be studied. Prerequisites: AV202.

AV 320A, 320B Commercial Flight I (1)

Dual flight instruction, solo and cross-country flights, commercial flight maneuvers, and emergency operations. Prerequisites: FAA Private Pilot Certificate with Instrument rating and FAA Medical Class II certificate or higher medical certificate.

AV 321 Commercial Flight II (1)

Complex aircraft flight training, commercial flight maneuvers, and night flights. One hundred twenty flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Commercial Pilot course. Prerequisites: FAA Private Pilot Certificate and Instrument rating; FAA Medical Class II certificate or higher medical certificate; FAA Commercial Pilot Knowledge test passed.

AV 331 Airline Management (3)

An introduction to the administration aspects of airline operation and management. The course includes the administrative organizations, economics of airline management, operational structures, and Federal regulatory requirements. This course also includes a study of the geographic, economic, social, and political environments of international aviation. The issues considered are the globalization of the marketplace, technology transfer, and legal and political implications on the industry including bilateral route agreements and treaties.

AV 365 Human Factors in the Aerospace Industry (3)

This course is an overview of the human role in aircraft accident prevention, including the issues and problems involved in aircraft accidents and incidents. The course includes the analysis of the complex decision-making process leading up to an accident or incident.

AV 401 Airport Management (3)

A study of modern airports, including the roles, functions, and status in the national air transportation system; sponsorship and management alternatives; airport development, operations, and business matters; and discussion of current and emerging public airport issues. Prerequisite: junior or senior standing and completion of all other AV core courses.

AV 425 Airport Planning and Design (3)

This course introduces students to the requirements, issues and processes involved with airport planning. Sources of aviation data, forecasting methodologies, the airport master planning process and environmental issues and requirements are studied. It also examines the analysis and application of Federal Aviation Administration

standards for airport design with an emphasis on the airside components. Other topics include airport capacity calculations; movement area geometry; pavement, runway, and taxiway design; approach and departure gradients; terminal facilities; and heliports.

AV 440 Flight Instructor Flight (1)

Flight instruction to qualify FAA Commercial and Instrument rated pilots for FAA Flight Instructor Certificate. Thirty flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Flight Instructor course. Prerequisites: FAA Commercial Pilot Certificate with Instrument Rating; FAA Medical Class II certificate or higher medical certificate; FAA Flight Instructor Knowledge test passed.

AV 441 Flight Instructor Ground School (3)

Academic ground training for Flight Instructor Certificate. Topics include principles of learning and communication, instructional methodologies, and instructional technology. Student must attain a passing score on the course completion examination. Prerequisites: FAA Commercial Pilot Certificate with Instrument Rating; FAA Medical Class II certificate or higher medical certificate or permission of department chair.

AV 442 Multi-Engine Flight (1)

Introduction to multi-engine operation procedures, engine-out procedures, emergency procedures, and maximum performance. Sixteen flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Additional Aircraft category or Class Rating course. Requirements: FAA Commercial Pilot Certificate with Instrument Rating; FAA Medical Class II certificate or higher medical certificate.

AV 443 Multi-Engine Ground School (1)

Academic ground instruction for Multi-Engine Rating. Aeronautical topics include understanding of multi-engine aircraft performance and systems integration. Students must complete sixteen hours of ground instruction and attain a passing score on the course completion examination to complete the course. Prerequisites: FAA Commercial Pilot Certificate with Instrument rating; FAA Medical Class II certificate or higher medical certificate or permission of department chair.

AV 444 Instrument Flight Instructor Ground School (2)

Academic instruction for Flight or Ground Instructor Instrument rating. Topics include teaching methodologies involved with students learning all instrument flight procedures. Students must complete forty hours of ground instruction and attain a passing score on the course completion examination to complete the course. Prerequisites: FAA Certified Flight Instructor Certificate; FAA Medical Class II certificate or higher medical certificate or permission of the instructor.

AV 445 Instrument Flight Instructor Flight (1)

Flight training to prepare FAA Certified Flight Instructors to develop analytical skills and abilities to instruct students in all instrument procedures. Twenty flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Instrument Flight Instructor Course/ Prerequisites: FAA Flight Instructor – Airplane Certificate; FAA Medical Class II certificate or higher medical certificate; FAA Flight Instructor Instrument Knowledge test passed or permission of the instructor.

AV 446 Multi-Engine Flight Instructor Flight (3)

Training for pilots to become multi-engine flight instructors by analyzing student procedures and maneuvers in multi-engine aircraft and flight training devices. Thirty flight hours must be completed and all oral and flight stage checks successfully passed for completion of the FAA Additional Aircraft Category or Class Rating course. Prerequisites: FAA Commercial Pilot Certificate with Multi-Engine Rating, and FAA Flight Instructor Certificate; FAA Medical Class II certificate or higher medical certificate.

AV 457 Flight Instructor Practicum (P/F) (2)

The qualified student is provided an initial practical experience as a flight instructor intern in planning and/or conducting flight training or working on the administrative processes under the supervision of the Chief Flight Instructor or his/her designee. Prerequisites: FAA Flight Instructor – Airplane Certificate; FAA Medical Class II certificate or higher medical certificate or permission of department chair.

AV 472 Internship in the Aerospace Industry

(1-12)

The internship program offers advanced students an opportunity to apply and practice the concepts and principles learned in the classroom that are related to the student's program of study. The student must be prepared to offset additional travel and living expenses, and a competitive application and selection process may be involved. Each student must provide a detailed written professional analysis of the experience and make an oral presentation to departmental faculty upon completion. Prerequisite: Cumulative grade point average of 2.0 and approval by the department chair.

AV 475 Aviation Management Topics

(3)

An overview of aviation management topics related to management within the areas of schedule carriers, fixed base operations (FBO's), cargo operations, corporate aviation, and charter/instruction services. Topics to be emphasized will depend upon the students' interests and needs. Prerequisite: AV316.

AV 485 Advanced Aircraft Systems

(2)

Provides the student with an understanding of systems employed on technologically advanced, sophisticated aircraft. Prerequisite: Commercial Flight Certificate or permission of department chair.

AFRICAN AND AFRICAN AMERICAN STUDIES (AFAM)

Antoinette Gazda, Coordinator

The African and African American Studies Program offers an interdisciplinary minor that calls upon the strengths of our faculty and the interests of our students. African and African American Studies is a multidisciplinary field that explores the cultures, contributions, and challenges of people of African descent around the world. A minor in this field of study seeks to develop greater respect for scholarship as a tool for problem-solving and provide students with a path towards gaining a deeper appreciation of racial and cultural differences in the United States and the wider world. In keeping with the university's mission, recipients of a minor in African and African American Studies could become change agents in the areas of social justice, equality, and improved race relations.

African and African American Studies Minor

To obtain a minor in African and African American Studies, students must successfully complete 18 credit hours (one core class and five electives) that meet the content-specific nature of the program. Courses must be approved by the African and African American Studies coordinator in order to count for the minor. No more than one course may be at the 100-level; at least 9 of the required credit hours (or three courses) must be at the 300-400 level; and no more than three courses may be taken from any single department::

Minor Courses	Semester Hours
AFAM 242, African-American Literature.....	3
AFAM Electives (Any Level)	6
AFAM Electives (300 – 400 Level)	9
	Total 18

Students must maintain a grade point average of at least 2.0 in the minor.

This program is interdisciplinary and draws upon an ever-evolving group of courses taught by faculty in a wide range of disciplines. Courses are taught from different disciplinary and philosophical perspectives and students are encouraged to examine their own values and develop their own perspectives in concert with their learning. Each semester, courses pre-approved for the minor will be cross-listed as AFAM along with the prefix of their originating department (e.g., HIS/AFAM or CRJ/AFAM).

Courses of Instruction in African and African American Studies

AFAM 217 Survey of Caribbean Literature (ENG 217) (3)

The goal of this course is to provide an introduction to some of the major works produced by a variety of Anglophone, Francophone, and Hispanophone Caribbean writers of the twentieth and twenty-first centuries. The course will focus on the genres of poetry, drama, song, fiction and non-fiction and will also include appreciation of musical, artistic, theatrical, and culinary history and cultures. Students will gain an appreciation of the questions surrounding Caribbean identity and expression in colonial and post-colonial eras, and they will also consider the cultural interchanges occurring between/within the region and North America.

AFAM 242 Survey of African American Literature (ENG 242) (3)

The goal of this course is to examine some of the major works produced by a variety of African-American writers starting from before the days of the republic up to the present. The course will help students appreciate the significance of some of the major literary texts that have influenced the history of our land and our culture. It is also important for students to recognize the relationship between major writers and the historical periods from which they arose. They will also think critically about these works and their importance both to their times and our own. They will leave with an appreciation of the subject and a familiarity with major African-American authors, their themes, and techniques.

AFAM 301 Cross Cultural Competence in Sport (HTH 301) (3)

This course is designed to introduce and develop an understanding of cross cultural competence and cultural issues. Issues including race, gender, age, mental and physical ability, appearance, religion, sexual orientation, and social

class will be covered. This class is designed for but not limited to those who intend to work in field of sport such as physical activity, exercise, fitness, health care, sport management, and coaching. Sophomore or higher status required.

AFAM 302 Diversity, Equity, and Inclusion in Sport (HSS 302) (3)

This course is designed to introduce and develop an understanding of cross cultural competence and cultural issues. Issues including race, gender, age, mental and physical ability, appearance, religion, sexual orientation, and social class will be covered. This class is designed for but not limited to those who intend to work in fields of sport such as physical activity, exercise, fitness, health care, sport management, and coaching. Sophomore or higher status required.

AFAM 306 African American Religions (REL 306) (3)

A reading/lecture/dialogue course designed to survey the development of Afro-American religion from its African roots to the present. The course will focus on the black folk tradition and denominational structures, as well as some of the significant leaders and movements within black religion in America. Special emphasis will be given to the liberation tradition within black Protestantism, Catholicism, and Islam.

AFAM 308 African Americans and the US Economy (ECO 308) (3)

After slavery, African Americans have searched to find paths to economic prosperity in the American economy. The purpose of this course is to review the academic, scholarly literature on African Americans participation in the American economy after slavery. Course topics include the 1) Great economic migration, 2) Great economic debates on African American participation in the American economy, 3) economic segregation, 4) integrating African Americans in the American economy - the argument for affirmative action, and 5) challenges of African American unemployment rates. The course includes a paper project, research journalism, of identifying a family whom was part of the Great economic migration - bringing the great economic migration to life. Prerequisites: ECO201 and ECO202, or permission of instructor.

AFAM 309 Women in Literature (ENG / WGS 309) (3)

This course introduces works by and about women from historical, social, and literary perspectives through the theoretical angle of gendered identities. It explores a variety of forms, guiding students to notice motifs, themes, and patterns. Students will probe gender's varied influence on an individual's economic, political, religious, romantic, and embodied experience, as well as how gender may inform reflection upon such experience. Additionally, students will be required to apply research strategies and theories emerging from the field of Gender Studies. Prerequisites: ENG111 and 112. Offered in the spring.

AFAM 310 The American South (HIS 310) (3)

Survey of the American South from development of Native American cultures to present. Topics include slavery and plantation economy; emergence of southern distinctiveness; Civil War and Reconstruction; political reform and the civil rights movement; rise of the Sunbelt, southern religion, and literature; and the future of southern regionalism. Prerequisite: HIS201; HIS202, or permission of instructor. Offered alternate years.

AFAM 311 Caribbean Literature and Culture (ENG / WGS 311) (3)

The Caribbean region, which has produced two Literature Nobel laureates in the last two decades, boasts a rich multi-ethnic, multicultural background that originated in all parts of the globe - its people are the descendants of native populations, European settlers, African slaves, and Asian indentured servants, among others. The texts of this course examine the history and evolution of the region through literature, primarily, but also through music, theatre, and food (performances and recipe demonstrations/tastings may be involved). Certain texts, furthermore, will explore the complicated relationship between Caribbean peoples and those of the North American mainland, including when and how those identities overlap. Works written in languages other than English, roughly half the reading list, will be read in translation.

AFAM 313 Francophone Women Writers (FR / WGS 313) (3)

This course will address issues of gender as well as race and class in a selection of works written in French by women of different historical periods and geographical areas. This course aims to acquaint the students with the lives and works of influential women writers in the history of francophone culture and literature. In the context of this course the term "Francophone women writers" is used broadly to mean women who have written in French and

who have identified with French culture and intellectual life. We will examine the various aspects of literature produced by women from the Middle Ages to the present (ranging from Madame de Lafayette, Simone de Beauvoir, Marguerite Duras, Colette, and Maryse Conde). Students will engage with literature (fiction and nonfiction) from France as well as North Africa, Vietnam, and the Caribbean, interrogating the ways in which gender intersections with race, and all the complexities of "La Francophonie."

AFAM 315 Intro to French and Francophone Literature (FR 315) (3)

This course introduces students to representative literary works from France and the French speaking world. Activities and exercises based on the readings are designed to develop student awareness and appreciation of various styles and themes and genres.

AFAM 317 Race and Ethnicity (SOC 317) (3)

An examination of the conditions and problems of minority groups with particular emphasis on the social and psychological processes involved in prejudice. The focus is on racial, ethnic, class, and religious minorities but consideration is given to women, the elderly, homosexuals, and the mentally and physically disabled as minority groups. Prerequisite: SOC101

AFAM 320 Urban Sociology (SOC 320) (3)

An examination of the origin and development of the city and urbanization as a social phenomenon. The organization, functions, and problems of modern urban communities are examined with special emphasis on population growth and environmental decay.

AFAM 330 Cultural Care of the Client (NUR 330) (3)

Prepares the healthcare professional to provide culturally appropriate physical and spiritual care for diverse clients. Meets Society requirement under Culture.

AFAM 375 Corrections (SOC / CRJ 375) (3)

A survey of prison, jail, and correction alternatives in the United States. Topics include federal, state, and local correctional facilities, sentencing, the prison experience, community correctional programs, probation and parole.

AFAM 399 Special Studies (3)

Special Studies: Topics vary.

AFAM 439 Literary Criticism, Analysis, and Interpretation (ENG 439) (3)

Literary Criticism, Analysis, and Interpretation, will survey the important types of literary criticism practiced during the 20th and 21st centuries with some attention to earlier modes of criticism and the historical development of literary criticism in the Western tradition. Students will use a variety of readings from important literature written in English to examine how readers might interpret them through different critical perspectives. Students will practice these perspectives and methods of literary interpretation and analysis through readings, discussion, and assigned papers and tests.

AFAM 444 Literature for Children and Adolescents (ENG 444) (3)

This course is the study of literature intended for children and young adults with an emphasis on a range of genres including fantasy, folklore and fairy tale, poetry and realism. This course is required for students seeking PK-6 teacher licensure, and may be taken by others seeking Liberal Studies major with English concentration. This course also fulfills the 300-400 level literature elective requirement for English majors. Prerequisites: ENG111, 112, and one other literature course. Fall alternate years.

AFAM 499 Special Studies (3)

Special Studies: Topics vary.

ART (ART)

Nathaniel Hester, Chair

The University offers a Bachelor of Arts degree in Art with a range of studio work as well as basic study in art history for the interested student. Students within the Art Department can choose to receive a Bachelor of Arts in Art, or Visual Arts with Teaching Licensure Grades PK-12.

Students majoring in Art are prepared for continued study or potential positions in galleries, commercial art, or in community arts organizations. Students are encouraged to build a balanced background in the visual arts rather than to concentrate in a single studio area.

Students who are art majors will be required to attend two portfolio assessments while enrolled in the program. The first will take place after the student has completed twelve to fifteen hours of studio work near the end of the sophomore year. The second portfolio assessment will take place the fall semester of the senior year. Senior Art Majors present a senior show on campus. This is a requirement and a part of our capstone course, Senior Seminar. If you are minoring in Art History, you will do a presentation on a particular period or artist.

All art majors are required to exhibit in the annual student show which exhibits work from studio courses.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Major in Art

In addition to the general education requirements, the following courses are required:

	Semester Hours
ART 103, The Visual Arts	3
ART 110, Basic Drawing	3
ART 120, Basic Color and Design	3
ART 130, Three-Dimensional Design.....	3
Art History (select from: ART 201, 205, 305, 306, 405)	9

Studio Courses

ART 223, Painting or ART 310, Drawing.....	3
ART 283, General Crafts or ART 330, Sculpture	3
ART 340, Graphics	3

Advanced Studio (select from the following).....

ART 223, Painting	
ART 270, Applied Design or ART 351, Applied Three-Dimensional Design	
ART 283, General Crafts or ART 383, Advanced Crafts	
ART 310, Drawing	
ART 323, Advanced Painting	
ART 330, Sculpture or ART 430, Advanced Sculpture	
ART 362, Pottery or ART 462, Advanced Pottery	
ART 440, Advanced Graphics	
ART 450, Special Studies in Art	
ART 490, Independent Study	
ART 400, Senior Seminar	3

Total 42

Sample Four-Year Course Sequence: Art

Freshman Year:

- ART 103, Visual Arts
- ART 110, Basic Drawing
- ART 120, Basic Color and Design

Sophomore Year:

- ART 130, Three-Dimensional Design
- ART 201, Art History (or 205)
- ART 223, Painting (or 310)

Junior Year:

- ART Recommended Elective
- ART 283, General Crafts (or 330)
- ART 305, Art History (or 306)
- ART Recommended Elective

Senior Year:

- ART 305, Art History (or 306 or 405)
- ART 340, Graphics (or 440)
- ART Recommended Elective
- ART 400, Senior Seminar

Requirements for a Major in Visual Arts with Teaching Licensure Grades PK-12

	Semester Hours
ART 103, The Visual Arts	3
ART 110, Basic Drawing	3
ART 120, Basic Color and Design	3
ART 130, Three-Dimensional Design	3
ART 201, Art History: Ancient Through Medieval	3
ART 205, Art History: Medieval Through Renaissance	3
ART 223, Painting	3
ART 283, General Crafts	3
ART 300, Methods in Art Education I (professional course)	3
ART 301, Methods in Art Education II (practicum)	3
ART 305, Art History: Baroque Through Romanticism or	
ART 306, Realism Through Modern or	
ART 405, Non-Western Art	3
ART 310, Drawing	3
ART 330, Sculpture	3
ART 340, Graphics	3
ART 362, Pottery	3
ART 400, Senior Seminar	<u>3</u>
	Total 48

Teaching Licensure in Visual Arts includes all grade levels (PK-12). The other General Education and Professional Education requirements which must be met in order to be recommended for teaching licensure may be found in the section on Liberal Studies.

Sample Four-Year Sequence for Visual Arts with Teaching Licensure

Freshman Year:

ART 103, Visual Arts
ART 110, Basic Drawing
ART 120, Basic Color and Design
TH 103, Introduction to Human Communication

Sophomore Year:

ART 130, Three-Dimensional Design
ART 201, Art History: Ancient Through Medieval
ART 223, Painting
ED 290, Foundations of Education
HIS 201, U. S. History I (or 202)
HTH 110, Contemporary Health Problems
PE Fitness Course
PSY 205, Developmental Psychology

Junior Year:

ART 205, Art History: Medieval Through Renaissance
ART 283, General Crafts
ART 300, Methods in Art Education I
ART 305, Art History: Baroque Through Romanticism (or 306)
ART 310, Drawing
ART 330, Sculpture
ED 322, Education Psychology
ED 334, Content Area Reading and Language Development
ED 378, Curriculum in Grades PK-6
ED 379, Teaching Assistant: Grades PK-6

Senior Year:

ART 301, Methods in Art Education II
ART 340, Graphics
ART 362, Pottery
ART 400, Senior Seminar
ED 406, Instruction in Secondary/PK-12 Education
ED 474, Secondary/PK-12 Curriculum
ED 478, Teaching Assistant: Secondary/PK-12 Education
ED 489, Directed Teaching/Seminar in Secondary/PK-12 Education

Minor

A student may choose to minor either in Studio Art or Art History. The following are the requirements for a minor in Studio Art: ART 103, 110, 120, 130, and 6 additional hours selected from ART 223, 270, 283, 310, 330, 340, 351, or 362, for a total of 18 semester hours.

Courses for a minor in Art History are: ART 103 and 400 and 12 hours selected from ART 201, 205, 305, 306, and 405 for a total of 18 semester hours. A student may not minor in studio art or art history if he/she is an art major.

Students must maintain a grade point average of at least 2.0 in the minor.

Courses of Instruction in Art

- ART 103 The Visual Arts** (3)
An introduction to images and structures created by mankind, investigations into how the eye sees, what is visually stimulating, materials and approaches used in art, and the cultural concepts found in the creation and appreciation of works of art. This course satisfies 3 semester hours of the Humanities/Fine Arts requirement for General Education.
- ART 110 Basic Drawing** (3)
A study of the fundamentals of drawing in which approaches, techniques, and materials are investigated. Six studio hours each week.
- ART 120 Basic Color and Design** (3)
A study of the fundamental concepts of composition and color in two-dimensional structuring. Six studio hours each week.
- ART 130 Three-Dimensional Design** (3)
An introduction to fundamental concepts and various materials in three-dimensional design. Six studio hours each week. Prerequisite or Co-requisite: ART 120.
- ART 201 Art History: Ancient Through Medieval** (3)
A survey of painting, sculpture, and architecture from the pre-classical civilization through the Early Christian period in Western Europe. This course satisfies 3 semester hours of the Humanities/Fine Arts requirement for General Education. Three lecture hours each week. Prerequisite: ART 103.
- ART 205 Art History: Medieval Through Renaissance** (3)
A survey of painting, sculpture, and architecture in Western Europe from the early Middle Ages through the Northern Renaissance. This course satisfies 3 semester hours of the Humanities/Fine Arts requirement for General Education. Prerequisite: ART 103.
- ART 206 Art History** (3)
A survey of paintings, sculptures, and architecture in a historical dimension from ancient times through the twentieth century. Study focuses on an intellectual and practical approach for the student to examine art objects and know how they relate to the culture from which they came. Visits to art facilities and museums may be part of this course.
- ART 210 Introductory Studio Techniques** (1-3)
An introduction to studio work for the student interested in, but not majoring in art. Studio work will concentrate on one specific art area each time the course is offered. Drawing and design, painting, crafts, ceramics, or graphics will be covered on an alternating basis. Each area may be repeated for a maximum of 3 semester hours credit. No more than 12 semester hours of ART 210 may be credited toward a degree. Two studio hours per semester hour credit. Not applicable toward Art major.
- ART 223 Painting** (3)
A study of the fundamentals of various techniques and media used in painting processes. Six studio hours each week. Prerequisites for Art majors: ART 110, 120. Non-art majors: No prerequisites.
- ART 270 Applied Design** (3)
An analysis of color and composition emphasizing projects in applied two-dimensional design, such as lay-out advertising, fabric design, and commercial reproduction techniques. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisites: ART 110, 120.
- ART 283 General Crafts** (3)
An introduction to various craft media such as metal, glass, and fiber. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisites for Art majors: ART 110, 120, 130. Non-art majors: No prerequisites.

- ART 300 Methods in Art Education I** (3)
A detailed study of methods, materials and art lesson planning, which includes art Standards of Learning (SOLs), for various age levels from elementary to secondary school. Three hours each week. Prerequisite: completion of 24 hours toward Art major.
- ART 301 Methods in Art Education II** (3)
An opportunity for prospective art teachers to explore teaching strategies and use materials in art appropriate for the child in kindergarten through grade 6, including implementation of art SOLs and SOLs used in the public schools. Three hours each week. Prerequisite: ART 300 and completion of 24 hours toward Art major.
- ART 305 Art History: Baroque Through Romanticism** (3)
A survey of painting, sculpture, and architecture in Western Europe during the seventeenth, eighteenth, and early nineteenth centuries. This course satisfies 3 semester hours of Fine Arts requirement for General Education. Three lecture hours each week. Prerequisite: ART 103.
- ART 306 Art History: Realism Through Modern** (3)
A survey of the various art movements in Europe and America from the early nineteenth century through the present time. This course satisfies 3 semester hours of the Humanities/Fine Arts requirement for General Education. Three lecture hours each week. Prerequisite: ART 103.
- ART 310 Drawing** (3)
A detailed study of drawing techniques including figure-drawing and drawing as a finished art medium. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisites for Art majors: ART 110, 120. Non-majors: ART 110.
- ART 323 Advanced Painting** (3)
A detailed study of painting with concentration in one specific paint medium. Presentation of finished work stressed. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisite: ART 223.
- ART 330 Sculpture** (3)
An introduction to various materials and approaches used in sculpture. Six studio hours each week. Art major prerequisites: ART 110, 120, 130. Non-art majors: No prerequisites.
- ART 340 Graphics** (3)
An introduction to basic studies in graphic processes and printing techniques, including relief, intaglio, lithography, serigraphy, and calligraphy. Six hours each week. May be repeated for a maximum of 6 semester hours credit but must be in a different print medium. Prerequisites for art majors: ART 110, 120, 130. Non-art majors: No prerequisites.
- ART 351 Applied Three-Dimensional Design** (3)
A study of the fundamentals of applied three-dimensional design in areas such as packaging and functional objects planned for mass production. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisites: ART 110, 120, 130. Non-art majors: No prerequisites.
- ART 362 Pottery** (3)
An introduction to clay, including hand building and wheel throwing methods. Six studio hours each week. Prerequisites for Art majors: ART 110, 120, 130. Non-art majors: No prerequisites.
- ART 383 Advanced Crafts** (3)
A detailed study in craft media including mixed media and more complicated processes. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisite: ART 283 with study in same craft medium.

ART 400 Senior Seminar (3)
A detailed study involving both individual projects and group discussions. Two discussion hours each week plus individual work. Prerequisite: Senior standing and completion of 24 hours toward the Art major. Art History minor: 12 hours of Art.

ART 405 Non-Western Art (3)
A survey of the painting, sculpture and architecture of Asia, South and Central America, and Africa. This course satisfies 3 semester hours in the General Education requirements for Fine Arts. Three lecture hours each week. Prerequisite: ART 103.

ART 430 Advanced Sculpture (3)
A detailed study of sculptural processes exploring more complicated techniques and greater scale. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisites: ART 130 and 330.

ART 440 Advanced Graphics (3)
A detailed study in graphics with a concentration in one specific print medium. Includes presentation of finished work and editioning of prints. Six studio hours each week. Prerequisite: ART 340, with study in same print medium.

ART 462 Advanced Pottery (3)
A detailed study in pottery production methods, glaze mixing, and kiln and shop management. Six studio hours each week. May be repeated for a maximum of 6 semester hours credit. Prerequisite: ART 362.

BIOLOGICAL SCIENCES (BIO)

Laura D. Meder, Co-Chair
Crissie Hill, Co-Chair
Anthony Curtis

S. Scott Herbert
Jerry Manning

A student who chooses a major in Biological Sciences may elect either a Bachelor of Arts or a Bachelor of Science degree. The student may choose from four concentrations: **Biomedical Sciences**, consisting of 35 semester hours in Biology and 16 semester hours in Chemistry/Physics; **Environmental Studies**, consisting of 37 semester hours in Biology courses and 16 semester hours in Chemistry; **Medical Laboratory Technology; and Radiologic Technology**. Alternatively, a student desiring to major in Biological Sciences, but who has career goals not consistent with any of the four concentrations, may consult with the chair of the department and design a course of study with those goals in mind. The course of study must be approved by the Biological Sciences faculty. This plan should be submitted as early as possible since some courses are not offered each year.

A degree in Biological Sciences will prepare the student for career opportunities in graduate study, professional schools, teaching, or in scientific research with government agencies, academic institutions or in various health fields. It is our goal to provide the best possible foundation upon which the student can build in the chosen area of concentration.

Students in all concentrations must attain a minimum grade point average of 2.5 for all major courses taken at Averett University in order to graduate. These major courses include all required for the degree, as well as all taken as electives in Biological and Physical Sciences.

Any student who fails to meet the minimum grade point average of 2.5 may remain in the program until these criteria are met, providing the minimum requirements of the University are maintained.

Concentration in Biology: Biomedical Sciences

This concentration prepares the student for further education in most professional programs (medicine, dentistry, veterinary medicine, etc.), allied health programs (physician assistant, nursing, physical therapy, occupational therapy, etc.) and graduate programs in the biomedical sciences. This concentration is also suitable for students desiring careers in biomedical research in academic or commercial labs.

In addition to the general education requirements, the following courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 103, General Zoology	4
BIO 203, Genetics	4
BIO 301, Microbiology	4
BIO 360, Cellular and Molecular Biology	4
BIO 461, Topics in Biomedical Sciences	3
CH 111, 112, General Chemistry I, II	8

The student will take 12 hours from the following courses:

	Semester Hours
BIO 204, Human Anatomy and Physiology I.....	4
BIO 205, Human Anatomy and Physiology II	4
BIO 302, Immunology	4
BIO 316/200, Pathophysiology/Medical Terminology	4

BIO 313, Pharmacology	4
BIO 399, Biology travel course.....	4
The student will take 8 hours from the following courses:	
CH 221, 222, Organic Chemistry I, II	8
CH 401, Biochemistry	4
PSC 201, 202, General College Physics I, II.....	8
	Total 50-51

Sample Four-Year Course Sequence for Biology: Biomedical Sciences

Freshman Year:

- BIO 101, Introduction to Biology
- BIO 103, General Zoology
- CH 111, 112, General Chemistry I, II

Sophomore Year:

- BIO 203, Genetics
- BIO 200 or higher level Recommended Elective
- BIO 301, Microbiology
- CH, PSC Recommended Elective

Junior Year:

- BIO/CH Recommended Elective
- BIO 360, Cellular and Molecular Biology

Senior Year:

- BIO 461, Topics in Biomedical Sciences
- CH Recommended Elective
- CH/PSC Recommended Elective

Concentration in Biology: Environmental Studies

This concentration prepares the student for careers in local, state and federal governmental agencies, as well as careers in field biology. Students may also pursue further education in graduate programs in the environmental sciences or organismal biology.

In addition to the general education requirements, the following courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 102, General Botany	4
BIO 103, General Zoology	4
BIO 203, Genetics or	
BIO 301, Microbiology	4
CH 111, 112, General Chemistry I, II	8
BIO 215, Environmental Science	4
BIO 330, General Ecology	4
BIO 342, Environmental Policy and Law or	
BIO 462, Topics in Environmental Biology	3
CH 206, Biological Chemistry AND	
CH330, Environmental Chemistry or	
CH221, 222, Organic Chemistry I, II.....	8

The student will take **2 hours** from the following courses:

- BIO 399, Biology travel course..... 1

BIO 400, Field Experience in Biological and Physical Sciences	1
BIO 465, Biological Research.....	1

The student will take **8 hours** from the following courses:

BIO 304, Wetlands Ecosystems	4
BIO 309, Natural History of Virginia.....	4
BIO 311, Coastal Ecosystems	4
BIO 314, Environmental Sustainability	4
Total	53

Sample Four-Year Course Sequence for Biology: Environmental Studies

Freshman Year:

- BIO 101, Introduction to Biology
- BIO 102, General Botany
- BIO 103, General Zoology
- CH 111, 112, General Chemistry I, II

Sophomore Year:

- BIO 203, Genetics **or**
- BIO 301, Microbiology
- BIO 215, Environmental Science
- CH 206, Biological Chemistry **or**
- CH221 Organic Chemistry I

Junior Year:

- BIO 330, General Ecology
- CH222, Organic Chemistry II **or**
- CH 330, Environmental Chemistry

Senior Year:

- BIO 342, Environmental Policy and Law **or**
- BIO 462, Topics in Environmental Biology
- BIO 300- or 400-level Recommended Elective
- BIO 300- or 400-level Recommended Elective
- BIO 400, Field Experience in Biological and Physical Sciences **or**
- BIO 465, Biological Research OR BIO 399, travel course

Concentration in Biology: Medical Laboratory Technology

This concentration will prepare the student for a career in clinical labs in hospitals, doctor's offices, etc. The University offers a Bachelor of Science degree with a major in Medical Laboratory Technology through an affiliation with Augusta Health, Fishersville, Virginia. Students may also have the opportunity to attend other accredited hospital programs. The program is designed to follow the standard procedures for the Bachelor of Science degree in Medical Laboratory Technology—three years of college work and one year of clinical instruction and practice at a teaching hospital.

Although the University maintains the above affiliations with Augusta Health, admission to the clinical year is not guaranteed by the University. Each student is responsible for applying and gaining admission to the clinical year program at an accredited teaching hospital. Faculty in the Department of Biology (Biological Sciences) will provide assistance to students seeking a clinical year affiliation.

The University will grant the equivalent of one year of college credit (30 semester hours) for the clinical period if the student is admitted to the program in an approved teaching hospital and satisfactorily completes the required work. During the fall semester of the senior year, the student must register for MT 400, Clinical Experience, and will pay a \$5.00 lab fee. This course carries no credit, nor is tuition charged for it.

In addition to the general education requirements, a student must complete the courses listed below prior to the clinical year. Additional courses may be required for admission by specific teaching hospitals. The program is approved by the Board of Registry of Medical Laboratory Technology and the American Society of Clinical Pathologists.

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 103, General Zoology	4
BIO 204, 205, Human Anatomy and Physiology I, II	8
BIO 301, Microbiology	4
CH 111, 112, General Chemistry I, II	8
CH 221, Organic Chemistry I and Lab	4
CH 222, Organic Chemistry II and Lab	4
Clinical experience (at hospital lab)	30
MT 400, Clinical Experience	0
	Total 66

Sample Four-Year Course Sequence for Biology: Medical Laboratory Technology

Freshman Year:

BIO 101, Introduction to Biology
BIO 103, General Zoology
CH 111, 112, General Chemistry I, II

Sophomore Year:

BIO 204, 205, Human Anatomy and Physiology I, II
BIO 301, Microbiology

Junior Year:

CH 221, Organic Chemistry I and Lab
CH 222, Organic Chemistry II and Lab

Senior Year:

Clinical experience (at hospital lab)
MT 400, Clinical Experience

Concentration in Biology: Radiologic Technology

For the student who is a Certified Radiologic Technologist, i. e., who has successfully passed the Technician's Registry Examination in Radiologic Technology, Averett offers a Bachelor of Science degree in Biology: Radiologic Technology. Students may also choose to complete the Averett University general education and concentration requirements first and then transfer to a hospital-based program in Radiologic Technology to complete the degree. Students must successfully pass the licensing exam before these hours would be transferred in and the degree awarded. The University will allow up to 56 semester hours of elective credit to a student who has completed a hospital-based program in Radiologic Technology. Community college credits in Radiologic Technology will be transferred in the same manner that other community college credits are transferred.

In addition to general education requirements, the following courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 103, General Zoology	4
BIO 461, Topics in Biomedical Sciences	3
Biology Elective (300-400 level)	8
MTH 160, Introduction to Statistics	<u>3</u>
	Total 22

Sample Two-Year Course Sequence for Biology: Radiologic Technology

Year One:

BIO 101, Introduction to Biology
BIO 103, General Zoology
MTH 160, Introduction to Statistics

Year Two:

BIO 300- or 400-level Elective
BIO 300- or 400-level Elective
BIO 461, Topics in Biomedical Sciences

Minor

A student electing a minor in Biological Sciences will complete at least 18 hours, including at least 10 hours at the 300-400 level for which the prerequisites have been met. Students must maintain a grade point average of at least 2.0 in the minor.

Courses of Instruction in Biological Sciences

BIO 101 Introduction to Biology and Lab (4)

This course is an introduction to the chemistry and metabolism of living organisms. Study of the scientific method, principles of ecology and genetics, the structural and physiological features of plant and animal cells and tissues and the principles of animal classification and evolutionary relationships will be included. Laboratory exercises designed to underscore these principles will accompany lecture material.

BIO 102 General Botany and Lab (4)

A survey of the plant kingdom with emphasis placed on morphology, physiology, taxonomic relationships including ecological and evolutionary principles. Field trips are taken, and plants and trees on the campus are studied. Laboratory included. Prerequisite: BIO 101.

- BIO 103 General Zoology and Lab (4)**
A survey of the animal kingdom with emphasis placed on morphology, physiology, taxonomic relationships including ecological and evolutionary principles. Laboratory included. Prerequisite: BIO 101.
- BIO 104 Human Ecology (4)**
An introduction to the terminology, methodology, and worldview of biological science and the principles of ecology through a consideration of the impact of modern technology on the environment. Human Ecology is a biology course primarily for the nonscientist.
- BIO 200 Medical Terminology (1)**
This course is designed to provide the student an understanding of terminology used in the medical field. This course is designed to be taken in conjunction with BIO316, Human Pathology. Students wishing to take only this course without the co-requisite must have the instructor's permission.
- BIO 203 Genetics and Lab (4)**
A study of the structure and function of DNA. The structure of genes and how they are used and regulated will be stressed, as well as the role of DNA as the foundation of heredity. Problem solving using classical Mendelian patterns of inheritance and variations on these patterns will be performed. Other topics include biotechnology, population genetics and the role of genetics in disease. Molecular genetic techniques and their applications in biotechnology will be stressed in the laboratory portion of the course. Prerequisites: BIO 101 and one other BIO course, or permission of instructor.
- BIO 204, 205 Human Anatomy and Physiology and Lab I, II (4,4)**
A detailed study of the structure and function of the human body, its organs, and systems. BIO 204 includes the levels of organization found in the body, metabolism, integumentary system, skeletal system, muscular system, and nervous system. BIO 205 includes the endocrine system, cardiovascular system, respiratory system, digestive system, urinary system, fluid and electrolyte balance, and reproductive system. Lab included. Prerequisites: BIO 101 with a grade of C or better, or BIO 101 **and** BIO 103, or permission of instructor.
- BIO 215 Environmental Science and Lab (4)**
The study of the interdependency and interconnectedness related to power (fossil fuel, nuclear, solar, and other alternatives). Air and water pollution, waste generation and disposal, wetlands, soils, and chemicals and water and sewage treatment methods will be discussed. Laboratory exercises related to these topics will be conducted.
- BIO 301 Microbiology and Lab (4)**
A study of the structure, classification, and function of micro-organisms as related to public health, industrial processes, and their roles in nature. Basic techniques are introduced in the laboratory, including isolation and identification of representative organisms. Prerequisites: BIO 101 and one other BIO course, or permission of instructor.
- BIO 302 Immunology and Lab (4)**
A study of the biological, chemical and genetic basis of the human immune response to various diseases. Critical reading of classical and current scientific literature will be stressed in the laboratory portion of the course. Prerequisites: BIO 101 and 103 and either BIO 203 or 301, or permission of instructor.
- BIO 304 Wetlands Ecosystems and Lab (4)**
This course explores the ecology and biodiversity of inland and coastal wetland communities. Students will explore the biological and physical structure of major wetland types world-wide, with an emphasis being placed on the mid-Atlantic and Piedmont regions of the United States. Lectures focus on an interdisciplinary approach to understanding community composition and environmental fragility. Field experiences to mountain streams, piedmont lakes, eastern swamps, and coastal salt-marsh ecosystems will allow students an opportunity to conduct environmental monitoring, species identification, and to investigate ecological interactions. Prerequisites: BIO 101 and BIO 102 or BIO 103 or permission of instructor.

- BIO 309 Natural History of Virginia (4)**
 A study of the plants and animals of Virginia and the surrounding regions. We will investigate the ecosystems, habitats, and biological diversity of Virginia, Western North Carolina, and West Virginia. This course is designed as a survey course to give the student insight into the natural richness of this region. Prerequisites: BIO 101 and permission of instructor.
- BIO 311 Coastal Ecosystems (4)**
 A study of coastal ecological communities of the mid-Atlantic region of North America. We will investigate ecosystems, habitats, and biological diversity from the northern-most regions of North America to its southern most extent. Particular emphasis will be given to the mid-Atlantic region and the National seashores that have been designated as national treasures. This course is designed as a survey course to give the student insight into the natural richness of this region. Students will learn field sampling techniques, construct predictive models, and analyze case studies to obtain a greater sense of the complexities of these ever changing regions. Prerequisites: BIO 101, BIO 330, or permission of instructor. BIO 330 may be taken as a co-requisite.
- BIO 313 Pharmacology (4)**
 This course introduces the basic concepts of pharmaceuticals, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. The process of clinical calculations is introduced, as well as the major drug classifications. Students will additionally practice application of knowledge to patients. Drugs by body system and disease will be explored. Prerequisites: BIO 101; BIO 204, 205; CH 103 or CH 101 & 102; MTH 103 or permission of instructor.
- BIO 314 Environmental Sustainability (4)**
 A study of the interrelationships toward a sustainable future. Learn to be better decision makers in the allocation and conservation of natural resources. Learn from the past, monitor the present, and make better decisions to affect positive change for the future. Prerequisites: BIO 101, BIO 330, or permission of instructor.
- BIO 315 Research Methods in the Biological Sciences (2)**
 This course provides students with a thorough understanding of biological research from hypothesis development and testing, research design, interpreting data, and understanding biological studies. These skills are required to be successful in research post-graduation or in graduate or professional school.
- BIO 316 Pathophysiology (3)**
 This course is designed to provide the student an understanding of the mechanisms underlying disease processes and their treatments in the human body. Causes and clinical changes produced by diseases, as well as the body's response will be discussed in detail. Principles and methods of treatment will also be examined. This course will focus on non-infectious diseases, since a study of pathogens and the diseases they cause takes place in other courses. Prerequisites: BIO 101 and one of the following courses: BIO103, 204, 205, 301 or permission of instructor. Co-requisite: BIO 200.
- BIO 330 General Ecology and Lab (4)**
 A study of the interrelationships between plant and animal communities and their environment. Lab included. Prerequisites: BIO 101, 102, and 103, or permission of instructor.
- BIO 342 Environmental Policy and Law (Same as POS 342) (3)**
 A survey of environmental laws and regulations in the United States: who makes the laws and why, and who enforces the laws and how. Consideration will be given to the experience of other countries and to alternative paradigms of environmental protection.
- BIO 360 Cellular and Molecular Biology and Lab (4)**
 The study of biological processes of the cell. Cell structure and basic housekeeping processes that all cells perform will be studied, as well as cell signaling and selected specialized cellular processes. Differences between the prokaryotic and the eukaryotic cell will be emphasized. Molecular biological techniques will be emphasized in the laboratory portion of the course. Prerequisites: BIO 101, 103, 203, CH 101 and 102, or permission of instructor.

BIO 400 Field Experience in Biological Sciences (1-4)

An opportunity for students to gain practical experience in some area of biological or physical sciences. These may include (but are not limited to) medical, environmental, research or clinical lab settings. Students will take an active role in obtaining the internship. The project and details must be approved as appropriate by departmental faculty. The course will carry between 1 and 4 credits (to be determined by the department), depending on the nature and requirements of the project. Prerequisites: Biological and physical science majors with at least 75 semester hours credit and at least a 2.5 GPA. Depending on the site and nature of the project, there may be other requirements that the student must meet. Permission of instructor required.

BIO 415 Principles of Biochemistry (3)

The overall goal of this course is for the student to gain a basic working knowledge of biochemical concepts necessary for further study in biochemistry at either the graduate or professional school level. Prerequisite: 8 hours of biology courses and CH111, 112, 221, 222. May be taken with CS222 as a co-requisite.

BIO 461 Topics in Biomedical Science (3)

A seminar course that will address problems, controversial issues, ethical questions, and the process and future of medical care and research in the world. Readings, oral, written and video presentations, and class discussions will comprise the format of this course. This course will meet University writing, oral and technology competencies. Prerequisite: Senior Biology majors or permission of instructor.

BIO 462 Topics in Environmental Biology (3)

A seminar course that will examine the scientific, historical, ethical, political, and economic dimensions of the environment. Readings, oral, written and video presentations, and class discussions will comprise the format of this course. This course will meet University writing, oral and technology competencies. Prerequisite: Junior or Senior Biology majors or permission of instructor.

BIO 465 Biological Research (Hours to be arranged)

The objective of this course is to provide students with an introduction to biological research. The research will either be directed by a faculty member or as an arranged internship/co-op with academic labs, industry, biological field stations, Virginia Institute of Marine Science, etc. Prerequisites: Permission of faculty member and completion of junior year.

MT 400 Clinical Experience (0)

An opportunity for clinical experience in a hospital laboratory. Students who are enrolled at an approved hospital laboratory must register for this course in the fall semester of their senior year. The purpose of this registration is to assure communication with the student. No credit is awarded nor is any tuition charged. There is a fee.

BUSINESS ADMINISTRATION (BSA)

Vince Decker, Chair
Thomas Perugini, AO Hospitality Management & Tourism Program Director
Meaghan Byrne
Anna Kautzman
Ernest Pegram
Brian Turner
Peggy Wright

The mission of the Business Administration Department of Averett University is to offer students a broad-based and student-focused, business education grounded in the University's liberal arts tradition that provides students with a solid foundation in pursuing their careers, in furthering their education and in contributing to a rapidly changing global economy. Through courses of instruction, the department is dedicated to providing quality business programs by enhancing students' knowledge and helping them develop their full potential in communication, critical thinking, and problem solving skills.

The department provides programs for business students to succeed in for-profit, non-profit, and government organizations, or to enter graduate programs. Students may earn a Bachelor of Arts or a Bachelor of Science degree in Business Administration by completing core requirements and one or more concentrations. The department also offers minors in Applied Data Analytics, Business Administration, Digital Marketing, Economics, Hospitality Management & Tourism, and Small Business & Entrepreneurship.

Students with a major in Business Administration must have a minimum of 120 semester hours for graduation and must also achieve a 2.0 GPA for all courses in the major. Business students are required to take business core courses in order to obtain common body knowledge. Business students must select at least one concentration in a specialty area such as accounting, applied data analytics, finance & accounting, hospitality management & tourism, management science, marketing management, and small business & entrepreneurship.

All students majoring in Business Administration must satisfactorily complete MTH160, Introduction to Statistics, and BSA109, Business Reporting in Excel or CSS113, Microcomputers & Application Software. Students considering graduate studies in Accounting, Business, Finance or Economics are strongly encouraged to take MTH 171, Applied Calculus, or MTH 201, Calculus I.

To be eligible for graduation, all business seniors are required to participate in the Major Field Test (MFT) in Business. The test is used as a tool to assess the quality of the program and the students' learning outcomes for improvement purposes.

Core Requirements for All Concentrations in Business Administration

In addition to the general education requirements, the following courses are required:

Core Requirements

	Semester Hours
MTH 160, Introduction to Statistics	3
BSA 109, Bus Rptg in Excel or CSS113, Microcomputers & App Software	3
BSA 206, Business Communications	3
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	3
BSA 325, Managerial and Cost Accounting	3
BSA 370, Principles of Finance	3
BSA 434, Business Law	3

BSA 493, Entrepreneurship with Focus on Small Business	3
ECO 201, Principles of Microeconomics	3
ECO 202, Principles of Macroeconomics	3

The student will take 9 hours from the following courses:

	Semester Hours
ADA 363, Intro to Data Analytics and Big Data	3
BSA 343, Int Accounting I (req. for acct concentration)	3
BSA 362, Personal Financial Planning.....	3
BSA 374, Leadership Theory and Application	3
BSA 375, Management Information Systems	3
SBE 301, Entrepreneurial Thinking	3
Total	45

Requirements for Business Administration: Accounting

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, BSA 343, Intermediate Accounting I must be taken as part of the core requirement by all students concentrating in Accounting (it is a prerequisite for all the accounting courses below).

	Semester Hours
Business Core Courses	45
BSA 320, Taxation of Individuals.....	3
BSA 344, Intermediate Accounting II.....	3
BSA 345, Intermediate Accounting III.....	3
Choose three (3) of the following:	
BSA 400, Accounting Information Systems.....	3
BSA 416, Taxation of Corporations and Other Business Entities	3
BSA 420, Auditing	3
BSA 421, Governmental and Non-profit Accounting.....	3
BSA 422, Advanced Accounting.....	3
BSA 449, Internship (Accounting)	3
Total	63

Sample Four-Year Course Sequence for Business Administration: Accounting

Freshman Year:

- BSA 109, Business Reporting in Excel
- BSA 206, Business Communications
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 310, Principles of Marketing
- BSA 305, Principles of Management

Junior Year:

- BSA 320, Taxation of Individuals
- BSA 325, Managerial and Cost Accounting
- BSA 343, Intermediate Accounting I
- BSA 344, Intermediate Accounting II
- BSA 370, Principles of Finance
- BSA 400, Accounting Information Systems
- BSA 434, Business Law

Senior Year:

- BSA 345, Intermediate Accounting III
- BSA 362, Personal Financial Planning
- BSA375, Management Information Systems
- BSA 416, Taxation of Corporations and Other Business Entities
- BSA 420, Auditing
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Applied Data Analytics

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, ADA 363, Introduction to Data Analytics and Big Data must be taken as part of the core requirement by all students concentrating in Applied Data Analytics.

	Semester Hours
Business Core Courses	45
CSS 375, Data and Information Management	3
ADA 364, Applied Descriptive Analytics	3
ADA 365, Applied Predictive Analytics	3
BSA 456, Business Forecasting *	3
ADA 400, Applied Analytics Capstone	3
Total	60

Sample Four-Year Course Sequence for Business Administration: Applied Data Analytics

Freshman Year:

- BSA 109, Business Reporting in Excel
- BSA 206, Business Communications
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 310, Principles of Marketing
- BSA 305, Principles of Management

Junior Year:

- ADA 364, Applied Descriptive Analytics
- BSA 325, Managerial and Cost Accounting
- CSS 375, Data and Information Management
- BSA 370, Principles of Finance
- BSA 434, Business Law

Senior Year:

- ADA 365, Applied Predictive Analytics
- ADA 400, Applied Analytics Capstone
- BSA 375, Management Information Systems
- BSA 456, Business Forecasting * (or other approved BSA elective)
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Finance and Accounting

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, BSA 343, Intermediate Accounting I must be taken as part of the core requirement by all students concentrating in Finance and Accounting (it is a prerequisite for the accounting courses below).

	Semester Hours
Business Core Courses	45
ECO 300 Money and Banking	3
BSA 371, Intermediate Finance	3
BSA 475, Investments	3
Choose three (3) of the following:	
BSA 320, Taxation of Individuals	3
BSA 362, Personal Financial Planning	3
BSA 400, Accounting Information Systems	3
BSA 300 (or 400) level Accounting Elective	3
BSA 400 level Finance or Accounting Elective	3
BSA 449, Internship (Finance or Accounting)	3
	Total 63

Sample Four-Year Course Sequence for Business Administration: Finance and Accounting

Freshman Year:

BSA 109, Business Reporting in Excel
MTH 160, Introduction to Statistics
BSA 206, Business Communications

Sophomore Year:

BSA 221, Principles of Accounting I
ECO 201, Principles of Microeconomics
ECO 202, Principles of Macroeconomics
BSA 310, Principles of Marketing
BSA 305, Principles of Management

Junior Year:

ECO 300, Money and Banking
ADA 363, Intro to Data Analytics and Big Data
BSA 320, Taxation of Individuals
BSA 325, Managerial and Cost Accounting
BSA 343, Intermediate Accounting I
BSA 370, Principles of Finance
BSA 371, Intermediate Finance
BSA 434, Business Law

Senior Year:

BSA375, Management Information Systems
BSA 475, Investments
BSA 493, Entrepreneurship with Focus on Small Business
BSA 362, Personal Financial Planning
BSA 400, Accounting Information Systems

Requirements for Business Administration: Hospitality Management & Tourism

In addition to the general education requirements and business “core” courses, the following courses are required:

	Semester hours
Business Core Courses	45
BSA 390, Lodging Operations Management	3
BSA 391, Food & Beverage Management	3
BSA 392, Dynamics of Tourism	3

BSA 477, Practicum in Hospitality Operations Management	3
Choose two (2) of the following:	
BSA 376, Casino, Resort, and Club Management	3
BSA 377, Meeting & Event Management	3
BSA 379, Operations and Supply Chain Management	3
BSA 478, Hospitality Financial Management & Analysis	3
BSA 449, Internship (Hospitality)	<u>3</u>
	Total 63

** For Averett Online, students will enroll in BSA449 in lieu of Practicum BSA477. Traditional on-campus students may do both with advisor permission.

Sample Four-Year Course Sequence for Business Administration: Hospitality Management & Tourism

Freshman Year:

BSA 109, Business Reporting in Excel
 BSA 206, Business Communications
 MTH 160, Introduction to Statistics

Sophomore Year:

BSA 221, Principles of Accounting I
 ECO 201, Principles of Microeconomics
 ECO 202, Principles of Macroeconomics
 BSA 305, Principles of Management
 BSA 310, Principles of Marketing
 BSA 212, Introduction to Hospitality & Tourism

Junior Year:

BSA 325, Managerial and Cost Accounting
 BSA 374, Leadership Theory and Application
 BSA 370, Principles of Finance
 SBE 301, Entrepreneurial Thinking
 BSA 391, Food and Beverage Management
 BSA 390, Lodging Operation Management

Senior Year:

BSA 434, Business Law
 BSA 375, Management Information Systems
 BSA 493, Entrepreneurship with Focus on Small Business
 BSA 376, Casino, Resort, and Club Management
 BSA 392, Dynamics of Tourism
 BSA 477, Practicum in Hospitality Operations Management or BSA 449, Internship (in Hospitality Mgt. & Tourism)

Requirements for Business Administration: Management Science

In addition to the general education requirements and business “core” courses, the following courses are required:

	Semester hours
Business Core Courses	45
BSA 354, Human Resources Management	3
BSA 326, Organizational Behavior, Theory and Leadership	3
BSA 444, Management Strategy	3
BSA 480, International Business.....	3

Choose two (2) of the following:

BSA 374, Leadership Theory and Application	3
BSA 456, Business Forecasting	3
BSA 458, Operations and Supply Chain Management	3
BSA 400 level Business Elective.....	3
BSA 449, Internship, (Management)	3
Total	63

Sample Four-Year Course Sequence for Business Administration: Management Science

Freshman Year:

- BSA 109, Business Reporting in Excel
- BSA 206, Business Communications
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 305, Principles of Management
- BSA 310, Principles of Marketing

Junior Year:

- BSA 325, Managerial and Cost Accounting
- BSA 354, Human Resources Management
- BSA 326, Organizational Behavior, Theory and Leadership
- BSA 370, Principles of Finance
- BSA 375, Management Information Systems
- BSA 362, Personal Financial Planning
- ADA 363, Intro to Data Analytics and Big Data

Senior Year:

- BSA 434, Business Law
- BSA 444, Management Strategy
- BSA 449, Management Internship
- BSA 456, Business Forecasting
- BSA 480, International Business
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Marketing Management

The Business Administration: Marketing Management program is designed to assist students in their preparation for pursuing careers in areas such as selling, advertising and promotion, customer service or marketing management as well as for pursuing graduate study. This curriculum will provide the student opportunities to develop abilities that are necessary to pursue marketing or related careers in public and private sectors.

In addition to the general education requirements and business “core” courses, the following courses are required:

	Semester Hours
Business Core Courses	45
BSA 352, Sales Management	3
BSA 359, Marketing Research and Planning	3
BSA 418, Marketing Management.....	3

Choose three (3) of the following:

BSA 378, Principles of Digital Marketing.....	3
BSA 458, Operations and Supply Chain Mgmt	3
BSA 444, Management Strategy.....	3
BSA 400 level Business Elective (approved)	3
BSA 449, Internship (Marketing)	3
SBE 302, Entrepreneurial Marketing Strategy	3
Total	63

Sample Four-Year Course Sequence for Business Administration: Marketing Management

Freshman Year:

- BSA 109, Business Reporting in Excel
- MTH 160, Introduction to Statistics
- BSA 206, Business Communications

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 305, Principles of Management
- BSA 310, Principles of Marketing

Junior Year:

- BSA 325, Managerial and Cost Accounting
- SBE 302, Entrepreneurial Marketing Strategies or BSA378, Principles of Digital Marketing
- BSA 352, Sales Management
- BSA 359, Marketing Research and Planning
- BSA 362, Personal Financial Planning
- BSA 370, Principles of Finance
- BSA 375, Management Information Systems
- ADA 363, Intro to Data Analytics and Big Data

Senior Year:

- BSA 418, Marketing Management
- BSA 434, Business Law
- BSA 458, Operations and Supply Chain Management
- BSA 444, Management Strategy
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Small Business & Entrepreneurship

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, SBE 301, Entrepreneurial Thinking must be taken as part of the core requirement by all students concentrating in Small Business & Entrepreneurship.

	Semester Hours
Business Core Courses	45
SBE 302, Entrepreneurial Marketing Strategy	3
SBE 303, Small Business Case Studies	3
SBE 400, Entrepreneurial Persuasion and Communications.....	3
SBE 401, Social Entrepreneurship	3
Choose two (2) of the following:	
BSA 354, Human Resources Management	3
ECO 300, Money and Banking	3
SBE 304, Small Business and Economic Development	3

SBE 305, Business Plan Competition I *	3
SBE 402, Business Plan Competition II *	3
Total	63

*If SBE305 is taken, SBE402 must be taken. It is a continuation course in a pitch contest.

Sample Four-Year Course Sequence for Business Administration: Small Business & Entrepreneurship

Freshman Year:

- BSA 109, Business Reporting in Excel
- MTH 160, Introduction to Statistics
- BSA 206, Business Communications

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 310, Principles of Marketing
- BSA 305, Principles of Management

Junior Year:

- ECO 300, Money and Banking
- ADA 363, Intro to Data Analytics and Big Data
- SBE 302, Entrepreneurial Marketing Strategy
- SBE 303, Small Business Case Studies
- SBE 304, Small Business and Economic Development
- BSA 325, Managerial and Cost Accounting
- BSA 370, Principles of Finance
- BSA 354, Human Resource Management
- BSA 434, Business Law

Senior Year:

- BSA375, Management Information Systems
- SBE 400, Entrepreneurial Persuasion and Communications
- BSA 493, Entrepreneurship with Focus on Small Business
- BSA 362, Personal Financial Planning
- SBE 401, Social Entrepreneurship
- SBE 305, Business Plan Competition I*
- SBE 402, Business Plan Competition II*

*If SBE305 is taken, SBE402 must be taken the following semester. It is a continuation course in a pitch competition.

Applied Data Analytics Minor

Students electing a minor in Applied Data Analytics must complete 21 semester hours as follows:

	Semester hours
MTH 160 Introduction to Statistics	3
CSS 375 Data and Information Management	3
ADA 363 Introduction to Data Analytics and Big Data	3
ADA 364 Applied Descriptive Analytics	3
ADA 365 Applied Predictive Analytics	3
BSA 456 Business Forecasting *	3
ADA 400 Applied Analytics Capstone	<u>3</u>
Total	21

*BSA 456 may be substituted with an equivalent business course.

Business Administration Minor

Students electing a minor in Business Administration must complete 18 semester hours as follows:

	Semester hours
BSA 221, Principles of Accounting I	3
BSA Electives (300 level or higher) *	<u>15</u>
	Total 18

*6 hours of ECO courses (200 level or higher) may be substituted for BSA elective hours.

Digital Marketing Minor

Students electing a minor in Digital Marketing must complete 21 semester hours as follows:

BSA 378 Principles of Digital Marketing	3
BSA 381 Search Engine Marketing & Search Engine Optimization	3
COM 208 Digital and Social Media	3
Choose four (4) of the following:	
BSA 310 Principles of Marketing	3
BSA 359 Marketing Research and Planning	3
BSA 461 Digital Marketing Analytics	3
BSA 466 Digital Marketing Project and Portfolio	3
BSA 449, Internship (Digital Marketing)	3
COM 201 Persuasion	3
COM 207 Multimedia Writing	3
COM 220 Public Relations	3
CSS 200 Web Programming	4
ENG 390 Origins and Structure of English.....	3
ENG 412 Creative Writing	3
SBE 302, Entrepreneurial Marketing Strategy.....	<u>3</u>
	Total 21

Economics Minor

Students electing a minor in Economics must complete 21 semester hours as follows:

ECO 201 Principles of Microeconomics	3
ECO 202 Principles of Macroeconomics	3
Economics Electives (300 level or higher).....	12
MTH 160 Introduction to Statistics	<u>3</u>
	Total 21

Hospitality Management & Tourism Minor

Students electing a minor in Hospitality Management & Tourism must complete 21 semester hours as follows:

BSA 212, Introduction to Hospitality & Tourism	3
BSA 390, Lodging Operations Management	3
BSA 391, Food and Beverage Management	3
BSA 477, Practicum in Hospitality Operations Management*	3
Choose two (2) of the following:	
BSA 376, Casino, Resort, and Club Management	3
BSA 377, Meeting and Event Management	3

BSA 379, Facility Design & Management	3
BSA 478, Hospitality Financial Mgmt and Analysis.....	3
BSA 449, Internship (Hospitality)	<u>3</u>
	Total 18

*For Averett Online, students will enroll in BSA 449 in lieu of practicum.

Small Business & Entrepreneurship Minor

Students electing a minor in Small Business & Entrepreneurship must complete 21 semester hours as follows:

	Semester hours
BSA 221 Principles of Accounting I	3
SBE 301 Entrepreneurial Thinking	3
SBE 302 Entrepreneurial Marketing Strategy	3
SBE 303 Small Business Case Studies.....	3
SBE 400 Entrepreneurial Persuasion & Communications	3
BSA 493 Entrepreneurship with Focus on Small Business	3
Choose one (1) of the following:	
SBE 304, Small Business and Economic Development	3
SBE 401, Social Entrepreneurship.....	3
BSA 354, Human Resources Management.....	3
SBE 305, Business Plan Competition I.....	3
SBE 401, Business Plan Competition II	<u>3</u>
Or Approved Electives	
	Total 21

Courses of Instruction in Business Administration

ADA 363 Introduction to Data Analytics and Big Data (3)
 A first course in applied analytics. Topics include: the purpose of data analytics and its role in decision-making and problem-solving. Further, this course introduces students to the most widely used methodologies and the BADIR method for decision-making.

ADA 364 Applied Descriptive Analytics (3)
 The course allows students to provide insight into the past by using common and new tools in analytics. Specifically, this course addresses how aggregate analysis, data visualization, and text and video analysis are used to investigate questions among various disciplines. Prerequisite: ADA 363, CSS375, and MTH160.

ADA 365 Applied Predictive Analytics (3)
 The course allows students to provide insight into the future by using common and new tools in the field of analytics. Specifically, this course addresses how correlation analysis, regression, and time series is used to investigate future questions (e.g. what could happen) within various disciplines. SAS University Edition software will be used in the course. Prerequisite: ADA 363, ADA 364, and MTH160.

ADA 400 Applied Analytics Capstone (3)
 Using data in a field relating to their primary area, students will conduct a real-world data project. Students will apply the BADIR Framework method, and tasks of cleaning and analyzing the data. It is expected that projects are well-defined, professional in manner and use the data analysis tools of this course. SAS University Edition software will be used in the course. Prerequisites: ADA 363, ADA 364, ADA 365, BSA456, and MTH160.

BSA 109 Business Reporting in Excel (3)
 This course provides a basic knowledge of the development and production of basic business documents and reports in Excel. Students will learn to manage data, create standard financial documents, design worksheets for use in data analysis, financial calculations and reporting, organization charts, and to integrate Excel

documents into reports prepared in Word or PowerPoint. Students will learn to write formulas, use built-in functions, create tables and graphs, link worksheets, format worksheets, and practice financial modeling.

BSA 206 Business Communications (3)

This course is designed to improve written and oral communication skills within the context of the business environment. Students will learn to prepare various business letters, reports, and other forms of written communication. Decision-making and problem-solving techniques are emphasized through an introduction to case study methods. Students are introduced to electronic presentation media and encouraged to use other technological means to communicate with the professor and with each other. Prerequisite: ENG111 or permission of instructor.

BSA 212 Introduction to Hospitality & Tourism (3)

This course is a comprehensive introduction to the diverse field of hospitality and tourism. Students will be introduced to various aspects of the hospitality industry including, lodging and accommodations, food and beverage, cruises, and recreation. The course will also provide a broad overview of tourism, including destinations, transportation, attractions, and the positive and negative impacts on economies, socioeconomics, cultures, and environments.

BSA 221 Principles of Accounting I (3)

An introduction to elementary accounting concepts and procedures used in the accounting cycle and preparation of financial statements in accordance with Generally Accepted Accounting Procedures (GAAP) for business entities. Theoretical and “real world” treatment of financial statement elements and their impact on business decisions will be discussed in detail. Prerequisite: Sophomore standing or permission from the instructor.

BSA 305 Principles of Management (3)

This course introduces management and managerial functions. The subject matter is concepts, principles, policies, and practices necessary to accomplish managerial tasks. The theory of management, the application of theory to managerial situations, and the basic classification theory of the principles of management are emphasized. Prerequisites: BSA221 and BSA206 or permission from the instructor

BSA 310 Principles of Marketing (3)

Upon completion of this course, students will understand: the environment of marketing and consumer behavior; distribution; pricing; and promotion. They will acquire, demonstrate, and apply knowledge and theory of marketing techniques, both domestically and internationally, and will be able to demonstrate understanding and appropriate utilization of the principles, methods, and problems involved in the marketing and distribution of goods and services to both industrial and ultimate consumers. They will recognize present-day problems and policies connected with the sale and distribution of products, including the legal, social, and ethical issues in marketing. Prerequisite: BSA206 or permission from the instructor.

BSA 320 Taxation of Individuals (3)

An analysis of federal income tax law and its application to individuals. Includes income, exclusions, deductions, gains, losses, itemized deductions, depreciation, and passive income including rents, investment income, tax credits and tax computations. Prerequisite: BSA221.

BSA 325 Managerial and Cost Accounting (3)

A study of accounting principles applied to planning, controlling and decision making at the operations level of management. Topics in cost accounting such as costs systems, analysis and behavior, and cost-volume-profit relationships will be covered. Other topics such as budgeting, decision-making techniques and capital budgeting and investment analysis will be discussed as well. Prerequisites: BSA221.

BSA 326 Organizational Behavior, Theory and Leadership (3)

A study of how people operate in organizations, how the structure of the organization can affect their performance and the key elements to organizational leadership. Case studies illustrating concepts regarding human behavior and development in individual, group and complex organizational settings will be used. Different leadership styles and approaches and their impact on organizational behavior will be studied also. Prerequisites: BSA305 or permission from the instructor.

BSA 343 Intermediate Accounting I (3)

The course presents the basic assumptions that underlie modern accounting in relation to the principles, procedures and methods that are applied in the preparation of financial statements and the role of accounting as an information system. The course examines the environment and structure of financial accounting, the accounting process, the proper presentation of financial statements and disclosures and income measurement and profitability analysis. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisite: BSA221

BSA 344 Intermediate Accounting II (3)

The course continues to build on the basic assumptions that underlie modern accounting in relation to the principles, procedures, and methods that are applied in the preparation of financial statements as covered in Intermediate I. The course also examines in detail economic resources including inventories, operational assets and investments. Current liabilities, bonds, and long term debt will be discussed at length. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisites: BSA221 and BSA343

BSA 345 Intermediate Accounting III (3)

The course continues to build on the basic assumptions that underlie modern accounting in relation to the principles, procedures, and methods that are applied in the preparation of financial statements as covered in Intermediate I and Intermediate II. The course also examines in detail complex liability and equity transactions including leases, income and deferred taxes, retirement benefits, common and preferred stock transactions, dividends and share based compensation (grants, options). The topic of how to address changes in accounting principles and errors is addressed and also the Statement of Cash Flow is covered in great detail in the final chapter. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisites: BSA221, BSA343, and BSA344 or permission of instructor.

BSA 352 Sales Management (3)

The purpose of this course is to enable the student to understand critical management issues in the field of sales management. This will be accomplished, in part, through an applied managerial approach. Applications will aid in understanding the complexity of decision-making and will also aid in sharpening critical thinking skills. Emphasis will be on the roles and techniques of sales managers, as well as their impact on the organization, the employee, and society. Prerequisites: BSA310 or permission of instructor.

BSA 354 Human Resources Management (3)

This course studies the direction of organizational systems that ensures human talent is used effectively and efficiently in reaching organizational goals. All organizations, both large and small, require employees to be recruited, selected, assessed, trained, and managed. They will be compensated, and in most cases, provided with benefits. These issues and the legal environment as it relates to our human resources, provide the framework for this constantly evolving course. Prerequisites: BSA305 or permission of instructor. .

BSA 359 Marketing Research and Planning (3)

The purpose of marketing research is to help organizations make better marketing decisions. This class involves the exploration and hands-on application of a variety of marketing research techniques with the goal of collecting data in an efficient and effective manner. Emphasis on process-related issues with a focus on matching the information sought with an appropriate research method. Students will design, plan, execute, and evaluate a basic marketing research study. Prerequisites: BSA310, and MTH160 or permission of instructor.

BSA 362 Personal Financial Planning (3)

The course presents in detail the steps that comprise the personal financial planning process for individuals. The course covers the process as a whole, step by step, and outlines how to incorporate the goals and objectives of specific individuals in to a comprehensive financial plan that takes in to consideration the income, lifestyle and other factors of the individual. The course examines career planning, budgeting, personal financial statement preparation and usage, income tax planning, cash and debt management, credit usage including credit report consequences, major purchase management, insurances coverage needs and strategies, equity and debt

investments, and retirement planning. Prerequisite: Sophomore standing, and BSA221 or permission from the instructor.

BSA 370 Principles of Finance (3)

This course provides a basic knowledge of the finance discipline, including the different ways that businesses can be formed, the types of financial markets available, and how capital investments and funding decisions are determined in a way to maximize a firm's value. Topics include a review of the time value of money; valuation techniques, such as net present value and internal rate of return; financial ratio analysis; weighted average cost of capital; and dividend policies. Prerequisites: BSA221 or permission of instructor.

BSA 371 Intermediate Finance (3)

This course will review and extend the concepts covered in principles of Finance (BSA 370). A corporate analysis project will be used to integrate the concepts covered in the course. Long term and short term finance decisions will be discussed as well as special financial topics. Prerequisites: BSA 370

BSA 374 Leadership Theory and Application (3)

In this service-learning course, students have the opportunity to apply leadership concepts during a supervised on-campus or off-campus activity. Students will review and analyze past and current theories of leadership with a focus on the application of leadership principles to environments such as the workplace and educational institutions. The experiences in this course will contribute to the development of interpersonal skills for handling conflict with individuals and groups within an organization. Prerequisite BSA305.

BSA 375 Management Information Systems (3)

The course introduces students to the managerial aspects of information systems in business organizations. Planning, implementing, evaluation, budgeting and management of information systems is a focal point, as well as the application of critical thinking and problem solving approaches to business problems. The course also addresses the role, usage and impact of information systems in business today. The course will introduce students to topics involving infrastructure components, hardware and software trends, enterprise systems, database management, electronic commerce and network security. Prerequisite: Sophomore standing.

BSA 376 Casino, Resort, and Club Management (3)

This course is a detailed overview of casinos and gaming facilities, resorts, and club management. Students will learn the different offerings, and management focus, specific to the individual operations. The course will review the various departments, functions, legalities, and intricacies, within casinos, resorts, and clubs.

BSA 377 Meeting & Event Management (3)

This course is a detailed overview of meeting and event management including corporate meetings, social events, weddings, and entertainment. Students will learn the many factors to consider when executing events including catering, decor, audio/visual, safety, transportation, and lodging. In a group setting, students will plan and create their own "mock" event.

BSA 378 Principles of Digital Marketing (3)

This course is a survey of the digital marketing concepts, terms, tools, and techniques necessary to create and manage successful digital marketing campaigns. Students will understand how digital marketing is a key component in a comprehensive integrated marketing communications strategy. Topics include social media, mobile marketing, web page design, digital marketing analytics, search engine optimization (SEO), pay-per-click marketing research, UX, online advertising, digital copywriting, viral marketing, electronic payment systems, and other digital marketing concepts. This course provides a broad overview of the profession and prepares students for advanced digital marketing courses.

BSA 379 Facility Design & Management (3)

This course is an in-depth look at design and layout of hotels, restaurants, bars, and kitchens. Students will learn the importance of visual appeal, functionality, layout and traffic flow, customer needs, and profitability. The course will review design layout and its impact of customer comfort, sustainability, and ergonomics. In a group setting, students will design their own concept and layout of a hospitality facility.

BSA 381 Search Engine Marketing & Search Engine Optimization (3)
Search Engine Marketing (SEM) and Search Engine Optimization (SEO) encompass the interrelated techniques for developing high-quality website content that will cause search engines to prominently feature a website in online search results. Students will learn techniques for acquiring web traffic using paid ads (SEM) and generating organic/unpaid traffic (SEO). Prerequisite: BSA378.

BSA 390 Lodging Operations Management (3)
This course will introduce students to the various types of lodging operations in the hospitality industry, including, limited and full-service hotels, resorts, and vacation clubs. Students will learn the various departments within lodging operations, and how they interact and depend on each other. Students will identify the various stakeholders involved in running operations including owners, managements companies, and franchise management.

BSA 391 Food and Beverage Management (3)
This course will introduce students to the food and beverage segment of the hospitality and tourism industry. Topics include a review of the history, progression, and future of food and beverage offerings. The course will illustrate various food and beverage products, procurement, handling, trends, safety and sanitation, food and beverage laws and legalities, and service management.

BSA 392 Dynamics of Tourism (3)
This course is a detailed overview of the business of tourism. The course will illustrate various sectors of tourism including destinations, accommodations, transportation, tours, and attractions. Topics include tourism's impact on demographics, governments, socio-cultural, economies, infrastructures, and the environment. Students will be able to identify various countries and regions around the world.

BSA 400 Accounting Information Systems (3)
The course presents the fundamental topics and information technology aspects of Accounting Information Systems (AIS). The course examines basic concepts in AIS such as its role and purpose, its relationship with information technology, transaction processing, internal controls, documentation, data base design, modeling, decision making and knowledge management. The course also incorporates the use of packaged accounting software utilized for general ledger maintenance and report generation as well as the application of Microsoft Excel. Prerequisites: BSA221, and BSA 343 or permission of the instructor

BSA 402 Quantitative Decision Making (3)
An analysis of problems, quantification of data, and presentation of results, using the more advanced quantitative techniques for decision making. Included are quantitative model building, decision theories, inventory control models, forecasting models, Markov analysis, and linear programming and its application. Prerequisites: BSA366 and MTH160 or permission from instructor.

BSA 416 Taxation of Corporations and Other Business Entities (3)
The course will cover federal income tax laws relating to Corporations and other entities. Topics will include formation, operation, and dissolution of corporations as well as compliance and planning issues. Issues relating to S Corporations, Partnerships, and to a lesser extent, other business entities such as trusts and estates, will also be discussed. Prerequisites: BSA221, BSA343, and BSA320 or permission of the instructor

BSA 418 Marketing Management (3)
This is the core course in marketing and it gives students a chance to apply marketing concepts in a variety of ways. The student must begin the class with a good foundation in the principles of marketing. The class will consist of a simulation, cases, and readings that will provide a practical approach to analyzing, planning, and implementing marketing strategy. Prerequisites: BSA221, BSA310, and MTH160

BSA 420 Auditing (3)
The course presents a study of the world of auditing and other attest services using the conceptual, theoretical, and practical approach. The course introduces the student to the concept of being judgmental in conclusions in addition to using analytical and quantitative approaches to audit and other attest engagement issues. The

balance sheet approach and cycle approaches are both discussed. Prerequisites: BSA221 and BSA343 or permission of instructor.

BSA 421 Governmental and Not-for-Profit Accounting (3)

An examination of the accounting process peculiar to government agencies—the methods, systems, and procedures involved in appropriating funds from the general fund, encumbered funds, unencumbered funds, and specialty funds, as well as the preparation of financial statements of governmental units. The processes and financial statements unique to not-for-profit organizations will be covered as well. Prerequisites: BSA221, and BSA 343.

BSA 422 Advanced Accounting (3)

An application of the fundamentals of accounting to complex transactions ranging from partnership organization and operation, liquidation, joint ventures, segment reporting, bankruptcy, corporate reorganization and consolidation. Prerequisites: BSA221, BSA 343, and BSA344 or permission of the instructor

BSA 434 Business Law (3)

A study of the fundamentals of legal applications in the framework of business, laws of contracts, negotiable instruments, property, agency, and bankruptcy. Prerequisites: BSA305 or permission of instructor.

BSA 444 Management Strategy (3)

A study of the application of business problem-solving and decision-making across the functional areas of business. Case studies and business simulations are used to explore the sources and varieties of complex problems confronting contemporary businesses. The focus of this course is on the business entity in its various environments. Prerequisites: BSA221, BSA305, and BSA310 or permission of instructor.

BSA 449 Internship (1-12)

An opportunity to integrate the knowledge and skills gained in the classroom with an actual work experience. For each credit hour earned, the student spends a minimum of 45 hours of approved work experience with a cooperating organization. Each student develops, in cooperation with his instructor and workplace supervisor, a learning contract for the work experience and for the academic project associated with this course. Available with permission of instructor and a 2.0 cumulative grade point average. Graded Pass/Fail only.

BSA 458 Operations & Supply Chain Management (3)

This course will study quantitative techniques of operations and decision science as well as the concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. Emphasis is placed on project management, operations decision making tools, TQM, Lean, Six Sigma, statistical sampling, demand forecasting, inventory control, and design/control of supply chains. Prerequisites: MTH 160, BSA 305, and BSA 310.

BSA 461 Digital Marketing Analytics (3)

This course has a focus on tools, techniques, software, and platforms used to capture, measure, and analyze online consumer, business, and organizational marketing data to generate the information necessary to develop successful digital marketing strategies. Prerequisite: BSA378.

BSA 466 Digital Marketing Project & Portfolio (3)

This course serves as a capstone for students wishing to begin a career or a business venture in the digital marketing profession. Incorporating and building upon work completed in prerequisite digital marketing courses, students will create a digital marketing portfolio to demonstrate their competencies in a variety of creative and analytic skills that may include samples illustrating the following: web design, digital content creation and copywriting, graphic design, photography, creative writing, search engine optimization, email and digital marketing campaign development, web traffic analysis, and other digital marketing competencies. Prerequisites: BSA378, BSA381, COM208, and BSA461.

BSA 475 Investment Analysis & Portfolio Management (3)

This course will examine the basics of the investments field and the securities market. Fixed income instruments, security analysis, derivatives, portfolio theory, and investment management strategy will be the focus of the course. Prerequisites: BSA 370 and BSA 371 or permission of instructor.

BSA 477 Practicum in Hospitality Operations Management* (3)

This course serves as a capstone experience transforming theory learned into reality. The operational experience course will provide a hands-on exposure to real life operational departments of hotels, restaurants, and other hospitality organizations. Students will observe and engage in actual hotel and restaurant front and back of the house departments. Prerequisites: BSA212, BSA390, BSA391, senior status and/or permission of instructor.

BSA 478 Hospitality Financial Management and Analysis (3)

This course is an introduction to the various reports and data used by hospitality professionals for improving financial and operational performance in lodging and food and beverage. Students will review case studies, analyze accounting and statistical data, review reports, and make practical business decisions based on what they have learned. Prerequisite: BSA221.

BSA 480 International Business (3)

An introduction to the global aspects of international business. This course integrates the basic concepts and skills of global finance, marketing, operations, trade, and management in an international environment. Students are expected to consider the impact of environmental issues, sociological-cultural factors, legal-political factors, economic factors, and the application of various techniques developed to meet these challenges. Prerequisites: BSA221, BSA305, BSA310 or permission of instructor.

BSA 493 Entrepreneurship with Focus on Small Business (3)

The goal of the course is to prepare the student to start-up a brand-new small business venture, from the initial idea for the business, through the completion of a comprehensive business plan. By working with this comprehensive process, learning will occur in evaluating various options on what business to start up; and on how best to enter that business so that there is a reasonable chance of success in the longer run. The learning is achieved from active listening and participation in classroom lectures and discussions, from reading periodicals, from reading and discussing the textbook materials, from taking two quizzes and a final essay exam, and from participation in a Project Team business planning project to start a hypothetical new business. Prerequisites: BSA221, BSA305, BSA310, BSA 325 and BSA370 or permission of instructor.

Courses of Instruction in Small Business & Entrepreneurship

SBE 301 Entrepreneurial Thinking (3)

Entrepreneurship is more than just a solution to a problem and the drive to succeed. An entrepreneurial method approach is that effectual entrepreneurship is learnable and teachable and not just an inherent talent or skill. The course explores the basic mindset, skills, thinking processes, and the five principles of effectual logic to make entrepreneurial decisions. It also examines how one starts with ideas, and in the process of creatively developing them, goals gradually emerge.

SBE 302 Entrepreneurial Marketing Strategy (3)

This course is a practical, applied overview of marketing strategies, tools, and technique utilized in entrepreneurial environments. Traditional marketing mix strategies are examined from the perspectives of both small, resource-challenged start-up ventures and more-established organizations engaged in expansion, new product development, and innovation. Course work requires the development of a detailed plan for successfully marketing an entrepreneurial idea, service, or product using a combination of digital marketing (e-commerce, social media, SEO, viral) techniques, guerilla (creative low-cost) marketing ideas, and relationship building sales tactics. The resulting marketing plan may be utilized in subsequent entrepreneurship courses as the cornerstone for a complete business plan.

SBE 303 Small Business Case Studies (3)

A study of entrepreneurial cases that explores successes and failures of others. Students will examine well-known companies and the entrepreneurs who started them. Analysis of various companies and business

situations will increase analytical skills and expose students to the key steps of launching an entrepreneurial idea as well as the components of an effective business plan. Written business communication skills will be emphasized. Prerequisites: BSA 206 and BSA 221, or permission of instructor.

SBE 304 Small Business and Economic Development (3)

The challenges associated with embarking on an entrepreneurial journey can be daunting. A review of the academic scholarly literature reveals that successful entrepreneurial ventures are rooted in the questions of 1) why entrepreneurship (purpose of the entrepreneurial venture) and 2) how to start and grow an entrepreneurial firm. This course yields a scholarly-practitioner analytical framework/guide for entrepreneurial decision-making. Through case studies and a review of the academic-scholarly literature, students will engage in "in-depth" analysis of the foundational pillars of "why" entrepreneurship (purpose of starting the entrepreneurial venture) and "how" to engage in entrepreneurship.

SBE 305 Business Plan Competition I (3)

A study in entrepreneurship that helps to build entrepreneurial skills in developing an idea or passion into a prospective business while developing the skills to pitch the attributes of the prospective business. Students will work with real world entrepreneurs to develop necessary skills in developing their own ideas, collaborating with classmate(s), evolving an idea that already exists, or making up a fictional idea. This is the first class in a two-class series with the continuation class offered the next semester.

SBE 400 Entrepreneurial Persuasion & Communications (3)

This course prepares students to appropriately influence and inspire stakeholders within the framework of small business ownership, planning, and strategic development. The course explores the necessary skillsets for effective communication in addition to sound principles of collaboration and negotiation as it pertains to leading and managing their entrepreneurial pursuits. Students complete the course with a broader knowledge and understanding of themselves as leaders and entrepreneurs.

SBE 401 Social Entrepreneurship (3)

As awareness continues to grow about social entrepreneurship and its importance, so does the need for understanding it. This course explores entrepreneurship as it relates to social or public benefit rather than entrepreneurship to generate a financial profit and how to develop a social mindset. Mission-driven organizations that produce goods or services for some defined social purpose or social issue are analyzed as well as the four types of social entrepreneurs.

SBE 402 Entrepreneurship with Focus on Small Business (3)

This course is a continuation of SBE305, Business Plan Competition I, to build entrepreneurial skills in developing an idea, passion or solving a problem into a prospective business. Students will finalize the business development idea from the previous semester to prepare for the pitch competition with students from other institutions. Students will collaborate with classmates, real world entrepreneurs, coaches, and faculty. Prerequisite: SBE 305.

COMMUNICATION (COM)

Susan L. Huckstep, Chair
Jake Kucek

This major seeks to prepare students for the “what’s next” in media, sport communication and public relations by focusing on the skills that are fundamental to an effective communicator. Coursework includes a balance of theory and practice with an emphasis on writing, speaking and storytelling in the digital age. This well-balanced major also provides students with instruction and practice in the communication skills that are necessary for success in media, business, public relations and sport communication related careers. Students are well prepared for their careers or for further study in graduate school.

Students may earn a Bachelor of Arts or a Bachelor of Science degree in Communication by completing core requirements and one or more concentrations. Communication students must select at least one concentration in a specialty area such as organizational communication and public relations or sports communication. The department also offers minors in Communication, Sports Communication, and Web and Graphic Design.

Students must maintain at least a 2.0 grade point average in the major and minor(s) in order to graduate.

Requirements for All Concentrations in Communication

In addition to the general education requirements, the following courses are required:

Core Courses	Semester Hours
COM 101, Presentation Skills	2
COM 110, Introduction to Media	3
COM 152, Student Media*	3
COM 201, Persuasion	3
COM 203, Organizational Communication.....	3
COM 204, Interpersonal Communication	3
COM 207, Multimedia Writing	3
COM 208, Digital and Social Media	3
COM 209, Introduction to Broadcasting and Reporting	3
COM 301, Communication Theory.....	3
COM 440, Internship.....	3
COM 496, Capstone	1
	Total 33

*COM 152 is a one-credit hour class. Students must complete at least three semesters.

Requirements for Communication: Organizational Communication and Public Relations

This concentration is best suited for students who want to pursue a career in a business-related communication field such as public relations. It also expands the knowledge and marketability of students who are planning careers as journalists.

	Semester Hours
Communication Core Courses.....	33
COM 220, Public Relations.....	3
COM 205, Small Group and Team Communication	3
COM 304, Rhetoric in Popular Culture OR COM 300/TH 300, Public Speaking.....	3
COM 307, Crisis Communication.....	3
COM 405, Advanced Public Relations	3
COM elective (200 level or above)	3
	Total 51

Requirements for Communication: Sports Communication

This concentration is best suited for students who want to enter the field of sports media (ex.: broadcasting, promotions, and sports information director).

	Semester Hours
Communication Core Courses.....	33
COM 206, Sports Communication	3
PE 207, Introduction to Sports Management.....	3
COM 308, Sports Field reporting	3
COM 309, Sports Information and Public relations	3
COM 406, Advanced Broadcasting and Reporting	3
COM elective (200 level or above)	<u>3</u>
	Total 51

Communication Minor

Students electing a minor in Communication must complete 18 semester hours as follows:

Minor Courses	Semester Hours
COM 201, Persuasion	3
COM Electives	
15 hours of Communication electives 200 level or above.....	<u>15</u>
	Total 18

Sport Communication Minor

Students electing a minor in Sport Communication must complete 18 semester hours as follows:

Minor Courses	Semester Hours
COM 209, Introduction to Broadcasting and Reporting	3
COM 207, Multimedia Writing.....	3
<i>Select the remaining 12 hours from the following courses:</i>	
COM 203, Organizational Communication.....	3
COM 205, Small Group and team Communication	3
COM 206, Sports Communication	3
COM 208, Digital and Social Media.....	3
COM 308, Sports Field reporting	3
COM 309, Sports Information and Public relations	3
COM 406, Advanced Broadcasting and Reporting	<u>3</u>
	Total 18

Web and Graphic Design Minor

While the majority of the coursework in this program is taught by Averett University faculty, please note that some courses may be taught online through our consortium partner, LCMC.

Students electing a minor in Web and Graphic Design must complete 19 semester hours as follows:

Minor Courses	Semester Hours
COM 130, Introduction to Digital Design.....	3
COM 231, Typography	3
COM 230, Viral and Organic Growth.....	3
COM 232, User Experience I.....	3
COM 330, Building Compelling User Experiences	3
COM 331, Design and Branding	3
COM 496, Capstone	<u>1</u>
	Total 18

Courses of Instruction in Communication

COM 101 Presentation Skills (2)
This course is designed to enhance public speaking and presentation skills. An emphasis will be placed on the strategic use of nonverbal and verbal communication while presenting.

COM 103 Introduction to Human Communication (TH103) (3)
The study of communication forms and contexts, including intrapersonal, interpersonal, and public. Emphasis on development of individual communicative competency in such areas as listening, reasoning, interviewing, small group, and nonverbal communication. Completion of ENG 111 is recommended as prerequisite.

COM 110 Introduction to Media (3)
This course will focus on media convergence in the digital age and what this means for working in the media industry today. This course is also designed to explore and understand the history of mass communication and mass mediums that impact our society today.

COM 130 Introduction to Digital Design (3)
This course provides a hands-on introduction to design software focusing on industry standard Adobe Creative Cloud applications. Along with learning how to use the software, students will explore and experiment with basic design principles.

COM 152 Student Media (1)
An opportunity for students to work on the university media staff while receiving credit. Students will have the opportunity to author online articles, and create video stories and podcasts. A maximum of six semester hours of credit may be earned, with no more than one hour earned per semester. While there is no prerequisite for this course, previous writing/production experience is a plus. Students will be expected to work independently.

COM 120 Introduction to Photography (2)
Students will explore the creative side of photography, and will be challenged to see the world around them in new and interesting ways. The course will cover the fundamentals of photography including composition and basic camera settings. Students will be encouraged to tell stories with their photos and shoot a variety of genres including portrait, landscape, nature, architectural and action. A digital 35mm camera is preferred, but a smartphone with a good camera is also suitable.

COM 201 Persuasion (3)
Course focuses on persuasion theory, research and ethics. Students will learn the theories and practices of persuasion. They will be able to create and critically evaluate persuasive messages, understanding the role persuasive messages play in our culture.

COM 202 Mass Communication (3)
Study of the characteristics of mass media and their social significance. Students will gain an understanding of the theories of mass communication, the media's power to influence our thoughts and actions, and learn how to apply these theories as media consumers and communications professionals.

COM 203 Organizational Communication (3)
Focuses on the role of communication in creating effective organization. Emphasis is on organizational communication theory and practices that enable organizations to create/recreate their identities. Students will gain an understanding of organizational change, leadership, culture, and conflict.

COM 204 Interpersonal Communication (3)
Focuses on the theory and practice of creating effective communication in interpersonal relationships. Includes an examination of the impact of technology on interpersonal relationships. Students will gain an understanding of the issues that affect interpersonal communication including ethics, perception, language, and listening, and acquire the skills that will enhance their own interpersonal communication competence. Alternate Years

COM 205 Small Group and Team Communication (3)

Focuses on the theory and practice of creating effective communication in small groups/teams. Students will gain skills for leadership in small groups/teams as well as be able to analyze and recommend changes to group processes. Alternate Years

COM 206 Sports Communication (3)

This course is designed to critically analyze important communication concepts (gender, ethnic/racial minorities, nationalism, identity, etc.) through sports. Students will be more culturally aware of the politics that exist in the sports industry. This course is also designed to better prepare students who wish to work in the sports industry (e.g., broadcaster, writer, reporter, sports information director, social media director, etc.) with the skills they need. Students will be better prepared to work in the sports industry in the digital age; which has changed drastically due to media convergence.

COM 207 Multimedia Writing (3)

This course is designed to focus on the art of storytelling. While media convergence calls for communication professionals to be competent storytellers through various platforms (i.e., print, radio, television, digital media, social media, etc.), writing is still a skill that all great communicators have. This course will have students writing feature/enterprise stories that provide detail and showcase investigative reporting skills.

COM 208 Digital and Social Media (3)

This course will focus on using digital and social media platforms professionally to enhance your personal brand. Students will create their own professional website in this course. Additionally, this course will have an emphasis on how digital and social media are best utilized when working in an organizational setting.

COM 209 Introduction to Broadcasting and Reporting (3)

This course is aimed at learning about the broadcasting and reporting industry in the digital age while gaining practical experience inside and outside of the classroom. Understanding the broadcasting and reporting industry and how it works will be at the forefront to better prepare students going into this type of fieldwork after they graduate.

COM/JR 220 Public Relations (3)

A course designed to give students the opportunity to combine theory and practice in developing public relations skills. Its purpose is to introduce students to the field of public relations through a study of the historical background and current image of public relations, and the laws and ethics of public relations. Students will learn the basics of writing for public relations and will put together graphic materials such as annual reports, brochures, and manuals. Alternate years.

COM 230 (DMC V) Viral and Organic Growth (3)

“Going Viral” is the goal of most web-based marketing content. Companies which generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing, and learn how to facilitate it.

COM 231 Typography (3)

Understanding the style and appearance of type is crucial to successful design. The course grounds the student with an understanding of the history and meaning of type as they experiment with typographic design elements which include color, hierarchy, structure and effective integration of type with imagery. Prerequisite COM 130, Introduction to Digital Design or instructor permission.

COM 232 (WDM I) User Experience I (3)

Technology companies spend billions of dollars ensuring that their products are intuitive and delight users. This course will teach you how they do that. You’ll learn what drives product usability, the basics of User Experience (UX) design and research, and how to build wireframes and prototypes. By the end of this course, you’ll be on your way to building experiences that make customers happy.

COM 300 Public Speaking (TH300) (3)

A course designed to build self-confidence in the student and to acquaint the student with the structural elements of various forms of public discourse working toward logical, coherent, and easy communication.

COM 301 Communication Theory (3)

Students will explore the field's key communication theories as well as gain an understanding of the process of inquiry, theory development and evaluation. Students will learn to evaluate communication theories and apply these theories to their lives and careers. Students will also gain a foundational understanding of the issue of epistemology, ontology, and axiology and their relationship to theory. Prerequisite: TH103/COM103; completion of one of the following, COM 202, 203, 204, or 205 is recommended.

COM 303 Digital Media (3)

This course will give students the opportunity to learn more about the societal impact of digital media and how the internet has changed the world. Though the students learn to better understand these special types of media, they will also develop and support an online blog dealing with a special interest, write for various online sites, develop online sources, edit visual and audio components to be posted on the internet, look at opportunities for careers in digital media, and study the legal and ethical issues of digital media.

COM 304 Rhetoric in Popular Culture (3)

This course surveys the trends in the development of rhetorical theory and practice in the evolution from ancient Greece to the media-saturated, popular culture of today. Students will gain an understanding of message construction and effectiveness with particular emphasis on analyzing arguments presented by the media. Prerequisite: COM 201.

COM 306 Practicum in Sport Communication (1, 2 or 3)

This course provides students with hands-on experience in Averett's Sports Information Office. Students will gain experience in game-day media coverage, sports writing, broadcasting, game-day preparation and public relations. Forty five hours of work is required per credit hour. Students will sign up for the 2 or 3 credit section of the class during registration. Prerequisites: Instruction Permission

COM 307 Crisis Communication (3)

Public relations is most visible during times of crisis. Utilizing real-world examples and drawing on scholarly literature in the field, this class explores ways to prevent, plan for and address a public relations crisis. Prerequisite: COM220 Introduction to Public Relations

COM 308 Sports Field Reporting (3)

Field Reporting will be a class designed for students to acquire hands-on experience in the reporting/broadcasting industry. All assignments will be tailored toward students attending athletic events at Averett University and reporting as if they were covering the team(s) for a local news outlet. There may be opportunities to produce investigative stories outside of campus so long that it is covering events in our local/regional geographical area. Pre-requisites: COM209 and COM207 Multimedia Writing

COM 309 Sports Information and Public Relations (3)

This class prepares students who wish to work as sports information directors and/or in public relations (e.g., event marketing, sports agent, sports PR, athletic firms, etc.) with the necessary skills. The skills that will be learned and sharpened in this course include (but are not limited to): writing press releases, speaking skills that are aimed at engaging large and small audiences, creating new advertising campaigns for a sports company, etc.

COM 330 (WDM II) Building Compelling User Experiences (3)

This course builds upon User Experience I and teaches students how to build effective user experiences through a rigorous process of implementing best practices, testing designs and iterating. This course will also cover topics such as branding, color palettes, user journeys, and designing for multiple platforms. To successfully complete this course, students will need to build a mobile app or website prototype and iterate upon it based on user feedback. Prerequisites: COM 232, User Experience I and COM 130, Introduction to Digital Design.

COM 331 Design and Branding (3)

Nowhere is design more crucial to an organization than in branding its identity. Topics in this course the creation of marketing and advertising materials, logo development, and the creation of organizational graphic design standards. Prerequisite. Prerequisite COM 130 Introduction to Digital Design and COM 231 Typography or instructor permission.

COM405 Advanced Public Relations (3)

Students will gain hands-on experience in the research, planning, execution, and evaluation of a public relations campaign. Topics explored include crisis communication, nonprofit public relations, research techniques, and an examination of current trends and research in the field. Prerequisite COM220 or permission of the instructor.

COM 406 Advanced Broadcasting and Reporting (3)

This course will be designed for those wishing to learn more about broadcasting across multiple platforms and being able to adapt to various broadcasting and reporting roles. Students will have ample time to practice in this course. Hands-on training will be at the forefront. Students will acquire broadcasting and reporting experience in multiple roles throughout the semester. Prerequisite: COM209, Introduction to Broadcasting and reporting or instructor permission.

COM 440 Internship (3)

An opportunity for working and training with media. Students will perform assigned duties in a communications organization approved by the college and the department. Direction and evaluation will be a joint responsibility of the college instructor and the work supervisor. Prerequisites: 18 hours of Communication courses, junior or senior status, 2.0 cumulative grade point average, and permission of instructor.

COM 496 Capstone Paper or Service Project (1)

Students will have the option to write a capstone research paper in APA format on a communication topic of their choice or complete a communication-related service project. Topics and projects must be approved by the instructor. Students will work closely with an instructor and must document that they have spent a minimum of 45 hours on the project. Pre-requisites: Senior or junior status and instructor permission.

COMPUTER SCIENCE (CSS) AND COMPUTER INFORMATION SYSTEMS (CIS)

Coordinator

Averett offers Bachelor of Arts and Bachelor of Science degrees in two majors: Computer Science and Computer Information Systems. In addition, Averett offers minors in Computer Information Systems, Computer Science, Cyber Security, and IT Project Management.

The purpose of courses in this department is to train students in the techniques, theory, and applications of computer science and information systems as well as in specific programming languages and computer systems. The two majors give students sufficient training to pursue any of the following:

1. A career in the public or private sector in a computer-related position.
2. Additional education at the graduate level in the areas of computer science, business, management information systems, and other quantitative fields.

The Computer Science Department believes the strengths of its programs are a direct result of its dedicated students, abundant and modern computer facilities and laboratories, small classes which allow good student-faculty relationships, personal attention from a faculty that places emphasis on quality teaching, and a faculty that is interested in and constantly aware of individual progress.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Major in Computer Science:

In addition to the General Education requirements, the following courses are required:

	Semester Hours
CSS 211, Introduction to Programming I.....	4
CSS 212, Introduction to Programming II.....	4
CSS 200, Web Programming	4
CSS 202, I. T. Infrastructure	3
CSS 235, Programming in Java.....	4
CSS 333, Data Structures	3
CSS 372, Networks and Internets.....	3
CSS 375, Data & Information Management	3
CSS 381, Architecture and Assembly Language.....	3
CSS 411, Modeling and Simulation	3
MTH160, Introduction to Statistics, or MTH 403, Probability & Statistics	3
MTH 211, Foundations of Higher Mathematics	3
<i>Choose nine hours of the following:</i>	
CSS Elective(s) 200+ level.....	6
CSS Elective 300+ level MTH Elective 200+ level	<u>3</u>
Total 52	

A student without previous computer experience would normally be expected to begin with CSS 211, Introduction to Programming I, or CSS 202, I.T. Infrastructure.

Sample Four-Year Course Sequence for Computer Science

Freshman Year:

- CSS 202, I. T. Infrastructure
- CSS 211, Introduction to Programming I
- CSS 212, Introduction to Programming II

MTH 160, Introduction to Statistics

Sophomore Year:

- CSS 200, Web Programming
- CSS 306, Systems Analysis and Design
- CSS 372, Data Communication & Networks
- CSS 375, Data & Information Management
- MTH 211, Foundations of Higher Mathematics

Junior Year:

- CSS 235, Programming in Java
- CSS 333, Data Structures
- CSS Elective at 200-400 level
- CSS Elective at 200-400 level

Senior Year:

- CSS 381, Architecture and Assembly Language
- CSS 411, Advanced Programming: Simulation
- CSS Elective at 300-400 level

Requirements for a Major in Computer Information Systems

In addition to the general education requirements, the following courses are required:

	Semester Hours
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
CSS 202, I. T. Infrastructure	3
CSS 211, Introduction to Programming	4
CSS 212, Intermediate Programming, or CSS 200 Web Programming	3-4
CSS 306, Systems Analysis and Design.....	3
CSS 307, I. T. Project Management	3
CSS 309, CIS & DSS for Business Intelligence.....	3
CSS 372, Data Communication and Internets	3
CSS 375, Data & Information Management	3
CSS 404, Business Process Engineering	3
CSS 405, Design, Development, and Impl. Of Enterprise Architecture.....	3
CSS Electives at 200 – 400 level*.....	6
<i>*Students in Averett Online program will take CSS 312 and CSS 407</i>	
MTH 160, Introduction to Statistics, or MTH 403 Probability & Statistics.....	3
BSA 325, Managerial Accounting, or BSA 370, Principles of Finance	3
Total 49-50	

Sample Four-Year Course Sequence for Computer Information Systems

Freshman Year:

- CSS 202, I. T. Infrastructure
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- CSS 211, Introduction to Programming
- CSS 212, Intermediate Programming
- CSS 306, Systems Analysis and Design
- CSS 372, Data Communication & Networks

CSS 375, Data & Information Management

Junior Year:

- BSA 305, Principles of Management
- BSA 370, Principles of Finance
- CSS 307, I. T. Project Management
- CSS 404, Business Process Engineering
- CSS elective 200-400 level

Senior Year:

- CSS 309, CIS & DSS for Business Intelligence
- CSS 405, Design, Development, and Impl. of Enterprise Architecture
- CSS elective 200-400 level

Computer Information Systems Minor

The following courses are required for a minor in Computer Information Systems:

	Semester Hours
<i>Two of the following:</i>	
CSS 211, Introduction to Programming	4
CSS 212, Intermediate Programming	4
CSS 309, CIS & DSs for Business Intelligence	3
CSS 202, I. T. Infrastructure	3
CSS 306, Systems Analysis and Design.....	3
CSS 372, Data Communication & Networks	3
CSS 375, Data & Information Management	3
CSS Elective at 200-400 level.....	<u>3</u>
Total	22-23

Computer Science Minor

The department offers a minor for those students desiring a strong support area for their major. The following courses are required for the minor in Computer Science:

	Semester Hours
CSS 211, Introduction to Programming	4
CSS 212, Intermediate Programming	4
CSS 235, Programming in Java.....	4
CSS 333, Data Structures	3
Two CSS Electives at the 300-400 level	<u>6</u>
Total	21

Cyber Security Minor

The following courses are required for a minor in Cyber Security:

	Semester Hours
CSS 202, IT Infrastructure	3
CSS 372, Data Communication and Networking	3
CSS 306, Systems Analysis and Design.....	3
CSS 312, Introduction to Information Security	3
CSS 407, Computer and Network Security	3
CSS 375, Data and Information Management.....	<u>3</u>
Total	18

IT Project Management Minor

The following courses are required for a minor in IT Project Management:

	Semester Hours
CSS 202, IT Infrastructure	3
CSS 307, IT Project Management	3

CSS 306, Systems Analysis and Design.....	3
CSS 372, Data Communication and Networking	3
CSS 405, Design, Development, and Impl of Enterprise Architecture	3
CSS 375, Data and Information Management.....	<u>3</u>
	Total 18

Courses of Instruction in Computer Science and Computer Information Science

CSS 102 Foundations of Computer Science and Information (3)

This course is designed to introduce students to: (1) fundamental concepts of computer science and computation, and, (2) contemporary information systems and how these systems are used throughout global organizations. The focus of this course will be on the key components of computer information systems – people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. Through the knowledge of how CS enables modern IS, and how IS provides a competitive advantage, students will gain an understanding of how information is used in organizations and how IT enables improvement in quality, speed, and agility. This course also provides an introduction to software and systems development concepts, and various types of application software that have become prevalent or are emerging in modern organizations and society. A portion of the course will be dedicated to introductory programming, where the students will learn to write code to perform various calculations and utilize basic control structures.

CSS 113 Microcomputers and Application Software (3)

An introduction to computers and software application packages. Topics include hardware, DOS, windows, an introduction to the Internet, word processors, spreadsheets, databases, and presentations. No previous computer experience required.

CSS 200 Web Programming (4)

This course covers programming intended for use over the World Wide Web. It includes web protocols, languages for manipulating web pages, client-server architecture, databases, design issues, and security. The course mixes theory, design, and implementation. Prerequisites: any programming language.

CSS 201 CIS Support and Maintenance (3)

Maintenance, setup, and troubleshooting for desktop computers and user support. Topics include customer service skills, help-desk management, needs assessment, and project management. This course is designed to prepare students to do an internship.

CSS 202 I. T. Infrastructure (3)

This course provides an introduction to IT infrastructure issues relevant to all enterprises utilizing computing technology. Topics covered by the course are related, primarily to computer and systems architecture and, to a lesser degree, communication networks, with an overall focus on the structure, components, services, and capabilities that IT infrastructure solutions enable in an organizational context. The intent of the course is to give the students the knowledge and skills that they need for communicating effectively with professionals whose special focus is on hardware and systems software technology.

CSS 211 Introduction to Programming (4)

A first course in programming. In addition to coding, debugging, and designing programs, topics include fundamentals of object-oriented design, design of user interfaces, loops, branching, static lists, sorting and searching, data types, and creating data files. Prerequisites or co-requisites: MTH 103 or equivalent and, CSS 113 or equivalent.

CSS 212 Intermediate Programming (4)

A continuation of CSS 211 emphasizing advanced programming techniques and theory. Topics include graphics, sorting, accessing database files, object linking and embedding, dynamic link libraries, and dynamic lists. Prerequisite: CSS 211.

CSS 235 Programming in Java (4)
An extensive study of object-oriented programming using the Java language. In addition to the fundamentals of Java, topics include programming for the web, designing user interfaces, and client/server programming.

CSS 304 Design & Implementation of Operating Systems (3)
Installation, use, and structure of modern operating systems. Operating systems covered include operating systems in the Windows and UNIX families. Topics include kernel structure, driver structure, command line interfaces, memory management, file systems, and virtual machines. Prerequisites: CSS211 or higher.

CSS 306 Systems Analysis and Design(3)This course discusses the processes, methods, techniques and tools that organizations use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers a systematic methodology for analyzing a business problem or opportunity, determining what role, if any, computer-based technologies can play in addressing the business need, articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution. Prerequisite: CSS 202. Alternate years.

CSS 307 I. T. Project Management (3)
This course discusses the processes, methods, techniques and tools that organizations use to manage their information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. This course assumes that project management in the modern organization is a complex team-based activity, where various types of technologies (including project management software as well as software to support group collaboration) are an inherent part of the project management process. Prerequisite: CSS306. Alternate years.

CSS 308 Service Learning: Computers in Context (3)
This service-learning course is comprised of practical and critical components. In the practical component of the course, students engage in a minimum of 30 hours of planned practical service activities that are directly related to the field of computer science and/or information systems. In the critical component of the course, students engage in a minimum of 15 hours of such preparatory activities as self-guided research, planning, and analysis of the requirements of the practical component of the course. Additionally, in the critical component of the course, students reflect on the relationship between the academic content of the course and the service, civic, and ethical elements of the service-learning experience.

CSS 309 Comp. Information Systems & Decision Support Systems for Business Intelligence(3)
This is a study of computer information, decision support, and expert systems and their applications. This course will examine the design, development and implementation of IT-based solutions that support decision-making components of managerial and professional work. The course is designed to integrate relevant theoretical concepts with their practical applications to a context-specific domain. The course will include an extensive semester-long project aiming at incorporating the acquired skills and knowledge into a single deliverable. The expected deliverable is a computer-based decision support system. Alternate years.

CSS 311 Digital Forensics Analysis (3)
The aim of this course is to provide students with a comprehensive understanding of principles of digital forensics. The emphasis is placed on fundamentals of collection, preservation, and analysis of digital evidence. The importance of forensic principles and procedures, legal considerations, digital evidence controls, and the documentation of forensic analysis is stressed throughout the course. Students will learn how to acquire appropriate tools of digital forensics to identify, locate and analyze computer evidence on a variety of devices. Prerequisite: CSS202, IT Infrastructure.

CSS 312 Introduction to Information Security (3)
This is an introductory course in information security that familiarizes students with the basic concepts and principles of information security, as well as with the fundamental approaches to securing IT infrastructure. This course is intended to help students to gain a fundamental and comprehensive understanding of information

security. The focus of the course is on an overview of major information security issues, technologies, and approaches.

CSS 333 Data Structures (3)

A study of advanced concepts in the area of data structures. Topics include trees, lists, files, stacks, queues, heaps, program correctness, complexity analysis, and algorithmic design. Prerequisite: CSS 235 or equivalent. Alternate years.

CSS 351 System Administration (3)

Maintenance, setup, and troubleshooting issues for servers and networks. Server operating systems will include Windows and UNIX families. Topics include file services, web services, print services, database services, and client setup. Prerequisite: CSS 211 or higher.

CSS 372 Data Communications and Networks (3)

A study of physical and logical aspects of local and wide area networks. Topics include the OSI model, network topologies, communication protocols, media, hardware, and issues of network administration. Prerequisites: CSS 202, IT Infrastructure or CSS211 Introduction to Programming.

CSS 375 Data and Information Management (3)

A study of the design of databases, focusing on relational database design. Topics include data modeling, normalization, queries, SQL syntax, constraints, security and recovery, and large-scale databases. Hierarchical, Network, and Object-Oriented designs are also introduced. Prerequisite: CSS202, IT Infrastructure or CSS211, Introduction to Programming.

CSS 381 Computer Architecture and Assembly Language (3)

An introduction to programming in assembler and machine language. Topics include register manipulations, addressing techniques, interrupt routines, string processing, binary arithmetic, bit manipulations, and internal data storage such as hexadecimal and two's complement. Prerequisites: CSS 212 or 235. Alternate years.

CSS 404 Business Process Engineering (3)

In this course, students will be introduced to key concepts and approaches to business process management and improvement. The main focus of this course is both understanding and designing business processes. Students will learn how to identify, document, model, assess, and improve core business processes. Students will be introduced to process design principles. The way in which information technology can be used to manage, transform, and improve business processes is discussed. Students will be exposed to challenges and approaches to organizational change, domestic and off-shore outsourcing, and inter-organizational processes. Prerequisite: CSS306. Alternate years.

CSS 405 Design, Development, and Implementation of Enterprise Architecture (3)

A capstone course for CIS majors. This course explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, and software selection, total cost of ownership calculations, IT investment analysis, and emerging technologies. The course includes an extensive semester-long research project aimed at incorporating the acquired skills and knowledge into a single deliverable. The expected deliverable is a database-driven and web-enabled information system. Alternate years.

CSS 406 Techniques for Digital Forensics Analysis (3)

This course examines the process for computer forensic investigation and introduces the tools and procedures required to legally seize and forensically evaluate a suspect machine. The course provides a range of laboratory and hands-on assignments that provides a balanced introduction to the theoretical and practical aspects of computer forensic analysis, e-mail investigations, image file recovery, and investigative report writing. Students will use FTK (Forensic Took Kit) along with other forensic tools to recover, search, and analyze electronic evidence and create reports. Prerequisites: CSS202, IT Infrastructure, CSS311, Digital Forensics Analysis, CSS372 Data Communication and Networking.

CSS 407 Computer and Network Security (3)

The course is a comprehensive study of the security principles and practices of computer and network systems. Topics include basic computer security concepts, common attacking techniques, common security policies, basic cryptographic tools, and authentication, access control, network intrusion detection, software security, operating system security, and network security, legal and ethical issues in computer security. Prerequisites: CSS202, IT Infrastructure, CSS312, Introduction to Information Security, CSS372, Data Communication and Networking.

CSS 408 IT Leadership: a Service-Learning Course (3)

This service-learning course is comprised of the practical, critical, and communication components. In the practical component of the course, students engage in a minimum of 30 hours of planned practical service activities that are directly related to the field of computer science and/or information systems. In the critical component of the course, students engage in a minimum of 7.5 hours of such preparatory activities as a self-guided research and a consequent analysis of a new technology, a problem, or an issue relevant to the practical component of the course. The deliverable of the critical component will be a set of artifacts presented in accordance with the requirements of the communication component. Also, in the critical component of the course, students reflect on the relationship between the academic content of the course and the service, civic, and ethical elements of the service-learning experience. In the communication component of the course, students will prepare two written reports and two oral presentations that reflect and summarize the findings of the analysis conducted in the critical component. It is expected that a required high-quality deliverable will take at least 7.5 hours to prepare. Additionally, in the communication component of the course, students reflect on the multidimensional nature of the field of CS/CIS/IT, and its implications on the oral and written communication skills of the CS/CIS/IT professional. Prerequisites: CSS202, IT Infrastructure, CSS372, Data Communication and Networking, CSS308, Computers in Context, Service Learning Course.

CSS 411 Advanced Programming: Simulation (3)

A capstone course in modeling and simulation using previously studied languages and including at least one major programming project. Topics include a survey of simulations, iterated function systems, cellular automata, predator-prey models, random number generation, and random distributions and applications. Prerequisites: CSS 212 or 235 and, MTH 202 or consent of instructor.

CSS 445 Internship (1-6)

A supervised work experience that requires the student to apply computer skills in a professional environment. For each credit hour earned, the student spends a minimum of 45 hours of approved work experience with a cooperating organization. Graded on a Pass/Fail basis only. Prerequisite: Permission of instructor and a 2.0 cumulative grade point average.

ECONOMICS (ECO)

Ernest Pegram, Coordinator

Averett University offers a minor in Economics. The program is designed to offer students the opportunity to select course combinations that will allow for student in four areas of economics: public sector (government), private sector, national, and international economics. Recommended course combinations may be found in departmental literature and brochures available by contacting members of the business department.

The great benefit of an economics minor is its versatility. The economics minor prepares students to pursue careers in business, banking, law, medicine, government, consulting, trade associations, or other private sector positions. Students develop critical thinking, analytical thinking, and quantitative skills particularly valuable for graduate programs in economics, government, public administration, law school, or business.

The minor is comprised of the following courses:

ECO201, Principles of Microeconomics	3
ECO 202, Principles of Macroeconomics	3
MTH 160, Introduction to Statistics	3
ECO Electives (300 level or higher)	<u>12</u>
	Total 21

Courses of Instruction in Economics

ECO 201 Principles of Microeconomics (3)

A study of demand and supply analysis, demand and supply elasticity, production theory, cost theory, market structures, business decision on the price and output, shortcomings and remedies of market mechanism, factor income, and income distribution.

ECO 202 Principles of Macroeconomics (3)

A study of topics such as basic functions of economics system, scarcity and choice, inflation and unemployment, national income accounting, aggregate demand and aggregate supply, macroeconomic equilibrium, aggregate expenditures, income and expenditures equilibrium, fiscal policy, money and banking, monetary policy, international trade, income distribution, and economic growth.

ECO 210 Consumer Economics (3)

A course designed as a practical elective which covers, in part, the consumer's function and responsibilities in the economy, budgets, consumer credit, and business influence on consumers, tips on better buying, insurance, investments and aids for consumers. Not open to first year students.

ECO 300 Money and Banking (3)

A study of functions of money, financial institutions and markets, interest rate theories, expectation theory and efficient market hypothesis, economic analysis of financial structure, banking industry and regulations, financial crises, the Fed and the effect of monetary policy change on economic stability and growth.

Prerequisites: ECO 201 and ECO 202

ECO 308 African Americans and the US Economy (3)

After slavery, African Americans have searched to find paths to economic prosperity in the American economy. The purpose of this course is to review the academic, scholarly literature on African American participation in the American economy after slavery. Course topics include the 1) Great Economic Migration, 2) Great economic debates on African American participation in the American economy, 3) economic segregation, 4) integrating African Americans in the American economy - the argument for affirmative action, and 5) challenges of African American unemployment rates. The course includes a paper project, research journalism,

of identifying a family whom was part of the Great Economic Migration - bringing the great economic migration to life. Prerequisites: ECO201 and ECO202, or permission of the instructor.

ECO 403 Applied Economics (3)

The major purpose of this course is to study the application of microeconomic theory and the tools of decision science to examine how a business firm can achieve its objectives most efficiently. The covered topics include: the scope of applied economics; optimization techniques; demand analysis, estimation, and forecasting; production and cost analysis; cost theory and estimation; market structures and pricing practices, and regulations. Prerequisites: ECO201, ECO202, and MTH160.

ECO 404 International Trade (3)

This course introduces major theories of international trade and uses them to address trade policy issues. Topics covered include: specialization and gains from trade, the role of increased globalization on a nation's competitiveness; gains from trade; trade and capital movements; welfare effects of growth and income transfers; economic integration; tariffs and non-tariff barriers to trade; political economy of tariffs; balance of payment problems; determinants of exchange rates; and exchange rate policies. Prerequisites: ECO201, ECO202, and MTH160.

ECO 405 Economic Development (3)

Economic development in countries requires the development of infrastructure capabilities and the development of human capabilities. This course synthesizes microeconomics development theory, research, and macroeconomics development theory, research to answer questions of what economic policies can best engender economic growth in particular regions of particular countries. The purpose of this course is to 1) develop critical thinking skills on economic development issues, and 2) acquire the knowledge of challenges of economic development implementation. This course outlines theories and models of economic growth and development. The objective of this course is to equip students with the knowledge and analytical tools necessary for studying the challenges for developing economies. Prerequisites: ECO201 and ECO 202

ECO 406 Labor Economics (3)

This course provides an introduction to the field of labor economics coupled with an introduction to the history and development of American Labor. This course analyzes labor in the U. S. economy, addressing topics of labor supply and labor demand, theories and practice of wage determination, including labor force participation, evolution and change in labor markets in the United States, employment, and unemployment. This course synthesizes microeconomics theory, and macroeconomics theory for analysis of trends and measurements of labor productivity, labor mobility, and the role of government and unions in United States labor markets. The purpose of this course is to outline theoretical concepts for labor market analysis. The objective of this course is to equip students with economic theory and knowledge of traditional and contemporary topics of labor economics in the United States. Prerequisites: ECO201 and ECO202.

EDUCATION (ED)

Nancy Riddell, Chair, Director of Teacher Education, Assessment Coordinator, AU Verification Officer
Leslie Kapuchuck, AO Education Program Director
Nina Huff
Paul Scott
Charla Crews
Karen Lynch, Executive Assistant II

The goal of the Department of Education at Averett University is to prepare innovative, reflective educators who evidence strengths in academic knowledge, instructional delivery, technology integration, data optimization, and professional ethics and who provide learning environments that make a positive difference in their students' success and lives. Our success is reflected in the fact that we consistently place approximately 100% of our graduates in teaching positions.

Averett's Department of Education has formed partnerships with regional school divisions where pre-service teachers complete field-based practica and student teaching. Formalized partnerships exist within the region between Averett and the public school divisions of Caswell County, NC, Danville City, Halifax County, Henry County, Martinsville City, Patrick County, Pittsylvania County, Person County, NC, and Rockingham County, NC, as well as private institutions such as Hargrave Military Academy, Sacred Heart Catholic School, Westover Christian Academy, Danville Science Center, The Danville Museum of History and Fine Arts, and The Institute for Advanced Learning and Research. These partnerships enhance departmental curriculum offerings and ensure that students have the best opportunities available for diverse, hands-on experiences.

Accredited by the Council for the Accreditation of Educator Preparation (CAEP), Averett University's teacher education programs which include both undergraduate and graduate offerings. The undergraduate component provides programs leading to a Bachelor's of Science or Arts Degree with initial licensure from the state of Virginia.

Initial Licensure Programs offered at Averett include-

Elementary Education (PK-3 or PK-6)

Special Education General Curriculum K-12

Secondary: (see content area for additional information)

English Grades 6-12

Mathematics Grades 6-12

History and Social Science Grades 6-12

PK-12: (see content area for additional information)

Health and Physical Education PK-12

Theatre Arts PK-12

Visual Arts PK-12

Instrumental Music PK-12

Endorsement "add-ons"

Special Education PK-6

Special Education 6-12

Driver's Education

Admission to the Teacher Education Program (Undergraduate Students)

Students wishing to pursue an initial teaching licensure must be admitted to the program of professional studies in education (Teacher Education Program). Students seeking such admission must have a grade point average of 3.00, 3 letters of recommendation, and complete the following:

- Program Application
- ED 290, Foundations of Education
- PSY 205, Developmental Psychology
- ED 180, Earth Science/Geography for Educators (Elem. & Secondary History only)
- Virginia Communication and Literary Assessment (VCLA)

In order to clarify the process in which students progress through the Teacher Education Program here at Averett University, the following chart has been created to help our students and advisers better understand the intricacies of becoming a licensed teacher in the state of Virginia.

1- Student Accepted at Averett	Demographic Information Gathered
2- Admission to Teacher Education Program	-Application -ED 290, PSY 205, (ED 180 Elem and Sec History only) -GPA 3.00 -VCLA -3 Letters of Recommendation
<p>Upon completing the items listed above, and with approval from the Teacher Education Committee, students will be accepted into the Teacher Education Program. Once in the program, students are allowed to register for 300 and 400 level education courses. An induction ceremony, Celebration of Success, will be held each semester for students accepted into the program. During the ceremony, students will receive an Averett Name Tag to be worn during practicum placements and student teaching.</p>	
3- Completion of Specialty Assessments (in order to student teach) TB Test, Background check, Social Services Check	Elementary Ed PK-3 or PK-6 – -Praxis II (Multiple subjects 5001) -Teaching Reading SPED-General Curriculum K-12 -Teaching Reading Secondary – 6-12 and Pk-12 -Praxis II
4- Student Teaching Emergency First Aid & CPR Certificate (hands-on), Dyslexia Awareness (Online), Child Abuse and Neglect (Online) Behavior Intervention (Online) And other assessments as required by the Virginia Department of Education	Dispositions Survey

After admission to the Teacher Education Program, the student must maintain a minimum 3.0 grade point average and receive no grade below a C in professional education courses in order to remain in good standing in the program.

Programs in Professional Education

Programs in professional education seek to:

- develop in each candidate a sense of the professional character of teaching and of the importance and challenge of this profession;
- emphasize intensive study in the academic disciplines which provide the foundation for the subjects and the Virginia Standards of Learning the candidate will teach in the school setting and provide a thorough understanding of the setting of those subject matter areas in the school curriculum;
- assist the candidate in gaining an understanding of psychological growth and development, the process of human learning, and the dynamics of human interaction as these are related to the process of teaching;
- assist the candidate in gaining a realistic concept of the role of the teacher, the student, and subject matter in the teaching-learning process, with emphasis on the function of the teacher in classroom management;
- provide opportunity for direct experience in the classroom setting through observation, field experiences, and directed teaching;
- assist the candidate in the development of a realistic philosophy of education, an understanding of the role of the school in contemporary society, and an understanding of the evolution of education in this country;
- address legal aspects, current trends and future issues in education.

Completion of the Bachelor's degree and the approved Professional Education Program leads to 10-year initial licensure.

Students should be advised that the Virginia Board of Education may alter licensure processes and requirements, thus making changes in Averett's degree programs necessary. The University reserves the right to make such alterations in degree requirements as are necessary to insure graduates of their eligibility for teaching licensure.

Course Requirements for Students Seeking Teaching Licensure in Elementary Education (PreK-3 or PreK-6)

All candidates desiring teaching licensure in Grades PK-6 must complete at least 6 hours in the following four discipline areas: Mathematics, English, Science with lab, and History/Social Science, and in addition, complete required Education courses. In addition to the 26 hours in the four major discipline areas, students must complete 50 hours of professional & field courses and meet all other degree requirements as set forth by the University.

THE FOUR MAJOR DISCIPLINE AREAS

English

ENG111, Intro Writing/Research

ENG112, Intro to Literature

TOTAL English Hours -6

History

HIS101, West Civ I

HIS102, West Civ II

HIS201, US History I

HIS202, US History II

TOTAL History Hours - 6

Mathematics

MTH Electives

TOTAL Mathematics Hours - 6

Science

BIO101, Intro to Biology & Lab
 PSC101, Survey of Phys Science & Lab or another approved lab science
 TOTAL Science Hours - 8

EDUCATION COURSES FOR ELEMENTARY EDUCATION

	Semester Hours
ED 180, Earth Science/Geography for Educators	2
ED 290, Foundations of Education	3
ED 322, Educational Psychology (aiding placement included)	3
ED 350, Reading and Language Development.....	3
ED 351, Field Experiences/Practicum in Reading and Language Development..	0
ED 378, Curriculum in Grades PK-6	2
ED 379, Teaching Assistant: Grades PK-6	1
ED 401, Instruction in Grades PK-6.....	3
ED 408, Math Methods	3
ED 409, Science Methods	3
ED 419, History Methods.....	3
ED 443, Diagnosis and Application of Reading and Language Development	2
ED 444, Practicum in Reading	1
ED 469 Classroom Management & Positive Behavior	3
ED 479 Assessment of Learning	3
ED 488, Directed Teaching/Seminar in Grades PK-6	<u>12</u>
 TOTAL HOURS	 50

Sample Four-Year Course Sequence for Education/Related Courses for PreK-3 or PreK-6

Freshman Year:

MTH Electives
 ENG111, ENG112
 IDS110
 EDU 180, Earth Science/Geography for Educators
 EDU 290, Foundations of Education
 PSY 205, Developmental Psychology
 PSC 101, Physical Science

**YOU MUST BE ADMITTED TO THE TEACHER EDUCATION PROGRAM TO ENROLL IN 300
 AND 400 LEVEL EDUCATION COURSES**

Sophomore Year:

ED 322, Educational Psychology
 ED 384 Exceptional Student
 TH 300, Public Speaking
 POS 131, The World of Politics
 ED 378, Curriculum in Grades PK-6
 ED 379 Teaching Assistant: Grades PK-6
 HIS 101, 102, Western Civilization or other HIS Electives

Junior Year:

ED 408 Math Methods
 ED409 Science Methods
 ED 419 History Methods
 ED 350, Reading and Language Development
 ED 351, Field Experiences in Reading and Language Development
 ENG 444, Literature for Children and Adolescents

ED 443, Diagnosis and Application of Reading and Language Arts
ED 444, Practicum in Reading

Senior Year:

ED 479 Assessment of Student Learning
ED 469 Classroom Management & Positive B
ED 401, Instruction in Grades PK-6
ED 488, Directed Teaching/Seminar in Grades PK-6

Special Education – General Education K-12

Sample Four-Year Course Sequence for Education/Related Courses for PreK-6

Freshman Year:

MTH Electives
ENG111, ENG112
IDS110
EDU 180, Earth Science/Geography for Educators
EDU 290, Foundations of Education
PSY 205, Developmental Psychology
PSC 101, Physical Science

**YOU MUST BE ADMITTED TO THE TEACHER EDUCATION PROGRAM TO ENROLL IN 300
AND 400 LEVEL EDUCATION COURSES**

Sophomore Year:

ED 322, Educational Psychology
ED 384 Exceptional Student
POS 131, The World of Politics
PSC 101, Survey of Physical Science
ED 378, Curriculum in Grades PK-6
ED 379 Teaching Assistant: Grades PK-6
HIS 101, 102, Western Civilization or other HIS electives

Junior Year:

ED 471 Curriculum and Instruction for Students
ED 438 Transition Planning and Services
ED 439 Math Curriculum Instruction Adaptations
ED 350, Reading and Language Development
ED 351, Field Experiences in Reading and Language Development
ED 443, Diagnosis and Application of Reading and Language Arts
ED 444, Practicum in Reading

Senior Year:

ED 479 Assessment of Student Learning
ED 469 Classroom Management & Positive B
ED 441 Collaboration in Special Education
ED 446 Practicum of Learning
ED 484, Directed Teaching/Seminar in SPED

Secondary (6-12) and PreK-12 Education

A student who anticipates teaching on the secondary Grades 6-12 or PreK-12 level may elect either a Bachelor of Arts or a Bachelor of Science degree, depending upon the academic discipline selected as a major. **The degree is earned in the subject the student intends to teach.** Courses in either secondary or PK-12 education are taken in addition to the requirements of a major program. Programs leading to professional licensure are offered in English (6-12), History and Social Science (6-12), Mathematics (6-12), Health and Physical Education (PK-12), Theatre Arts (PK-12), Visual Arts (PK-12), and Instrumental Music (PK-12).

Students who wish to be recommended for secondary or PK-12 teaching licensure must complete a major program in an academic discipline of the University and, in addition to that major program, must complete the following requirements:

Course Requirements for Students Seeking Secondary (6-12) or PreK-12 Teaching Licensure

In addition to the University’s general education requirements, the following courses are required:

PROFESSIONAL COURSES FOR 6-12 AND PreK-12 CANDIDATES

	Semester Hours
ED 110, Foundations in Special Education	1
ED 290, Foundations of Education (Observations included)	3
ED 322, Educational Psychology (Aiding placement included)	3
ED 334, Content Area Reading and Language Development	3
ED 474, Secondary/PK-12 Curriculum	2
ED 478, Teaching Assistant PK-12.....	1
ED 406, Instruction in Secondary/PK-12 Education	<u>3</u>
	Total - 17

Additional professional courses for students seeking a PreK-12 license in Health and Physical Education, Theatre Arts, Visual Arts, or Instrumental Music include:

ED 378, Curriculum in Grades PK-6	2
ED 379, Teaching Assistant	<u>1</u>
	Total - 20

REQUIRED COURSES IN THE SUBJECT AREA(S) OF INTENDED LICENSURE

Required courses in the subject area(s) of intended licensure are listed in the catalog under the specific major(s). Any related course requirements are listed in those sections: English (LLC); History; Mathematics; Health and Sport Science; Theatre; Music.

Field Experiences

Extensive clinical experiences and practica are built into Averett's education programs to facilitate the transition from theory to practice. Various courses provide opportunities for the student to observe, tutor, aid, assist, and teach in off-campus settings, as well as tutor children in area schools. Additional information about the various field experiences is provided in the course descriptions and from course instructors.

Courses of Instruction in Education

EDU 110 Foundations in Special Education (1)
 The Special Education Foundations course will help prepare candidates to relate inclusion education to the laws, policies, and practices of special education. Candidates will differentiate instruction for students depending on their needs and gain knowledge of the role of general education teachers on the individualized

education program team. They will implement effective models of collaborative instruction, including co-teaching, and understand the goals and benefits of inclusive education for all students.

ED 180 Earth Science/Geography for Educators (2)

A course designed to provide future teachers with a sound foundation for understanding the content, process, and skills of earth science and geography. Students will explore earth's cycles and change, including but not limited to: weather; ecosystems; energy relationships; motions as related to seasons, tides, time and phases of the moon; the water cycle; the rock cycle; properties of the earth and the solar system; historical cycles and fossils; the oceans and currents; plate tectonics; weathering and erosion; soil formation; and human impact. In addition, students will explore the shaping of the earth's surface, use maps and other representations to analyze change, track changes in human population and urbanization, and identify various resources and their uses.

ED 290 Foundations of Education (3)

A course dealing with the historical development, philosophy, structure, social function, legal aspects, financial support, and current problems of American public education. Admissions procedures to studies in professional education will also be undertaken. The student will not be admitted to this course until a minimum of 30 semester hours of college study is successfully completed. This course is a prerequisite for all other courses in education. Placement – 20 hours.

ED 322 Educational Psychology (3)

A course designed to allow the student to investigate the nature of human learning as it takes place in the school setting and to study approaches for the evaluation of student progress in learning. The student will also give attention to the psychological aspects and implications of classroom management. During this course, the student will serve as a teacher's aide in an area school.

ED 334 Content Reading and Language Development (3)

This course provides for the study and application of literacy in teaching Virginia's Standards of Learning (SOL) in all content areas. Anticipated topics include development of students' study and reading habits, the appreciation of a variety of literature and techniques to increase reading comprehension. Skills for working with small groups, and gifted and special needs students will be addressed. The class will discuss how technology can be used to address these topics along with practical applications of technology for completion of some course requirements. The course instruction will focus on individual and cooperative group work in both a classroom and computer lab. Placement – 40 hours.

ED 350 Reading and Language Development (3)

A course dealing with the relationship of reading to the other language arts—listening, speaking and writing. Students will examine the principles underlying the teaching of reading using the total language approach. Special attention will be given to the development of the language arts skills as a foundation for the reading skills. Emphasis will be placed on these skills from the readiness stage through the middle grades. Students must enroll also in the field experience section that accompanies this course. Placement – 20 hours.

ED 351 Field Experiences/Practicum in Reading and Language Development (0)

A practicum designed to provide application of theory and research to classroom practice. It allows the preservice teacher opportunities in a supervised setting to implement instruction with an individual student or a small group of students. Co-requisite: ED 350. Graded on a Pass/Fail basis.

ED 378 Curriculum in Grades PK-6 (2)

A course designed to introduce prospective PK-6 educators to the philosophical basis of curriculum development; subject matter content in all disciplines with particular emphasis in social studies and history; current events in curriculum development; and national, state, and local Standards of Learning. Co-requisite: ED 379. Placement – 20 hours.

ED 379 Teaching Assistant: Grades PK-6 (1)

A field experience designed to acquaint prospective teachers with the day-to-day realities of teaching as they observe students and their behavior patterns in both structured and non-structured settings, become acquainted with the diverse levels of achievement within the classroom, learn to evaluate curricular materials and

resources, and gain practical experience by assuming a variety of teacher roles. Co-requisite: ED 378. Graded on Pass/Fail basis.

ED 384 The Exceptional Student (3)

An overview of special and gifted education and study of theories, characteristics, and needs of exceptional students. Attention will be given to the historical background and legal aspects of special and gifted education, general practices for instructional programming and individual evaluation.

ED 401 Instruction in Grades PK-6 (3)

A course providing prospective teachers with the opportunity to explore teaching strategies and examine materials appropriate for the child in grades PK-6. Lesson planning, unit planning, micro-teaching, and classroom management strategies will also receive heavy emphasis. The student will gain practice in instructing the total class, the small group, and the individual during the 40-hour placement in a secondary school (grades 6-12) or appropriate placement to give the student exposure for PK-12 licensure. Attention is given to observational, audiovisual, and instructional skills needed in the placement. This course must be taken during the semester immediately prior to ED 488, Directed Teaching/Seminar in Grades PK-6. Prerequisites: ED 378 and 379. Placement – 40 hours.

ED 406 Instruction in Secondary/PK-12 Education (3)

A course designed to deal with instructional methods and with procedures for classroom management appropriate for teaching in grades 6-12 and in certain PK-12 programs. The student will gain practice in instructing the total class, the small group, and the individual during the 40-hour placement in a secondary school (grades 6-12) or appropriate placement to give the student exposure for PK-12 licensure. Attention is given to observational, audiovisual, and instructional skills needed in the placement. Prerequisites: ED 474 and 478. Placement – 40 hours.

ED 408 Methods of Teaching Elementary Mathematics (3)

This course emphasizes content and process standards and pedagogical instruction that enhance learning in preK-6 mathematics. Participants explore teaching mathematics through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine VDOE mathematics standards, assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.

ED 409 Methods of Teaching Elementary Science (3)

This course emphasizes content and process standards and pedagogical instruction that enhance learning in preK-6 Science. Participants explore teaching science through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine VDOE science standards, assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.

ED 419 Methods of Teaching History and Social Sciences (3)

This course emphasizes content and process standards and pedagogical instruction that enhance learning in preK-6 history and social science. Participants explore teaching history through research-based practices, problem-solving, and developmentally effective instructional strategies. Participants also examine VDOE history and social science standards, assessment techniques, technology tools, instructional leadership, diverse learning needs, and materials management.

ED 438 Transition Planning & Services (3)

This course provides study and field experiences designed to fulfill requirements for licensure with the Virginia Department of Education's (VDOE) Special Education-General Curriculum. Students will complete field experiences to include observations and interviews in PK-12 settings with general and special educators. Placements will be facilitated by the instructor. This course fulfills a three-semester hour requirement leading toward an endorsement in the Special Education-General Curriculum (PK-12).

ED 439 Mathematics Curriculum and Instruction Adaptation

This course is designed to provide an overview of curricular and instructional adaptations for special education math students, pre K-12. Attention is given to educational implications of the various disabilities along with modifications based on best special education practice. Students will interpret student data from a variety of assessment tools to plan and make appropriate program decisions.

ED 443 Diagnosis and Application of Reading and Language Arts (2)

This course provides pre-service elementary teachers with the basic knowledge of formal and informal literacy assessments and interpretation. Discussion of interpretation will focus on how assessment results can be used in the professional setting and in discussion with parents. Special attention will be given to interpreting scores of exceptional students. A wide range of instructional plans will be discussed. The pre-service teachers will plan appropriate instruction to demonstrate their proficiency in utilizing a variety of strategies for reading vocabulary development and reading fluency. Strategies for incorporating vocabulary development across the curriculum will be emphasized. Students will come to understand the unique needs of students with language difference and delays as well as the role of the family in developing literacy. Technology is utilized throughout the course in a variety of formats; PowerPoint is one program of special emphasis. Prerequisites: ED 350 and 351. Co-requisite: ED 444.

ED 444 Practicum in Reading (1)

This field placement course allows students a tutorial experience where they can use and interpret formal and informal literacy assessments. Pre-service teachers will vary instruction to demonstrate their understanding of student's level of literacy development and needs. Pre-service teachers will tutor a student in area schools, plan instruction, confer with the instructor and others as needed, and write a formal report based on their tutee. This course is graded on a pass/fail basis. Prerequisites: ED 350 and 351. Co-requisite: ED 443. Placement – 40 hours.

ED 469 Classroom Management and Positive Behavioral Support (3)

The purpose of this course is to provide study and experiences leading toward an understanding and application of classroom management and behavior management techniques and individual interventions, including techniques that promote emotional well-being, teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of educational environments. Diverse approaches based upon behavioral, cognitive, affective, social and ecological theory, and practice. Practicum experiences include observations in K-12 settings, assisting in inclusion settings, site-based direct instruction, and class fieldtrips.

ED 471 Curriculum and Instruction for Students with Disabilities (3)

Study of the development, implementation and evaluation of programs for students with disabilities, specific attention to students with learning disabilities and emotional/behavioral disabilities. Foundations of special education, legal requirements, identification and characteristics of students with disabilities, assessment, planning curriculum, differentiation of instruction, universal design, response to intervention approaches, curriculum adaptations, effective research-based strategies, assistive technology, creating learning environments, and teaming. Practicum experiences include observations in PK-12 inclusion settings, assisting, site based direct instruction, and fieldtrips.

ED 474 Secondary/PK-12 Curriculum (2)

A course designed to contribute to students' understanding of the principles of learning; classroom management; selection and use of materials, including media and computers; and evaluation of pupil performance. Curriculum for both middle and secondary education will be explored. Additionally, the course will cover the general structures of the secondary school, curricular design, the process of curricular change, and trends and innovations in the students' intended teaching program. Co-requisite: ED 478. Placement – 20 hours.

ED 478 Teaching Assistant: Secondary/PK-12 Education (1)

A field experience designed to acquaint prospective secondary teachers with the day-to-day realities of teaching as they observe students and their behavior patterns in both structured and non-structured settings, become acquainted with the diverse levels of achievement within the classroom, learn to evaluate curricular materials and resources, and gain practical experience by assuming a variety of teacher roles. Co-requisite: ED 474. Graded on Pass/Fail basis.

ED 479 Assessment of Learning

(3)

Study and field experiences designed to explore assessments and management of instruction and behavior, general curriculum coursework, characteristics, IEP implementation, transitioning, study and field experiences. Field experiences focus upon assessment of learning and behavior. Prerequisites: ED 290.

Directed Teaching/Seminar

The student will enroll in the appropriate directed teaching course during one semester of the student's senior year after having successfully completed the appropriate instruction course and all other professional education requirements with a grade point average of 3.0 or better. All students must be fully admitted to the Teacher Education Program and have passed Praxis II, the Virginia Communication and Literacy Assessment (VCLA), and the Teaching Reading, if applicable, before student teaching. The Teaching Reading Assessment is only required for PK-6 and Special Education certification.

The student will be placed in an area public school for the directed teaching experience in keeping with the student's intended teaching area. The student teacher will be supervised by public school personnel and by University personnel with experience appropriate to the student's intended area(s) of licensure. For each endorsement being sought, the student will, in the directed teaching experience and/or in earlier practica, gain supervised experience in at least two settings in two different school divisions for a minimum of 300 clock hours, at least half of which will be in direct instruction.

Secondary and PK-12 candidates who wish initial recommendation for licensure in two or more subject areas must undertake directed teaching in each of these areas. If a PK-12 endorsement is sought, teaching activities must be at both the elementary and middle/secondary levels.

Seminars are held concurrently with directed teaching and are intended to provide systematic discussion of the student's experiences during directed teaching and provide assistance in solving the common problems faced by the students in directed teaching. Such seminars are part of the student's professional semester.

The combined Directed Teaching/Seminar is graded on a Pass/Fail basis only.

The directed teaching courses are listed below:

EDU 488	Directed Teaching/Seminar in Grades PK-6	(12 Hours)
EDU 489	Directed Teaching/Seminar in Secondary/PK-12 Education	(12 Hours)
EDU 484	Directed Teaching/Seminar in SPED General Curriculum K-12	(12 hours)

No other coursework can be taken while student teaching unless approved by The Director of Teacher Education

ENGLISH (LANGUAGE, LITERATURE, AND CULTURE (LLC))

Jennifer Hughes, Chair
Marc Muneal
Catherine O. Clark
Antoinette M. Gazda

The Department of Language, Literature, and Culture (LLC) (*formerly English*) at Averett University engages students in languages, cultures, writing, and a wide range of media, both in the classroom and in the community. The Department offers a Bachelor of Arts degree to students in English, English/History, English/History (Pre-Law), English/Theatre, or Modern Language and Culture. Majors within the LLC department are required, as part of earning the Bachelor of Arts, to complete a language sequence through the 203 level. The Department also offers minors in African and African-American Studies, English, French, and Spanish

The selection of required and suggested courses ensures that students completing a major in the LLC department are proficient in their use of written language, have good analytical skills, are careful readers, and have a strong background in the major texts and movements. While many of Averett's LLC majors elect to teach in secondary schools, others pursue advanced degrees in law, business, and graduate schools, and many go into journalism or business-related fields such as public relations or advertising.

The English/History (Pre-Law) major is administered through both the History and LLC departments. More information in regards to the English/History (Pre-Law) major can be found in the History department's section of the Catalog.

The English/Theatre major is administered through both the LLC and Theatre departments. More information in regards to the English/Theatre major can be found in the Theatre department's section of the Catalog.

Students must attain at least a 2.5 grade point average in the English major in order to graduate.

Requirements for a Major in English:

In addition to general education requirements, the following courses are required:

	Semester Hours
ENG 111, Introduction to Writing and Research	3
ENG 112, Introduction to Literature	3
Three ENG 200-level survey courses*	9
*Students may, with department approval, substitute 300/400 level English Courses for required 200-level courses.	
One pre-1750 ENG elective (not 414) at 300-400 level.....	3
One post-1750 ENG elective at 300-400 level.....	3
Five additional ENG electives at 300-400 level	15
ENG 414, Shakespeare.....	3
ENG 496, Capstone Course in Literary Study	3

Total 42

Sample Four-Year Course Sequence for English

Freshman Year:

ENG 111, Introduction to Writing and Research (fall)
FR 101, Beginning French I (fall) or
SPA 101, Beginning Spanish I (fall)
ENG 112, Introduction to Literature (spring)

FR 102, Beginning FR II (spring) or
SPA 102, Beginning Spanish II (spring)

Sophomore Year:

ENG 201, Survey of English Literature from Its Beginnings Through 1750 (fall) **or**
ENG205, Survey of American Literature to 1860 (fall) or
ENG 242, Survey of African American Literature (fall)
FR 201, Intermediate French I (fall) or
SPA 201, Intermediate Spanish I (fall)
ENG 202, Survey of British Literature from 1750 to the Present (spring) **or**
ENG 206, Survey of American Literature 1860 to the Present (spring) **or**
ENG 220, World Literature (spring)
FR 203, Intermediate French II (spring) or
SPA 203, Intermediate Spanish II (spring)
ENG 300 or 400-level course (one in fall or spring)

Junior Year

One additional 200-level survey course (one in fall or spring)
ENG 414, Shakespeare (fall)
ENG 300-400 level elective (fall)
ENG 443, Renaissance Literature (spring) or
ENG 413, Chaucer and His World (spring)*
ENG 320, 323, 401, or 402 (post-1750 British literature offerings) (fall or spring) or
ENG 317, 406, or 407 (post-1750 American literature offerings) (fall or spring) or
ENG 405, Modern Literature (spring)

Senior Year:

Two ENG 300 or 400 level electives (fall)
One ENG 300 or 400 level elective (spring)
ENG 496, Capstone Course in Literary Study (spring)

Requirements for a Major in English with Teaching Licensure

In addition to general education requirements, the following courses are required:

	Semester Hours
ENG 111, Introduction to Writing and Research	3
ENG 112, Introduction to Literature	3
ENG 201, Survey of English Literature from Its Beginnings Through 1750 or ENG 202 Survey of British Literature from 1750 to the Present AND ENG 205, Survey of American Literature to 1860 or ENG 206, Survey of American Literature, 1860 to the Present AND	
One additional 200-level survey course	9
ENG 390, Origins and Structure of English	3
ENG 405, Literary Modernism.....	3
ENG 412, Creative Writing.....	3
ENG 414, Shakespeare.....	3
ENG 421, Teaching Composition	3
ENG 439, Literary Criticism, Analysis, and Interpretation.....	3
ENG 496, Capstone Course in Literary Study	3
English electives at 300-400 level.....	6

One course from the following:

ENG 320, English Novel in the 18th and 19th Centuries
ENG 323, Restoration and 18th Century Literature

ENG 401, Romantic Poetry and Prose or
 ENG 402, Victorian Poetry and Prose.....3

One course from either of the following:

ENG 413, Chaucer and His World **or**
 ENG 443, Literature of the English Renaissance3

Total 48

The other General Education and Professional Education requirements which must be met in order to be recommended for teaching licensure in English are explained in detail in the Liberal Studies major section.

Sample Four-Year Course Sequence for English with Teaching Licensure

Freshman Year:

CSS 113, Microcomputers and Application Software
 ENG 111, Introduction to Writing and Research (fall)
 FR 101, Beginning French I (fall) or
 SPA 101, Beginning Spanish I (fall)
 ENG 112, Introduction to Literature (spring)
 FR 102, Beginning FR II (spring) or
 SPA 102, Beginning Spanish II (spring)
 HTH 220, Health and Fitness for the 21st Century
 TH 103, Introduction to Human Communications

Sophomore Year:

ED 290, Foundations of Education
 ENG 201, Survey of English Literature from Its Beginnings Through 1750 (fall) **or**
 ENG205, Survey of American Literature to 1860 (fall)
 FR 201, Intermediate French I (fall) or
 SPA 201, Intermediate Spanish I (fall)
 *ENG 202, Survey of English Literature from 1750 to the Present (spring) **or**
 ENG 206, Survey of American Literature 1860 to the Present (spring) **or**
 ENG 220, World Literature (spring)
 FR 202, Intermediate French II (spring) or
 SPA 202, Intermediate Spanish II (spring)
 ENG 300-400 elective
 HIS 201, United States History I **or**
 HIS 202, United States History II
 PE Fitness Course
 PSY 205, Developmental Psychology

*One American and one British survey each are required plus one additional 200-level survey course.

Junior Year:

ED 322, Educational Psychology
 ED 334, Content Reading and Language Development
 ED 474, Secondary/PK-12 Curriculum
 ED 478, Teaching Assistant: Secondary/PK-12 Education
 ENG 320, The English Novel in the 18th and 19th Centuries (fall) or
 ENG 323, Restoration and 18th Century Literature (fall) **or**
 ENG 401, Romantic Poetry and Prose (fall) **or**
 ENG 402, Victorian Poetry and Prose (fall)
 ENG 390, Origins and Structure of English
 ENG 405, Literary Modernism (spring)
 ENG 412, Creative Writing (fall)
 ENG 413, Chaucer and His World (spring) **or**

ENG 443, Literature of the English Renaissance (spring)
ENG 421, Teaching Composition (spring)
PE Fitness Course

Senior Year:

ENG 414, Shakespeare (fall)
ENG 439, Literary Criticism, Analysis, and Interpretation (fall)
ENG 444, Literature for Children and Adolescents (fall) preK-6 only or
ENG 300-400 elective (fall)
ENG 496, Capstone Course in Literary Study (fall)
ED 406, Instruction in Secondary/PK-12 Education (fall)
ED 489, Directed Teaching in Secondary/PK-12 Education (spring)

English/History (Pre-Law)

Course requirements for the English/History (Pre-Law) major are outlined in the History section of this catalog.

English/Theatre

Course requirements for the English/Theatre major are outlined in the Theatre section of this catalog.

Minor

Students electing a minor in English must complete 18 hours in English numbered 112 or higher; at least 9 of those hours must be at the 300-400 level.

Students must maintain a grade point average of at least 2.0 in the minor.

Courses of Instruction in English

ENG 100 Fundamentals of English (3)

A course designed to reinforce and further develop the student's composition skills. Class instruction as well as individual lab practice will be included. Credits are neither computed in grade point average nor used to satisfy graduation requirements. Offered in the fall, as needed in the spring.

ENG 109 Intro to Writing and Research with Support Lab (3)

An equivalent course to ENG111, but requiring an integrated support lab. Like ENG 111, ENG 109 focuses on effective written communication through frequent in-class and out-of-class writing practice emphasizing principles of rhetoric, grammar, and mechanics. Instruction in use of library resources for research. Instruction and practice in critical reading strategies, including responsible use of print and electronic research sources. Laboratory exercises designed offer remediation in grammar and mechanics, and to underscore lecture material. The lab component is required. Students must pass with a grade of C or better. Required of freshmen with placements based on ACT/SAT test scores, or departmental placement test. Piloting in fall of 2018.

ENG 111 Introduction to Writing and Research (3)

Focus on effective written communication through frequent in-class and out-of-class writing practice emphasizing basic principles of rhetoric, grammar, and mechanics. Instruction in use of library resources for research. Instruction and practice in critical reading strategies, including responsible use of print and electronic research sources. Students must pass with a grade of C or better. Required of freshmen. Offered in both the fall and spring.

ENG 112 Introduction to Literature (3)

The reading of fiction, poetry, and drama, both classic and contemporary. Emphasis on genre study, literary terminology, and critical analysis. Includes further practice in use of research materials and preparation of a term paper on a literary topic. . Prerequisite: ENG 111. Offered in both the fall and spring.

ENG 201 Survey of English Literature from Its Beginnings Through 1750 (3)

A study of English literature as represented by principal writers from the medieval period through the writers of the Enlightenment period. Stress on interpretation and critical analysis. Prerequisites: ENG 111, 112. Offered in the fall. 1B and 3A

ENG 202 Survey of English Literature from 1750 to the Present (3)

A study of English literature as represented by principal writers and literary movements from 1750 to the present. Stress on interpretation and critical analysis. Prerequisites: ENG 111, 112. Offered in the spring. 1B and 3A

ENG 204 Introduction to Film Studies (3)

Provides students with an introduction to the academic analysis of film. Students will explore the ways in which formal choices (visual, aural, and structural) and contextual cues can create both narrative and ideological meanings. Introduces terminology, provides copious examples, and helps the student to develop the writing and speaking skills necessary for the academic study of motion pictures. 1A

ENG 205 Survey of American Literature to 1860 (3)

A study of writers and literary movements in America beginning with the colonization of the New World up to the American civil War. Concentration on exploring the variety of literary voices that arose during the settlement and establishment of the new nation, and the American Renaissance. Prerequisites: ENG 111 and 112. Offered in the fall. 1B and 3A

ENG 206 Survey of American Literature 1860 to the Present (3)

A study of writers and literary movements in America during the late nineteenth and early twentieth centuries, extending to the present. Attention to Realism, Naturalism, Modernism, and Post-Modernism. Prerequisites: ENG 111 and 112. Offered in the spring. 1B and 3A

ENG 207 Reading Video Games (3)

Introduces students to the scholarly study of videogames. As a contemporary entertainment medium, games are laden with both implicit and explicit messages, as game designers both reflect and comment on their culture(s). In this course, students will engage in close reading of both form (mechanics) and content (narrative/'flavor') of mainstream and niche games. 1B

ENG 208 Viewing Literature through Film (3)

In interdisciplinary studies, as well as in literature and film, subjects do not exist in isolation – literal and symbolic interaction can lead to rich, nuanced, and more meaningful experiences. Writers can write with a cinematic quality and filmmakers can create visual images of psychological depth. This course will explore the relationship between the mediums of books and films as different versions of the same thing: story-telling. A consideration of “adaptation controversy” and its “faithfulness to the text” argument will be addressed, as will a study of how technological innovation is driving the relevance of visual literacy. Numerous reading and critical thinking strategies will be employed in a comparative study of novels, short stories, and film versions of classic literary works. 1A, 1B, 3A, and 5A

ENG 210 Oral Interpretation of Literature (TH 210) (3)

A course designed to introduce the student to the oral communication of various forms of literature and to instruct the student in techniques of oral delivery. Regular performance in an informal atmosphere with constructive criticism by the instructor and fellow students makes up a major part of the course.

ENG 213 Science Fiction Cinema (3)

In this course we will study science fiction cinema from its earliest days to contemporary releases, with an emphasis on the themes, subtexts, and cultural relevance of films from different cultures and historical periods.

In addition to setting box-office records and spurring technological innovations in moviemaking, science fiction films have traditionally tackled weighty philosophical issues and serious cultural and ideological critiques. 1B

ENG 215 Forbidden Literature (3)

This course introduces students to literature that has been forbidden (censored) for political, religious, moral, or social reasons. As an interdisciplinary course, it will look at the works of literature from the literary, legal, and historical viewpoints. The historical study will show how political, religious, moral, and social ideologies have changed over the centuries from the censorship of classical works to the modern novel. 1B, 3A, and 5A

ENG 216 Marvel Comics: From the Page to the Screen (3)

Marvel Comics is an entertainment company dating back to 1939. Over the decades, it has continued to resonate with people of all ages across the entire world. In recent years, Marvel has branched out of their traditional four-color print format and into the mass-market film industry and has succeeded beyond anyone's expectations, reaching a larger audience and creating new fans and followers. What does it take to do such a thing? What are the creative variables that fluctuate between the two different art forms? Can true artistic and financial success be achieved without compromise on either side? Do themes carry over? How are dated concepts reconciled with more modern audiences? To investigate these and other questions, students will be reading/analyzing specific stories from Marvel's print history contrasting and comparing the two different versions in the two different art forms and why certain changes are made and why other aspects remain unchanged, altogether. Critical analysis, as well as writing (both creative and journalistic) skills will be developed.

ENG 220 World Literature (3)

Selected study of major writers and literary movements worldwide, from ancient cultures to the present. The Course will emphasize the literary and cultural backgrounds of the selected works Prerequisites: ENG 111, 112. Offered in the spring. 1B and 3A

ENG 242 African-American Literature (3)

The goal of this course is to examine some of the major works produced by a variety of African-American writers starting from before the days of the republic up to the present. The course will help students appreciate the significance of some of the major literary texts that have influenced the history of our land and our culture. It is also important for students to recognize the relationship between major writers and the historical periods from which they arose. They will also think critically about these works and their importance both to their times and our own. They will leave with an appreciation of the subject and a familiarity with major African-American authors, their themes, and techniques. Prerequisites: ENG 111, 112. Offered in the fall. 1B and 3A

ENG 304 Surrealist Cinema (3)

In this course, we will watch a number of surrealist films (from such filmmakers as David Lynch, the Brothers Quay, Luis Buneal, and Jean Cocteau), read classical and contemporary surrealist philosophy, and discuss the structure and meaning of their works and worldviews. The course will provide students with an introduction to the tools of critical film analysis, with an emphasis on the particular structure and style of surrealist art-cinema. Prerequisites: ENG 111 and 112. 1B (and 1A and 5A?)

ENG 307 War in Literature (3)

English 307-SL, a service learning course entitled War in Literature, is a study of the (primarily American) literature inspired by war. The course readings for the class include various genres of literature – poetry, fiction, graphic novels, novels, and films, and the subject matter for the course ranges from Indian captivity narratives and the story of Geronimo (“The Great Patriot Warrior”) to the more extensively documented wars (e. g. the Revolutionary War, Civil War, WWI and WWII, the Korean War and Vietnam War) and the recent Wars in Iraq and Afghanistan. Prerequisites: ENG111 and 112. 5B

ENG 308 African American Cinema (3)

In this course we will investigate the ways in which the imagery and politics of African American culture have played out in the history of American film. Focusing predominantly on films written by, directed by, and starring African Americans, we will consider these texts as works of art in their own right, and as political counterpoints to Hollywood's representation of African Americans. 1A and 3A

- ENG 309 Women and Literature (3)**
 This course introduces students to representative works by and about women from historical, social, and literary perspectives through the theoretical angle of gendered identities. It explores a variety of forms, guiding students to notice motifs, themes, and patterns. Students will probe gender's varied influence on an individual's economic, political, religious, romantic, and embodied experience, as well as how gender may inform reflection upon such experience. Additionally, students will be required to apply research strategies and theories emerging from the field of Gender Studies. Prerequisites: ENG111 and 112.
- ENG 311 Caribbean Literature and Culture (3)**
 The Caribbean region, which has produced two Literature Nobel laureates in the last two decades, boasts a rich multi-ethnic, multicultural background that originated in all parts of the globe - its people are the descendants of native populations, European settlers, African slaves, and Asian indentured servants, among others. The texts of this course examine the history and evolution of the region through literature, primarily, but also through music, theatre, and food (performances and recipe demonstrations/tastings may be involved). Certain texts, furthermore, will explore the complicated relationship between Caribbean peoples and those of the North American mainland, including when and how those identities overlap. Works written in languages other than English, roughly half the reading list, will be read in translation.
- ENG 313 Creative Writing (3)**
 The practice of imaginative writing. Types of writing include: poetry, essay, and the short story. Current and recent stories, poems, and articles are read and discussed. Required of prospective teachers of English, open to all students.
- ENG 316 Mythology (3)**
 A systematic treatment of basic Greek and Roman tales of gods and heroes, with a study of parallel myths in other ancient religions. The use of mythological themes in the arts, ancient and modern, including vase paintings, painting, sculpture, opera and other musical forms, epic and drama. Attention to the nature and role of myth in any society. Prerequisites: ENG 111 and 112.
- ENG 317 Southern Literature (3)**
 An overview of the culture and regional traditions of the American South as expressed in literature. Emphasis on critical reading of selected writers and study of literary movements from the colonial period to the present. Prerequisites: English 111 and 112.
- ENG 320 The English Novel (3)**
 A review and analysis of the works of major British literary figures (Fielding, Austen, Scott, Eliot, Hardy, and/or others), focusing on the evolution and development of the novel. Prerequisites: ENG 111, 112. . Alternate years during the fall semester. 1A and 1B
- ENG 323 Restoration and 18th Century Literature (3)**
 A study of major authors from 1660 to 1798, with emphasis on Dryden, Restoration Comedy, Pope, Addison and Steele, Swift, Johnson, and the beginnings of the English novel. Prerequisites: ENG 111, 112, and one other literature course. Alternate years during the fall semester. 1A and 1B
- ENG 349 Internship (3)**
 The student will be under the direct supervision of the faculty in the Department of Language, Literature, and Culture with the approval of the Chair. The minimum number of clock hours of work is 80. This course is available only to students who have completed all their general education requirements in English and who have shown strengths in their writing and in the study of literature. This course will not fulfill the general education requirements for a course in literature at the 200-level or higher.
- ENG 390 Origins and Structure of English (3)**
 This course will give students a clear understanding of how the structure of the English language has historically changed and continues to change in the present day. Additionally, the class will pay particular attention to important sociolinguistic issues and to how language is in the midst of significant variation and

change as a result of emerging technologies and the computer revolution. Prerequisites: ENG 111, ENG 112. Offered in the fall. 5A

ENG 399 Special Topics (3)
Varies by topic.

ENG 401 The Romantic Period (3)
This course provides students with an overview of the Romantic Period, examining social, political, and cultural issues that defined the time and the literary figures who addressed them. Readings will include fiction, drama, poetry, and non-fiction. Additional material will focus on art, music, and popular culture of the period. Prerequisites: ENG 111, ENG 112, AND one other literature course (ENG 202 recommended). Alternate years. 1A and 1B

ENG 402 The Victorian Period (3)
This course provides students with an overview of the Victorian Period, examining social, political, and cultural issues that defined the time and the literary figures who addressed them. Readings will include fiction, drama, poetry, and non-fiction; additional material will focus on art, music, and popular culture of the period. Prerequisites: ENG 111, ENG 112, AND one other literature course (ENG 202 recommended). Alternate years. 1A and 1B

ENG 405 Literary Modernism (3)
A study of major authors, works, and trends during the early twentieth century This course will explore some of the most influential texts of literary modernism in a variety of genres: prose, poetry, essay, and visual art. . Prerequisites: ENG 111, 112, and one other literature course. Offered in the spring. Meets the Writing Intensive Requirement of general education.

ENG 406 Romantic Movement in American Literature (3)
A study of the major literature of the early to mid-nineteenth century in the United States. Emphasis on the influence of English and European romanticism on American writers. Some background in pre-romantic American writers. Prerequisites: English 111, 112, and any other literature course.

ENG 407 American Literature: The Gilded Age to World War II (3)
Emphasis on later nineteenth-century and early twentieth-century American literature. Emphasis on the realistic and naturalistic movements in nineteenth-century fiction and on new directions in twentieth-century fiction and poetry. Prerequisites: English 111, 112, and any other literature course.

ENG 410 Modern Drama (TH 410) (3)
A study of the development of drama from Ibsen to today, including American, European and Third World playwrights. Prerequisite: ENG 111, 112, and one other literature course. Alternate years.

ENG 412 Advanced Creative Writing (3)
The practice of imaginative writing. Types of writing include poetry, essay, and the short story. Current and recent stories, poems, and articles are read and discussed. Required of prospective teachers of English, open to all students. Does not satisfy General Education requirements for English. Prerequisite: ENG 111, 112, and 313. Offered in the fall.

ENG 413 Chaucer and His World (3)
An examination of Geoffrey Chaucer as a writer and man of the late fourteenth century. Examination of the cultural and intellectual values and traditions of the era. Reading and analysis of selected works by other writers of the period (in translation). Analysis and close reading (in Middle English) of Chaucer's two major works, Troilus and Criseyde and The Canterbury Tales, as well as selected minor poems. Students will gain a beginning knowledge of Chaucer's dialect of Middle English and its role in the development of modern

English. Prerequisites: ENG 111, 112, and one other literature course. Alternate years in the spring. 1A, 1B, and 1C.

ENG 414 Shakespeare (TH 414) (3)

The study of sixteenth/seventeenth century dramatist and poet William Shakespeare. Critical reading and analysis of representative sonnets, comedies, histories, tragedies, and tragicomic romances with examination of Shakespeare's practice in each genre and the development of his art and craftsmanship as poet and dramatist. . Introduction to Shakespeare's world and Renaissance theatre practice. Prerequisites: ENG 111, 112, and one other literature course. Offered in the fall. 1A and 1B

ENG 421 Teaching Composition (3)

A course focusing on techniques of teaching and evaluating expository writing (including research writing). Secondary attention will be given to topics such as standards of usage, course planning in composition, and correlating composition and literature. This course is required for all English majors seeking teacher licensure. Offered in the spring.

ENG 439 Literary Criticism, Analysis, and Interpretation (3)

Surveys types of literary criticism practiced during the 20th and 21st centuries with some attention to earlier modes of criticism and the historical development of literary criticism in the Western tradition. Students will use a variety of readings from important literature written in English to examine how readers might interpret them through different critical perspectives. Students will practice these perspectives and methods of literary interpretation and analysis through readings, discussion, and assigned papers. Offered in the fall. 5A

ENG 443 Literature of the English Renaissance (3)

An examination of the concept of the Renaissance, the characteristic literary forms of the era in England, and some of the important writers and cultural movements of the period. Satisfies the Writing Intensive requirement for general education. Alternate years. Prerequisites: ENG111, 112, and one other literature course. 1A and 1B

ENG 444 Literature for Children and Adolescents (3)

This course is the study of literature intended for children and young adults with an emphasis on a range of genres including fantasy, folklore and fairy tale, poetry and realism. This course is required for students seeking PK-6 teacher licensure, and may be taken by others seeking Liberal Studies major with English concentration. This course also fulfills the 300-400 level literature elective requirement for English majors. Offered in the fall. 1A and 1C

ENG 445 Special Topics in American Literature (3)

This is a one semester course offering intensive study on a topic in American literature. The focus of the course will change from semester to semester, depending upon the interests of the students and the professor teaching the course, but it will always involve concentration on one or more important writers or important movements in American literature.

ENG 496 Capstone Course in Literary Study (3)

This course is designed to draw on the knowledge and skills that English majors have developed during their time in the department. The focus of the course will vary and will be largely student driven, but it will involve very close reading of literary texts, the preparation of a major research project involving the study of one or more authors, and the oral presentation of the research to an audience of other English majors, English faculty, and other members of the University community. Offered in the spring, in the fall as needed. 5B

ENG 499 Special Studies (3)

Varies by topic. 1A, 1B, and 1C.

EQUESTRIAN STUDIES (ES)

Virginia Henderson, Chair
Shannon Stone
Kristen Kelley

The mission of the Equestrian Studies Department at Averett University is to provide an educational program leading to a bachelor's degree, which is recognized in the equine industry for its quality and which prepares students to fill a variety of positions within the equestrian fields. The department seeks to promote a love and understanding of the horse, an appreciation of the theory and practice of dressage and combined training, and the sportsmanship that is reflected in those principles. We strive to instill ethical principles and humane treatment of the horse in its environment and career, and the work ethic and responsibility necessary for their care.

Equestrian Studies (ES) classes are taught at the Equestrian center and main campus to give students a broad education on equine-related topics. Although a diverse education continues throughout the program, majors must choose one of six areas of concentration. The **Equine Management Concentration** is for students most interested in allied equine businesses, facility, and show management. The two **Teaching Concentrations**, in dressage and eventing, focus on the theory, and instruction, involved in those disciplines. Students participate in industry recognized instructor certification programs and graduate with external licensure, as well as their bachelor's degree. The **Equine Assisted Psychotherapy Concentration** prepares students to be equine specialists who participate in treatment teams, helping individuals with emotional and behavioral issues. Students participate in certification trainings and are able to be certified as equine specialists in the EAP field. The concentration in **Equine Science** is available for students interested in pursuing graduate degrees in equine science programs such as nutrition, breeding, animal science and those who may pursue veterinary degrees. The **Equine Sports Communication Concentration** offers students an education in the growing field of sports communication. Students are able to gain hands on experience during practicum courses to provide promotion to sports teams, including the equestrian teams. **Minors** are offered in equestrian studies, equine assisted psychotherapy and in equine science.

Career options in the equine field are plentiful and varied. Some of the positions held by graduates of an equine studies program are: sales and marketing positions within equine specific businesses, entrepreneurs, stable managers, teachers, camp directors, veterinarians, feed/nutrition specialists, and pharmaceutical sales, equine specialists in EAP teams, social media and communication specialists.

Many extracurricular opportunities are available including clinics with nationally recognized industry professionals, teaching certification workshops, membership on nationally ranked intercollegiate riding teams, and in house competitions. Opportunities to present at local and national workshops and conferences also exist.

Incoming freshmen are required to complete a placement ride in order to be advised and enrolled into one of the Horsemastership courses. Equestrian Studies majors and minors must maintain a 2.5 GPA in Equestrian Studies and may not receive a grade below a "C" in any 200-level or above ES courses.

Working with, and riding horses, is a physically demanding activity. An appropriate level of physical fitness is required of students to safely participate in courses at the riding center. As a measure of animal welfare, all horse are restricted to carrying no more than 15-20% of their body weight. Horses may be limited to riders based on this guideline.

Core Requirements for All Concentrations for Majors in Equestrian Studies:

In addition to the general education requirements, the following ES Core Courses are required of all ES Majors:

	Semester Hours
ES 105, Practical Concepts of Equine Care	2

ES 108, Horsemastership III	2
ES 111, Careers: Integrating Personal Goals.....	1
ES 115, Stable Management	3
ES 211, Lunge Theory and Application	1
ES 216, Principles of Equine Behavior	3
ES 217, Equine Anatomy and Physiology.....	3
ES 225, Teaching Elementary Riding Lecture	2
ES 226, Teaching Elementary Riding Lab	1
ES 326, Equine Lameness and Disease	4
ES 420, Equine Nutrition	3
ES 470, Internship.....	<u>3</u>
Total ES Core Requirement Hours: 28	

Dressage Concentration Requirements for Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Dressage Concentration courses are required:

	Semester Hours
ES 109, Horsemastership IV	2
ES 206, Rider Fitness	1
ES 213, Dressage Through 1 st Level	3
ES 304, Advanced Stable Management	3
ES 313, Dressage Through 2 nd Level	3
ES 323, Advancing the Dressage Horse.....	3
ES 401, Strategies for Equine Business Management.....	3
ES 418, Instructor Certification Programs	3
ES 425, Instructor’s Apprentice I.....	3
BSA 221, Principles of Accounting	3
PE 365, Sport Psychology	3
<i>Choose one of the following:</i>	
ES 214, Introduction to the Sport of Eventing or	
ES 209, Retraining the Off the Track Thoroughbred or	
ES 260 Young Stock	<u>2</u>
Total Dressage Concentration Hours: 32	

Sample Four-Year Course Sequence: Equestrian Studies Dressage Concentration

Freshman Year:

- ES 105, Practical Concepts
- ES 109, Horsemastership IV
- ES 115, Stable Management

Sophomore Year:

- ES 111, Equine Careers
- ES 206, Rider Fitness
- ES 208, Equine Anatomy and Physiology
- ES 213, Dressage Through 1st Level
- ES 225, Teaching Elementary Riding Lecture
- ES 226, Teaching Elementary Riding Lab

Junior Year:

- ES 304, Advanced Stable Management
- ES 313, Dressage Through 2nd Level
- ES 323, Advancing the Dressage Horse
- ES 326, Equine Lameness and Disease

ES 470, Internship
 Dressage Concentration Choice

Senior Year:

ES 401, Strategies for Equine Business Management
 ES 418, Instructor Certification Programs
 ES 420, Equine Nutrition
 ES 423, Instructor’s Apprentice I
 Dressage Concentration choice

Equine Assisted Psychotherapy Concentration Requirements in Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Equine Assisted Psychotherapy Concentration courses are required:

	Semester Hours
BSA 401, Strategies for Equine Business Management.....	3
ES 206, Rider Fitness	1
ES 215, Introduction to Equine Assisted Therapy.....	3
ES 216, Principles of Equine Behavior	3
ES 308, Equine Assisted Psychotherapy Practicum I.....	3
ES 304, Advanced Stable Management	3
ES 309, Equine Assisted Psychotherapy Practicum II	4
PSY 338, Research Methods and Design	3
PSY Electives*	9
<i>Choose three from the following for a total of 9 hours:</i>	
PSY 110, Psychology as a Social Science.....	3
PSY 200, Effective Behavior	3
PSY 205, Developmental Psychology.....	3
PSY 305, Abnormal Behavior.....	3
PSY 307, Complimentary Healthcare	3
PSY 309, Personality Theory	<u>3</u>
Total Equine Assisted Psychotherapy Concentration Hours: 32	

Sample Four Year Course Sequence for Equestrian Studies: Equestrian Studies Equine Assisted Psychotherapy Concentration

Freshman Year:

ES 105, Practical Concepts
 ES 108, Horsemastership III
 ES 115, Stable Management
 ES 206, Rider Fitness
 PSY Elective (2)

Sophomore Year:

ES 111, Equine Careers
 ES 208, Equine Anatomy and Physiology
 ES 215, Introduction to Equine Assisted Therapy
 ES 216, Principles of Equine Behavior
 ES 225, Teaching Elementary Riding Lecture
 ES 226, Teaching Elementary Riding Lab

Junior Year:

ES 304, Advanced Stable Management
 ES 326, Equine Lameness and Disease
 ES 308, Equine Assisted Psychotherapy I

ES 309, Equine Assisted Psychotherapy Practicum II

Summer:

ES 470, Internship

Senior Year:

ES 401 Strategies for Equine Business Management

ES 420 Equine Nutrition

PSY electives (2-3)

Eventing Concentration Requirements in Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Eventing Concentration courses are required:

	Semester Hours
ES 109, Horsemastership IV	2
ES 206, Rider Fitness	1
ES 214, Fundamentals of Eventing	2
ES 304, Advanced Stable Management	3
ES 316, Training the Event Horse I.....	3
ES 401, Strategies of Equine Business Management	3
ES 416, Training the Event Horse II	3
ES 418, Instructor Certification Programs	3
ES 425, Instructor’s Apprentice I.....	3
BSA 221, Principles of Accounting	3
PE 365, Sports Psychology	3
<i>Choose one of the following:</i>	
ES 213, Dressage Through 1 st Level or	
ES 209, Retraining the Off The Track Thoroughbred	
ES 260, Young Stock	<u>2-3</u>
Total Eventing Concentration Hours: 31-32	

Sample Four Year Course Sequence for Equestrian Studies: Eventing

Freshman Year:

- ES 105, Practical Concepts
- ES 109, Horsemastership IV
- ES 115, Stable Management

Sophomore Year:

- ES 111, Equine Careers
- ES 206, Rider Fitness
- ES 208, Equine Anatomy and Physiology

- ES 214, Fundamentals of Eventing
- ES 225, Teaching Elementary Riding Lecture
- ES 226, Teaching Elementary Riding Lab

Junior Year:

- ES 304, Advanced Stable Management
- ES 316, Training the Event Horse I
- ES 326, Equine Lameness and Disease
- ES 330, Riding Instruction Programs

Eventing Concentration Choice

Summer:

ES 470, Internship

Senior Year:

- ES 401 Strategies for Equine Business Management
- ES 416 Training the Event Horse II
- ES 418 Instructor Certification programs
- ES 420 Equine Nutrition
- ES 423 Instructor’s Apprentice I
- Eventing Concentration Choice

Management Concentration Requirements in Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Management Concentration courses are required:

	Semester Hours
BSA 206, Business Communication (pre-requisite course)	3
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	3
BSA 370, Business Finance	3
BSA 326, Organizational Behavior, Theory & Leadership.....	3
BSA 354, Human Resources Management	3
ES 401, Strategies for Equine Business Management.....	3
BSA 434, Business Law	3
ECO 201, Principles of Microeconomics	3
ES 206, Rider Fitness	1
ES 304, Advanced Stable Management	<u>3</u>
Total Management Concentration Hours: 34	

Sample Four-Year Course Sequence for Equestrian Studies: Equestrian Studies Management Concentration

Freshman Year:

- BSA 206, Business Communication
- ES 105, Practical Concepts of Equine Care
- ES 108, Horsemastership III
- ES 115, Stable Management

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ES 111, Careers: Integrating Personal Goals
- ES 206, Rider Fitness
- ES 208, Equine Anatomy and Physiology
- ES 211, Lunge Theory and Application
- ES 225, Teaching Elementary Riding Lecture
- ES 226, Teaching Elementary Riding Lab

Junior Year:

- BSA 305, Principles of Management
- BSA 310, Principles of Marketing
- BSA 326, Organizational Behavior, Theory & Leadership

ES 304, Advanced Stable Management
 ES 326, Equine Lameness and Disease

Summer:

ES 470, Internship

Senior Year:

BSA 370, Business Finance
 BSA 354, Human Resource Management
 BSA 434, Business Law
 ES 401, Strategies for Equine Business Management
 ES 420, Equine Nutrition

Equine Science Concentration Requirements in Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Equine Science courses are required:

Courses to be taken as general education requirements:

	Semester Hours
BIO 101, Introduction to Biology	4
MTH 160, Introduction to Statistics	3
MTH 201, Calculus I.....	3

Courses to be taken within the Concentration:

	Semester Hours
CH 111, General Chemistry I and Lab	4
CH 112, General Chemistry II and Lab.....	4

All electives below should be chosen based on the student’s chosen career path and in conjunction with their advisor:

Electives from BIO/CH/ES/PSC **22-24**

Note: No more than 7 hours may be in ES classes
(Riding classes do not count in these hours)

Total Equine Science Concentration Required Hours: 30-32

Potential Biology Electives:

	Semester Hours
BIO 103, Zoology	4
BIO 203, Genetics	4
BIO 204, Human Anatomy and Physiology I.....	4
BIO 205, Human Anatomy and Physiology II	4
BIO 301, Microbiology	4
BIO 302, Immunology	4
BIO 303, Human Pathology	4
BIO 313, Pharmacology	4
BIO 360, Cellular and Molecular Biology	4
BIO 415, Principles of Biochemistry	3

Potential Chemistry/Physical Science Electives:

Semester Hours

CH 305, Organic Chemistry and Lab	4
CH 306, Organic Chemistry II and Lab	4
CH 401, Biochemistry	4
PSC 201, General College Physics and Lab.....	4
PSC 202, General College Physics II and Lab	4

Potential Equestrian Studies Electives:

Semester Hours

ES 204, Equine Breeding and Reproduction	2
ES 216, Principles of Equine Behavior	3
ES 306, Equine Research Methods	2
ES 401, Strategies of Equine Business Management	3

Sample Four-Year Course Sequence: Equestrian Studies Equine Science Concentration

Freshman Year:

- ES 105, Practical Concepts
- ES 111, Equine Careers
- ES 115, Stable Management
- ES 108 Horsemastership III
- BIO 101, Intro to Biology
- MTH 160 , Statistics

Sophomore Year:

- CH 111, General College Chemistry and Lab
- CH 112, General College Chemistry II and Lab
- ES 208, Equine Anatomy and Physiology
- ES 225, Teaching Elementary Riding Lecture
- ES 226, Teaching Elementary Riding Lab
- ES 211, Lunge Theory and Application

Junior Year:

- ES 304, Advanced Stable Management
- ES 326, Equine Lameness and Disease
- BIO/CH/ES/PSC elective(s)

Summer:

- ES 470 Internship

Senior Year:

- ES 420, Equine Nutrition
- MTH 201, Calculus
- BIO/CH/ES/PSC Elective(s)

Equine Sports Communication Concentration Requirements in Equestrian Studies:

In addition to the general education requirements and the equestrian studies core courses, the following Equine Sports Communication courses are required:

Semester Hours

ES 304, Advanced Stable Management	3
ES 206, Rider Fitness	2
COM 203, Org. Communication or COM 205, Small Group & Team	3
COM 206, Sport Communication.....	3
COM 207, Multimedia Writing.....	3

COM 208, Digital and Social Media	3
COM 209, Introduction to Broadcasting	3
COM 307, Crisis Communication	3
COM 308, Sports Field Reporting	3
COM 309, Sports Information and Public Relations	3
COM 306, Practicum in Sports Communication*	2-4

**Students must complete at least 2 semesters*

Total Equine Sports Communication Concentration Hours: 31-33

Sample Four-Year Course Sequence: Equestrian Studies Equine Sports Communication Concentration

Freshman Year:

- ES 105, Practical Concepts
- ES 109, Horsemastership IV
- ES 115, Stable Management
- ES 216, Principles of Equine Behavior

Sophomore Year:

- ES 111, Equine Careers
- ES 206, Rider Fitness
- ES 217, Equine Anatomy and Physiology
- ES 225, Teaching Elementary Riding Lecture
- ES 226, Teaching Elementary Riding Lab
- COM 203, Organizational Communication
- COM 206, Sports Communication

Junior Year:

- ES 304, Advanced Stable Management
- ES 326, Equine Lameness and Disease
- COM 207 Multimedia Writing
- COM 208 Digital and Social Media
- COM 209 Introduction to Broadcasting

Senior Year:

- ES 401 Strategies for Equine Business Management
- ES 420 Equine Nutrition
- ES 470, Internship
- COM 307 Crisis Communication
- COM 309 Sports Information and Public Relations
- COM 308 Sports Field Reporting
- COM 306 Practicum in Sports Communication

Equestrian Studies Minor*

This minor is for students who are interested in experiencing a wide range of equine courses and who may be participating on riding teams.

**Participation in this minor does not qualify you to participate as a member of a riding team.*

	Semester Hours
ES 105, Practical Concepts	2
ES 108, Horsemastership III	2
ES 115, Stable Management	3
ES 211, Lunging.....	1
ES 217, Anatomy and Physiology.....	3
ES 225, Teaching Elementary Riding Lecture	2
ES 226, Teaching Elementary Riding Lab	1

ES 304, Advanced Stable Management	3
ES 326, Lameness and Disease	4
Total Equestrian Studies Minor Hours: 21	

Students must maintain a minimum GPA of 2.5 in their ES classes.

Equine Assisted Psychotherapy Minor*

This minor is for students in the psychology/sociology/criminal justice departments who are interested in the field of EAP and its application in their career area.

**Participation in this minor does not qualify you to participate as a member of a riding team.*

	Semester Hours
ES 215, Introduction to Equine Assisted Therapy.....	3
ES 216, Principles of Equine Behavior	3
ES 308, Equine Assisted Psychotherapy Practicum I.....	3
ES 309, Equine Assisted Psychotherapy Practicum II	4
PSY 388, Research Methods and Design	3
<i>Choose one from the following:</i>	
PSY 205, Developmental Psychology.....	3
PSY307, Complementary Healthcare.....	3
PSY 305, Abnormal Psychology	3
PSY 309, Personality Theory	3
Total Equestrian Studies Minor Hours: 19	

Equine Science Minor*

This minor is for students who wish to include equine courses in their course of study to prepare them for graduate work in animal related fields.

**Participation in this minor does not qualify you to participate as a member of a riding team.*

	Semester Hours
BIO 203, Genetics or BIO 301, Microbiology*	4
ES 217, Equine Anatomy and Physiology.....	3
ES 326, Equine Lameness and Disease	4
ES 420, Equine Nutrition	3
ES Electives	4
<i>Choose one from the following:</i>	
ES 206, Equine Breeding and Reproduction	2
ES 216, Equine Behavior	3
ES 306, Equine Research Methods	2
ES 111, Careers in the Equine Industry.....	1
Total Equine Science Minor Hours: 18	

Courses of Instruction in Equestrian Studies

NOTE: Students auditing riding classes will not participate as riders or be assigned a horse.

ES 102 Novice Riding (PE 103) (2)
 A laboratory course designed for non-equestrian studies majors. The basic equestrian skills necessary for the student to prepare and ride the horse in a disciplined, safe and harmonious manner at walk and trot are stressed. The class is strongly assisted by equestrian studies student teachers.

ES 105 Practical Concepts of Equine Care (2)
 A practicum course designed to help students gain practical knowledge and skills required in the care and handling of the horse. Participation in Averett stable procedures and routines is an integral part of this experience.

ES 106 Horsemastership I (2)
Students are introduced to the theory and practice of elementary dressage and jumping. Emphasis is placed on developing the strength and feel to ride in a balanced and harmonious fashion at all three gaits. May be repeated for up to 4 credits.

ES 107 Horsemastership II (2)
Students begin applying theoretical concepts into their riding to produce horses who are supple and correctly connected, and being able to produce rhythmic and steady jumping courses. Rider strength and position are emphasized. May be repeated for up to 4 credits. Prerequisites: permission of instructor

ES 108 Horsemastership III (2)
Students will effectively energize, balance, and supple horses into an elastic and influential connection and perform steady hunter trips. Continued emphasis is placed on the athleticism of the rider and effectiveness of aides. Prerequisite: permission of instructor. May be repeated for up to 4 credits.

ES 109 Horsemastership IV (2)
Students study effectiveness of aids and position necessary to influence the quality of movement of the horse through 1st level dressage, and jumping. Focus is placed on the theoretical application of the training scale to the riding of horses on the flat and over fences. This class is required for the Dressage and Eventing Tracks. Prerequisite: Successful completion of ES 108 and permission of instructor. May be repeated for up to 4 credits.

ES 111 Equine Careers: Integrating Personal Goals (1)
Students will develop a career plan based on increased self-awareness, personality traits, values, interests and goals, and research conducted on equine employment opportunities. In addition, students will learn to prioritize and align the information gleaned with their future plans for a career in some aspect of the equine industry.

ES 115 Stable Management (3)
A course designed to teach the student various skills needed by a stable manager. Topics include but are not limited to facility design, pasture management, and record keeping. Skills learned will include but not be limited to various restraint methods, braiding, wraps, injections, trimming and clipping. Prerequisite: ES 105.

ES 204 Equine Breeding and Reproduction (2)
This course will help the student understand the basic reproductive anatomy and physiology of the mare and stallion and be able to apply this knowledge to the practical management of the breeding stallion and broodmare. Care and management of the pregnant mare, including foaling procedures, and neonatal and postnatal care of mare and foal will be covered. Students will be presented with the techniques of assisted equine reproduction, including artificial insemination, semen preservation and shipment, and embryo transfer. Lab and Lecture. Prerequisites: ES 208 suggested.

ES 205 Principles of Competition (2)
This course is designed to help the student prepare a horse for competition at any level. Students will learn the mounted and management skills necessary to prepare and maintain a horse in competition condition. Students will gain actual competition experience through regional competitions. Focus will also be on improving riders' position, coordination of the aides, and riding theory. Prerequisites: ES 109 May be repeated for up to 4 credits.

ES 206 Rider Fitness (1)
This course will study the leading exercise/training plans for equestrian athletes. Students will research and help design their own training plans based on those held by experts in the field. Students will meet for lab and lecture periods in addition to training time on their own. Can be repeated for up to 6 credits.

ES 207 Intermediate Skills (1)
This is a riding course designed to help the student develop the skills necessary to ride in a disciplined, safe and harmonious manner. Students will develop strength, coordination and feel to increase their effectiveness as riders in both dressage and jumping. Prerequisites: ES 108.
May be repeated for up to 6 hours

- ES 209 Retraining the Off the Track Thoroughbred (2)**
 A service-learning course held at the Blue Blood Adoption Center designed to prepare students for retraining off the track Thoroughbreds. Students work with horses in different levels of retraining to prepare them for adoption. Students will demonstrate understanding of retraining an off the track Thoroughbred and the issues surrounding the Thoroughbred industry and retired racehorses. Pre-requisites: ES 108. May be repeated for up to 6 credit hours.
- ES 211 Lunge Theory and Applications (1)**
 The students learn correct, effective lunging technique modeled after the USDF instructor trainer program for lunging. Students will learn and practice safe lunging technique, develop their eye for analyzing horse movement and begin to assess rider position for seat lessons. Prerequisite: ES 107
- ES 213 Dressage Through First Level (3)**
 This course discusses appropriate action for improvement from classical training methods. The students confirm effectiveness of aids and position through 1st level dressage. The students are required to participate in clinics, workshops, or competitions that may fall on weekend days. Prerequisite: ES 109.
- ES 214 Fundamentals of Eventing (2)**
 A course designed to introduce the student to the skills and knowledge required to compete in the sport of Eventing. The aim of the instruction is to develop in the rider a correct, balanced, supple, and effective seat for jumping and dressage. Riders learn the correct use of aids for the exercises appropriate to the level, focusing upon the progressive development of horse and rider leading to greater confidence between them. Many aspects of the sport will be discussed, such as tack selection, horse health, and rules for event competitions. Prerequisite: ES 109.
- ES 215 Introduction to Equine Assisted Therapy (3)**
 An interdisciplinary overview of the introductory principles of Equine-Assisted Psychotherapy (EAP) as a therapeutic tool to address behavioral, emotional, and relational issues within the individual, family, and/or group counseling sessions. Pre-requisites: none
- ES 216 Principles of Equine Behavior (3)**
 An introduction to the behaviors of horses in the wild and in domestication. Through lecture and field observations students will learn to recognize how equines communicate through their behaviors and body language with an emphasis on how recognizing these behaviors can be used in EAP sessions and in the proper care, management, and training of equines. Prerequisites: none.
- ES 217 Equine Anatomy and Physiology (3)**
 A lecture and laboratory course to study the basic concepts of equine anatomy and physiology. A limited comparison with some of the other domesticated, large animals will be included.
- ES 225 Teaching Elementary Riding Lecture (2)**
 A course designed to teach organization, preparation, control and presentation of a novice riding lesson. Several riding theories are presented as they relate to teaching the novice rider. Prerequisites: ES 108 and ES 211.
- ES 226 Teaching Elementary Riding Lab (1)**
 A laboratory course designed to allow students to teach novice riders under supervision. Attention is paid to students' ability to implement the skills and theory gained in the teaching lecture course. Prerequisites: ES225
- ES 260 Training Young Stock (2)**
 An elective course designed to introduce the student to the training of young horses by actually handling foals, yearlings, and two-year olds. Subjects include halter-breaking, lunging, driving, mounting for the first time, and basic directional control. Prerequisites: ES109.
- ES 304 Advanced Stable Management (3)**

ES 416 Training the Event Horse II**(3)**

The second course in a series designed to teach the student how to prepare a horse for competition at a level appropriate for the horse. Students will compete and participate in clinics and workshops, and work at shows to gain competition management skills, throughout the semester. The rider will practice safe and appropriate schooling exercises for dressage, jumping and cross-country riding. Horse care and proper fitness will be stressed. Prerequisite: ES 316.

ES 418 Instructor Certification Programs**(3)**

A study of the standards for certification of dressage, eventing, hunt seat, and/or stable management. Topics will include dressage and jumping instructional standards, teaching theory and practice, and horse and stable management. Students will attend USEA, USDF, or ARIA instructor workshops during the semester. Students may also prepare for and attempt ARIA instructor's exam. Prerequisites: ES 226, ES 213 or ES 214, ES 330 recommended.

ES 420 Equine Nutrition**(3)**

Students are introduced to basic nutritional principles and learn to apply those to the practical application of feeding horses. Topics include anatomy of the digestive tract of the horse as it affects feeding practices, nutrient requirements for maintenance, work, pregnancy, and lactation in the horse. Recent advances in equine nutrition will be discussed. Prerequisite: ES 208.

ES 425 Instructor's Apprentice I**(3)**

Students gain practical knowledge and evaluative skills needed to formulate appropriate feedback for students schooling lower level dressage, hunt seat and combined training. Students learn to give feedback that is organized, creative and flexible using correct terminology, and demonstrating compassion, rapport and encouragement. Students apply skills in private and group lesson formats. Prerequisites: ES 226.

ES 470 Internship**(Varies)**

A required course designed to help the student gain practical work experience and develop industry contacts. Prerequisite: 2.0 cumulative grade point average.

FRENCH (FR)

Catherine O. Clark, Coordinator

Placement

All students with two or more years of high school credit, or transfers with college credit who intend to continue their study of French at Averett, must take the placement exam. Those students whose records indicate successful completion of three or more years of French within the past two years should, depending upon the results of the placement exam, expect to be placed in FR 203 or a higher level course.

Students may take the language placement exam online at their convenience, but should do so at least several days prior to Orientation/Registration. The exam and instructions are available through Canvas. Placement results will be provided immediately after the exam is completed and submitted.

Opportunities for study abroad are available and arrangements may be made through the Office of Study Abroad or by contacting the Study Abroad Office at sao@averett.edu.

Minor

A minor in French is available to students who satisfactorily complete FR 220, 222, 315, and any 300 level course. Students must maintain a grade point average of at least 2.0 in the minor.

Major

A major in Modern Languages with a concentration in French and a supporting program in Spanish is available to students who satisfactorily complete the degree requirements. For details of the major please refer to the information in the Modern Language and Culture section of the Catalog. Students must maintain a grade point average of at least 2.5 in the major.

Pass/Fail Option

Elective French courses may be taken Pass/Fail if they are not used to fulfill a general education requirement. For example, students who minor in French, who seek a B. A. degree, or who choose a French course to partially fulfill the Society component of the General Education Requirements may not choose the Pass/Fail option.

Courses of Instruction in French

FR 101, 102 Beginning French I, II (4, 4)

A study of functional tasks that permit students to use French in appropriate, "real-life" situations. Special emphasis is placed on speaking and listening, followed by exercises to promote skill in reading and writing. This course is intended for students with fewer than two years of prior instruction in French.

FR 203 Intermediate French (4)

This course develops cultural competence along with all four language skills: students develop listening and speaking proficiency using communication exercises, interactive projects, and film/music from the Francophone world; they also enhance reading and writing skills using authentic French language literary texts. This course includes review of basic grammar and a study of intermediate functional skills. Special emphasis is placed on the development of oral and comprehension skills with increasing cultural and historical knowledge of the French and Francophone world. Prerequisite: FR102 or departmental placement. Offered in the fall.

FR 211 Intermediate Spoken French (1)

A course in the practice of speaking French for students enrolled in intermediate level courses. It is especially helpful to students new to Averett. Pass/Fail only, this course may be repeated once for credit. Prerequisite: FR 102 or equivalent.

FR 220 Conversation and Listening (3)

A course intended to help the intermediate level student progress to an advanced level in speaking and listening proficiency. Video and audio materials, weekly discussions, and contact with speakers outside of class enable students to improve their comprehension and conversation. Prerequisite: FR 203 or departmental placement.

FR 222 Advanced Writing and Grammar (3)

A course intended to help the intermediate level student progress to an advanced level of proficiency in written French. Various activities allow the student to explore stylistic elements which affect the form and tone of the written word. The grammatical structures needed to perform particular written tasks are reviewed systematically. Students practice a range of writing assignments from academic to creative. Prerequisite: FR 203 or departmental placement.

FR 313 Francophone Women Writers (3)

This course will address issues of gender as well as race and class in a selection of works written in French by women of different historical periods and geographical areas. This course aims to acquaint the students with the lives and works of influential women writers in the history of francophone culture and literature. In the context of this course the term "Francophone women writers" is used broadly to mean women who have written in French and who have identified with French culture and intellectual life. We will examine the various aspects of literature produced by women from the Middle Ages to the present (ranging from Madame de Lafayette, Simone de Beauvoir, Marguerite Duras, Colette, and Maryse Conde). Students will engage with literature (fiction and nonfiction) from France as well as North Africa, Vietnam, and the Caribbean, interrogating the ways in which gender intersections with race, and all the complexities of "La Francophonie."

FR 315 Introduction to French and Francophone Literature (3)

This course introduces students to representative literary works from France and the French-speaking world. Activities and exercises based on the readings are designed to develop student awareness and appreciation of various styles, themes, and genres. Prerequisite: FR 203 or departmental placement.

FR 317 French Civilization and Culture: Feudal Society through Absolute Monarchy (3)

This course will introduce the student to French society, institutions, and literature from the Middle Ages to the Revolution of 1789. Period films, literary texts, and internet activities will supplement the study of historical events. Prerequisite or co-requisite: FR 222.

FR 318 French Civilization and Culture: Revolution through the Fourth Republic (3)

This course will introduce the student to French society, institutions, and literature from the post-revolutionary era to the end of the Fourth Republic in 1958. Period films, literary texts, and internet activities will supplement the study of historical events. Prerequisite or co-requisite: FR 222.

FR 319 French Civilization and Culture: The Fifth Republic (3)

This course will complete the study of French society, institutions, and literature begun in FR 317. Period films, literary texts, and internet activities will supplement the study of historical events. Prerequisite or co-requisite: FR 222.

HEALTH AND SPORT SCIENCE (HSS)

Douglas Wohlstein, Co-Chair
 Thomas Underwood, Co-Chair
 Barbara A. Kushubar

The mission of the Health and Sport Science Department (*formerly Physical Education, Wellness, and Sports Science*) is to prepare students for successful careers and graduate education through personal attention, both in the classroom and in practical learning experiences. The department provides diverse classroom training and applied practical experiences in a variety of settings. Graduates of the Averett University Health and Sport Science degree programs can be found as teachers, coaches, allied health professionals, sports related business professionals, and personal trainers around the world and seek to enhance the lives of all they touch through Health and Sport. The department continues to strive to attract a diverse population of future health and wellness professionals from the United States and around the world.

Students within this department may select from the following programs in either a Bachelor of Arts or Science: Sports Administration, Sports Medicine, Health and Sport Science, and Coaching. Within those programs, students may choose to concentrate specialized areas. More information about these concentrations can be found below. Students may also choose to minor in Sports Administration, Coaching, Health and Sports Science, Public Health, or eSports and Gaming Administration. Students may also elect to earn a Bachelor of Science in Health/Physical Education with Teaching Licensure (K-12). All majors are required to complete a Senior Exit Project. These projects will be completed during their senior year. Unless otherwise specified, students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Major in Sports Administration

In addition to the general education requirements for a Bachelor of Arts or Science, the following courses are required:

	Semester Hours
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	3
BSA 325, Managerial Accounting	3
<i>Choose two (2) courses from the following:</i>	
BSA 352, Sales Management	3
BSA 354, Human Resources Management	3
BSA 326, Org. Behavior Theory and Leadership.....	3
BSA 370, Principles of Finance	3
COM 206, Intro to Sport Communication	3
COM 309, Sports Information and Public Relations	3
HTH 200, First Aid and Safety	3
HTH 302, Diversity, Equity & Inclusion in Sport.....	3
HSS 203, Introduction to Physical Education	3
HSS 207, Introduction to Sport Management	3
HSS 308, Facility and Risk Management.....	3
HSS 309, Sport Event Management	3
HSS 365, Sport Psychology	3
HSS 416, Issues in Administration.....	3
HSS 432, Sport Law	3
HSS 466, Internship	4
PE Activity Courses	8
TH 103, Introduction to Human Communication, or TH 300, Public Speaking ..	3
HSS 496, Senior Exit Project	1
Total	67

Students may also elect to declare a concentration of study in e-Sports and Gaming Administration. Completion of a concentration is not a requirement for the major in Sports Administration. While the majority of the coursework in this concentration is taught by Averett University faculty, please note that some courses may be taught online through our consortium partner, LCMC.

e-Sports and Gaming Administration Concentration

	Semester Hours
Sports Administration Core	67
HSS 221, Introduction to Games	3
HSS 220, Introduction to e-Sports Management	3
HSS 420, Distribution of Games: Role of the Publisher	3
HSS 325, Convention, Event & Trade Show Planning	3
CSS 202, IT Infrastructure	3
ENG 207, Reading Video Games	<u>3</u>
Total (including Sports Admin Core Requirements):	85

Requirements for a Major in Sports Medicine

In addition to the general education requirements for a Bachelor of Arts or Science, the following Sport Medicine core courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 204, Anatomy and Physiology I	4
BIO 205, Anatomy and Physiology II	4
HTH 200, First Aid and Safety	3
HSS 320, Nutrition/Sports Performance	3
HSS 315, Physiology of Activity	3
HSS 355, Health Aspects Gerontology	3
HSS 360, Sports Med I / Lab	4
HSS 365, Sport Psychology	3
HSS 370, Therapeutic Exercise	3
HSS 421, Sports Med II / Lab	4
HSS 466, Internship	4
HTH 217, Intro to Health & Wellness Professions	3
HTH 302, Diversity, Equity, & Inclusion in Sport	3
HSS 496, Senior Exit Project	1
HSS 297, Medical Terminology	3
HSS 210, Research Methods	<u>3</u>
Total	55

Students may also elect to declare a concentration of study in Science or Wellness. Completion of a concentration is not a requirement for the major in Sports Medicine.

Science Concentration

	Semester Hours
Sport Medicine Core	55
HSS 425, Biomechanics, or HSS 320, Kinesiology	3
CH 111, Chemistry I	4
CH 112, Chemistry II	4
PSC 201, Physics I	4
PSC 202, Physics II	<u>4</u>
Total (including Sport Med Core Requirements):	74

Wellness Concentration

	Semester Hours
Sport Medicine Core	55
PE Activity Course	2
HSS 280, Prevention of Injuries/Illness	3
HSS 403, Exercise Prescription & Testing	4
HSS 402, Certification Preparation	3
HSS 416, Issues of Administration	3
HTH 111, Modern Health Issues	3
Total (including Sport Med Core Requirements):	73

Requirements for a Major in Health and Sport Science

In addition to the general education requirements for a Bachelor of Arts or Science, the following Health and Sport Science core courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 204, Human Anatomy and Physiology I	4
HTH 200, First Aid and Safety	3
HTH 111, Modern Day Health Issues	3
HTH 217, Intro to Health & Wellness Professions	3
HTH 220, Health & Fitness for 21 st Century	4
HTH 302, Diversity, Equity, & Inclusion in Sport	3
HTH 320, Nutrition and Sport Performance	3
HSS 210, Research Methods	3
HSS 466, Internship	4
HSS 496, Senior Exit Project	1
PSY 204, Health Psychology	3
PE Activity Course(s)	4
Total	42

Students may also elect to declare a concentration of study in Health Promotion or Public Health. Completion of a concentration is not a requirement for the major in Health and Sport Science.

Health Promotion Concentration

	Semester Hours
HSS Core	42
HSS 280, Prevention of Injuries/Illness	3
HSS 355, Health Aspects of Gerontology	3
HSS 403, Exercise Prescription & Testing	4
HSS 402, Certification Preparation	3
PSY 303, Stress Management	3
PSY 307, Complementary Healthcare	3
Total (including HSS Core Requirements):	61

Public Health Concentration

While the majority of the coursework in this concentration is taught by Averett University faculty, please note that some courses may be taught online through our consortium partner, LCMC.

	Semester Hours
HSS Core	42
MTH 160, Introduction to Statistics	3
ECO 202, Macroeconomics	3

HTH 240, History of Public Health.....	3
HTH 340, Epidemiology	3
HTH 341, Health Services.....	3
HTH 441, Public Health Studies I.....	3
HTH 442, Public Health Studies II.....	3
HTH 342, Health Economics	<u>3</u>
Total (including HSS Core Requirements): 66	

Requirements for a Major in Coaching

In addition to the general education requirements for a Bachelor of Arts or Science, the following Coaching core courses are required:

	Semester Hours
PE 126, Weight Training.....	2
HTH 200, First Aid and Safety	3
HTH 201, Strength & Conditioning Anat	3
HTH 302, Diversity, Equity and Inclusion in Sport	3
HSS 300, Principles of Strength and Conditioning	3
HSS 210, Research Methods	3
HSS 207, Intro to Sport Management	3
HSS 216, Foundations of Coaching	3
HSS 280, Prevention of Athletic Injuries & Illness.....	3
HSS 308, Facility and Risk Management.....	3
HSS 309, Sport Event Management.....	3
HSS 365, Sport Psychology	3
HSS 415, Motor Learning	3
HSS 416, Issues in the Administration of Phys Ed & Sports	3
HSS 432, Sport Law.....	3
HSS 407, Sport Ethics	3
HSS 466, Internship	4
HSS 496, Senior Exit Project	<u>1</u>
Total 52	

Students may also elect to declare a concentration of study in Strength and Conditioning. Completion of a concentration is not a requirement for the major in Coaching.

Strength & Conditioning Concentration

	Semester Hours
Coaching Core.....	52
HTH 320, Kinesiology, or HSS 425, Biomechanics	3
HTH 355, Gerontology, or HTH 320, Nutrition.....	3
HSS 402, Certification Preparation	3
HSS 403, Exercise Prescription and Design.....	4
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	<u>3</u>
Total (including Coaching Core Requirements): 74	

Sports Administration Minor

The following courses are required for a minor in coaching:

	Semester Hours
BSA 221, Principles of Accounting	3

BSA 305, Principles of Management or BSA 310, Principles of Marketing	3
HSS 207, Intro to Sports Management	3
HTH 301, Cross Cultural Competence in Sport	3
<i>Choose three (3) courses from the following:</i>	
HSS 309, Sports Event Management	3
HSS 308, Facility & Risk Management	3
HSS 416, Issues in Administration.....	3
HSS 432, Sport Law	3
COM 309, Sports Information & Public Relations	<u>3</u>
Total	21

Coaching Minor

The following courses are required for a minor in coaching:

	Semester Hours
HSS 216, Foundations of Coaching	3
HTH 200, First Aid & Safety	3
HSS 432, Sport Law or HSS 407, Ethics in Sports	3
HTH / HSS Electives (300+ level)*	<u>6</u>
Total	18

*Electives must be exclusive of activity courses or practicum experiences and must be chosen from the Coaching major core or concentration. If courses have prerequisites, the prerequisites must be satisfied, or permission obtained from the instructor.

Health and Sport Science Minor

The following courses are required for a minor in health and sport science:

	Semester Hours
HTH 220, Health & Fitness in the 21 st Century	4
HTH 302, DEI in Sport	3
HTH 200, First Aid & Safety	3
HTH / HSS Electives (300+ level)	<u>9</u>
Total	19

Public Health Minor

While the majority of the coursework in this minor is taught by Averett University faculty, please note that some courses may be taught online through our consortium partner, LCMC.

	Semester Hours
MTH 160, Introduction to Statistics	3
ECO 202, Macroeconomics	3
HTH 240, History of Public Health.....	3
HTH 340, Epidemiology	3
HTH 341, Health Services.....	3
HTH 342, Health Economics	<u>3</u>
Total	18

e-Sports and Gaming Administration Minor

While the majority of the coursework in this minor is taught by Averett University faculty, please note that some courses may be taught online through our consortium partner, LCMC.

	Semester Hours
HSS 221, Introduction to Games.....	3
HSS 220, Introduction to e-Sports Management.....	3
HSS 325, Convention, Event, and Trade Show Planning.....	3
HSS 420, Distribution of Games: The Role of the Publisher	3
CSS 202, IT Infrastructure	3

ENG 207, Reading Video Games	3
HSS 207, Intro to Sport Management	3
	Total 21

Requirements for a Major in Health/Physical Education w/ Teaching Licensure (K-12)

Additional General Education and Professional Education requirements which must be met in order to be recommended for teaching licensure in Health/Physical Education are explained in detail in the section beginning on page 126.

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 204, Human Anatomy and Physiology I, or BIO 205, Human A&P II	4
HTH 200, First Aid and Safety	3
HTH 110, Contemporary Health Problems	3
HTH 220, Health & Fitness for 21 st Century.....	4
HSS 303, Elementary School PE.....	3
HSS 304, Secondary School PE	3
HSS 315, Physiology of Activity	3
HSS 320, Kinesiology	3
HSS 351, Adapted Physical Education	3
HSS 415, Motor Learning	3
HSS 416, Issues in Administration.....	3
HSS 444, Research Methods in PE	3
HSS 496, Senior Exit Project	1
PE Activity Course(s).....	14
	Total 57

Students in the education program choosing to take HTH 306 and HTH 307 will have the Driver's Education endorsement added to their initial licensure. Students in majors outside of education will be able to take the two courses and once they pass the state competency exam will qualify to be a driver's education instructor through the Department of Motor Vehicles.

Courses of Instruction in Physical Education

Activity Courses

Activity courses may be repeated for a maximum of 4 semester hours credit unless otherwise indicated. Physical Education majors must fulfill activity course requirements by taking different activities. Extra fees are charged for some activities. Courses which normally require such fees are indicated by an asterisk (*) following the course name.

Students may take a maximum of two activity courses in any semester.

102, Swimming*	(2)
103, Novice Riding (same as ES102).....	(2)
106, Physical Conditioning	(2)
107, Bowling*	(2)
108, Jogging (May not be repeated for credit.)	(2)
111, Archery.....	(2)
114, Tennis.....	(2)
116, Golf*	(2)
126, Weight Training	(2)
128, Badminton	(2)
139, Yoga.....	(2)

130, Exercise Walking	(2)
134, Softball	(2)
135, Basketball	(2)
136, Volleyball	(2)
141, Soccer	(2)
142, Ultimate Frisbee	(2)
143, Team Handball	(2)
144, Tai Chi.....	(2)
145, Ultimate Dodgeball	(2)
150, Selected Activities.....	(2)
152, Aerobics (May be repeated for maximum of 3 hours.).....	(1)
153, Baseball	(2)

Credit for Selected Activities (150) may be repeated for 4 credits for each different activity selected. A laboratory fee is assessed for some Selected Activity courses.

Courses of Instruction in Health

HTH 109 Concepts of Nutrition in Healthcare (3)

A course that examines the science of nutrition while identifying nutrition principles and their application as they affect one's health and well-being. The course is designed to personalize information, calculate the student's current level of health, and lead the student to devise a plan for adopting healthy food choices and changing one's diet as needed. Appropriate dietary interventions to address disease processes will also be addressed.

HTH 110 Contemporary Health Problems (3)

A course dealing with the contemporary health problems confronting today's educators, with consideration of such areas as the use and abuse of drugs, changing sexual mores, overpopulation, ecology, and mental health. General education Oral Course.

HTH 111 Modern Day Health Issues for Health and Wellness Providers (3)

A course designed for students aspiring to pursue healthcare and wellness professions. Students will ideally be in the majors of Athletic Training, Sports Medicine, Coaching, Personal Training, Nursing, Psychology and Biomedical Sciences. The course identifies essential behaviors necessary for optimal well-being, including health enhancing lifestyles. Students are presented with evidence based strategies for improving and maintaining health. Topics addressed include physical health, mental health, social health, disease processes, human sexuality, alcohol/tobacco/drug use, environmental health, consumerism and aging related topics. General education Oral course.

HTH 200 First Aid and Safety (3)

A study of the American Red Cross standard first aid course (for which certification is provided) plus additional information on emergency medical care and theory. Emphasis on developing an understanding of safety. Includes practical skills employed to care for injured persons as well as life support techniques.

HTH 201 Strength & Conditioning Anatomy (3)

Students will understand Anatomical, physiological and biomechanical principles of the muscular skeletal system during resistance and conditioning training. Students will cover the concepts of correct body position, concentric and eccentric contraction, complete range of motion of each joint, and basic muscle and skeletal anatomy. Equipment considerations, maintenance, safety, organization, and injury prevention are covered in the use of free weights, resistance machines, and plyometric training methods.

HTH 217 Introduction to Health and Wellness Professions (3)

This course is an introduction to various health and wellness professions. The course gives students a basic understanding of the U.S. healthcare system, current issues in healthcare, and an overview of the various professions available for health and wellness professionals. This course should help you focus your career goal and understand the system in which you may work.

HTH 220 Health and Fitness for the 21st Century (4)
A study of children's health and motor development in the 21st century. This course is designed to provide the student with knowledge, experiences, and skills in the teaching of physical/health education and promoting the concepts of health/fitness for today's children in school settings. Students are required to complete 4 lessons of physical education observation/assistance at the assigned elementary school.

HTH 240 History of Public Health (3)
Covid-19 has thrust Public Health into the spotlight, but the domain of public health includes many critical issues, including mental health, obesity, and gun violence. From the first quarantines to the modern movement towards universal health care, public health has fundamentally shaped societies. In this course, you'll learn the role of the state in public health, the importance of public health, and how it's provided and practiced.

HTH 297 Medical Terminology for Allied Health (3)
This course is an introduction to medical terminology, specifically as it pertains to allied health professions. We will cover common medical terminology and abbreviations used in medical documentation.

HTH 301 Cross Cultural Competence in Sport (3)
This course is designed to introduce and develop an understanding of cross cultural competence and cultural issues. Issues including race, gender, age, mental and physical ability, appearance, religion, sexual orientation, and social class will be covered. This class is designed for but not limited to those who intend to work in fields of sport such as physical activity, exercise, fitness, health care, sport management, and coaching. Sophomore or higher status required.

HTH 302 Diversity, Equity, and Inclusion in Sport (3)
This course is designed to introduce and develop an understanding of cross cultural competence and cultural issues. Issues including race, gender, age, mental and physical ability, appearance, religion, sexual orientation, and social class will be covered. This class is designed for but not limited to those who intend to work in fields of sport such as physical activity, exercise, fitness, health care, sport management, and coaching. Sophomore or higher status required.

HTH 306 Foundations of Traffic Safety/Driver Task Analysis (3)
Introduces the "driver task" as related to the highway transportation system and factors that influences performance ability. Prepares students so they may be eligible to take certification exams for driving school instructors in both public and private schools. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. Prerequisite: Must have junior or senior status and be at least 20 years old.

HTH 307 Instructional Principles of Driver Ed (3)
This course analyzes rules and regulations that govern the conduct of Driver Education programs with special emphasis on organization and administration. Includes uses in the classroom, driving range and on the street. Prepares students so they may be eligible to take the state certification exam in driver education. Prerequisite: HTH306 - Driver Task Analysis or equivalent. Lecture 2 hours. Laboratory 2 hours. Total 4 hours per week. 3 credits.

HTH 320 Nutrition and Sports Performance (3)
A course designed to teach nutrition and its effects upon athletic performance. Students will learn about foods, the diabetic athlete, steroids, and eating disorders that affect athletes. Students will also learn pre- and post-game meals, myths and facts.

Courses of Instruction in Health and Sport Science

HSS 200 Job Shadowing in Health & Sport Science (3)
Job shadowing immerses each student in the world of work where they can get first-hand information about job skills and careers. Job shadowing can provide experiences that are as unique as the students who participate. Job shadowing creates a critical link between education and success. Job shadowing assignments during the job shadow experience are designed to help students connect their experience to their course work and relate the

visits directly to career pathways, related skill requirements, and graduate school options. This is an opportunity for students to gain practical experience in settings directly applicable to their concentration of study. These settings can include, but are not limited to athletic training, wellness-fitness-training facilities, cardiac rehabilitation, sport organization administration, corporate fitness, professional athletics and public recreation departments. Student will work under the supervision of trained professionals. The experiential learning experience will consist of 45 to 90 clock hours and may be taken any time following completion of 15 credit hours at Averett University. The course is graded on a pass/fail basis employing the Averett University Application General Education Rubric. Offered each semester. Prerequisite: 2.5 cumulative grade point average and 15 credit hours at AU.

HSS 203 Introduction to Physical Education (3)

A study of the history of physical education, career opportunities, current issues, and future challenges in physical education.

HSS 205 Lifetime Fitness (3)

A course designed to provide the student with the capability to apply scientific principles to maximize one's own fitness needs and to develop ways to maintain fitness throughout one's life. Each student will develop his/her own exercise program. The course provides both cognitive and physical experience.

HSS 207 Introduction to Sport Management (3)

A study of the various areas that encompass the field of sport management and career opportunities available in those areas: budgeting, communication, sport marketing, collegiate trademark licensing, personnel issues, and future direction of sport management.

HISS 210 Intro to Research Methods in HSS (3)

This class is designed as an introduction to research methods. Specifically, the course prepares students to read, understand, and evaluate research; retrieve research, and develop research-related skills in the fields of health, sport science, kinesiology, and physical education. Topics include, but are not limited to problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in health and sports fields.

HSS 216 Foundations of Coaching (3)

A course designed to provide students with an introductory foundation of scientifically based coaching principles and sport science. Topics will include basic physiology, training protocols, psychological performance enhancement, nutrition, motivation, teaching styles, team management and coaching philosophy. The course will provide the fundamentals of being a successful coach on and off the field. Students who complete the course are certified by the American Coaching Effectiveness Program.

HSS 218 Starting a Business in the Sports Industry (3)

This course is designed for students interested in starting a business in the sports industry. Startups in Personal training will be covered heavily, however, other areas within sport will also be covered. Topics of discussion will include facility and equipment maintenance, facility management, legal issues, marketing, branding, and many more.

HSS 220 Introduction to e-Sports Management (3)

e-Sports is one of the fastest growing industries, attracting 450 million viewers and generating over \$1 bn in revenue in 2020. This course will introduce you to the history of competitive gaming and will explore its ecosystem. You will learn to navigate e-Sports leagues, teams, players, publishers, tournament operators, media and affiliate organizations. Furthermore, you'll get firsthand experience in analyzing the space.

HSS 221 Introduction to Games (3)

Games sit at the intersection of technology, art, and culture, so success within the games industry requires you to understand all three. This course explores why we love games, what role they play in society, and the industry that produces them. You'll also learn the basics of game development. This course was developed in partnership with Unity and the IGDA to help everyone interested in the games industry start on the right foot.

HSS 280 Prevention of Athletic Injuries and Illnesses (3)

A study of the prevention of athletic injuries and illnesses. The student will examine methods to prevent trauma or conditions that adversely affect the health or performance of the athlete.

HSS 300 Principles of Strength & Conditioning (3)

This course will discuss the scientific principles of physical conditioning through resistance and cardiovascular training. The application of physiological principles to the development of specific conditioning and training methods will be analyzed. There will be an emphasis on anatomy, metabolic energy systems, and specific physical adaptations to exercise. Prerequisites: HTH201 or BIO101.

HSS 303 Elementary School Physical Education (3)

A study of the characteristic growth patterns, interests, and physical education needs of elementary school children with a corresponding emphasis on effective teaching techniques and the skill theme approach to instruction. Students are required to complete six lessons of physical education observation/assistance at the assigned elementary school. Prerequisite: HTH 220 and/or HSS 304.

HSS 304 Secondary School Physical Education (3)

A study of the characteristics of secondary school students, techniques for organizing classes, preparation of lesson plans, methods of instruction with special attention given to physical fitness and the development of sports skills, methods of assessment, and techniques for coping with discipline problems which are unique to this age group. Students are required to complete eight lessons of physical education observation/assistance at the assigned middle and high schools. Prerequisite: HTH 220 and/or HSS 303.

HSS 308 Facility and Risk Management (3)

A course designed for students seeking a career in the sport industry, recreation, and physical education. This course will provide a basic examination of the elements of risk management, risk assessment, control, and financing. The student will gain the knowledge to manage and reduce these risks.

HSS 309 Sport Event Management (3)

A course designed for students seeking a career in the sport industry. This course will provide a basic knowledge of strategies for successful event management, from planning, implementation, and evaluation. Students will obtain hands-on experience in the classroom as well as in the market place.

HSS 312 Coaching in the 21st Century (3)

Coaching in the 21st century introduces the art and science of coaching with an emphasis on practical applications. The course includes principles of coaching, team behaviors, management, culture and communication.

HSS 315 Physiology of Activity (3)

A study of the physiological effects of exercise and application of these effects to physical education..

HSS 320 Kinesiology (3)

A study of the science of human movement. Prerequisite: BIO204 Offered Fall semester.

HSS 325 Convention, Event & Trade Show Planning (3)

E-sports and Gaming companies rely heavily on conventions for marketing. Shows like TGS, PAX and E3 attract audiences from 60,000-300,000 and are tremendous opportunities for companies to generate excitement and drive sales. This course will teach you how to turn a gaming convention into a big win. By the end of this course, you'll understand how to handle planning, marketing and logistics for a corporate presence at a major convention. Prerequisite: HSS221 Introduction to Games and Sophomore standing.

HSS 351 Adapted Physical Education (3)

A study of the role of physical educators in aiding individuals with atypical conditions to develop to their fullest potential. Includes the understanding of specific disabilities, therapeutic exercises, and developing an adapted program. Prerequisite: HSS304 or HTH220.

HSS 355 Health Aspects of Gerontology (3)

A study of the physiological changes which occur in the human organism during the aging process, including changes in bone ossification and growth, metabolism, nutritional needs, strength, flexibility, cardiovascular, and respiratory functions. Also to include physiological and sociological problems and ways to adjust and adapt to them.

HSS 360 Sports Medicine I and Lab (4)

A study of the process of evaluation, identification, and rehabilitative techniques for sports-related injuries as they pertain to the lower extremities of the body. The course will utilize practical and hands-on instruction of evaluation, identification and rehabilitative techniques for sports related injuries and conditions as they pertain to the lower extremities and trunk. Prerequisite: HSS320.

HSS 365 Sport Psychology (3)

The study of psychological assessment techniques and intervention strategies in an effort to help individuals to achieve their optimal performance in physical activities. Areas of study include such topics as: Motivation and Performance, Personality and Behavior, Social and Cultural Aspects of Sport, Aggression, Attentional Focus, Self-Confidence, Anxiety and Arousal, and Coaching Behavior/Leadership Style.

HSS 370 Therapeutic Exercise (3)

A study of exercise principles and how they apply to injury rehabilitation. Students will learn how the body reacts to injury and healing and how exercise affects the healing phase. Students will learn how and when to apply various phases of rehabilitation as well as how to apply isometric, isotonic, and isokinetic exercises. Emphasis is also on immediate, short, and long-term rehabilitation goals.

HSS 402 Certification Preparation (3)

A course designed for students who plan to take a certification examination for an exercise health related profession within the next 9 months. This course is designed to identify specific strengths and weaknesses and then eliminate those areas of weakness with further study. Each of the testing performance domains will be closely reviewed. Various resources (textbooks, videos, etc.) will be used. Students will leave the class with an action plan to enhance their preparation for the certification exam. This class will help the student properly prepare in the most efficient manner by focusing their efforts toward the appropriate areas. Students will also begin to focus on career preparation. Topics such as interviews and resume writing will be covered.

HSS 403 Exercise Prescription and Testing (4)

This course provides the knowledge of how to assess aerobic capacity, cardiorespiratory endurance, muscular strength and endurance, flexibility, body fat, pulmonary function, and blood pressure and evaluate the results. Emphasis is placed on design and implementation of exercise programs for health and special populations based upon appropriate screening and evaluation procedures. The application of both laboratory and field based tests will be covered in lectures and laboratories. The theory and practice of designing individualized and group exercise prescription is covered. The course includes clinical observation and laboratory experiences.

HSS 407 Ethics in Sports (3)

Ethics in Sports evaluates ethics within the sporting context. The values promoted within sport will be examined along with common ethical dilemmas faced by those involved in sport. The course covers topics ranging from fair play to sportsmanship to current ethical issues. Sophomore status required.

HSS 415 Motor Learning (3)

A course in motor learning in which the student examines ways the brain and central nervous system process information to produce human movement and the application of this knowledge to instruction.

HSS 416 Issues in the Administration of Physical Education and Sports (3)

A study of administrative policies and trends including leadership styles and application of leadership in College and public school settings. Also included are pertinent legal, management, and budgeting issues as they relate to physical education and sports.

HSS 420 Distribution of Games: Role of the Publisher (3)

The role of a publisher in the games industry is to ensure that a game can get in front of its audience successfully. To do that, a publisher must consider a variety of distribution strategies and channels. This course will teach you how publishers promote games and bring them to market. By the end of this class, you will be able to plan a game's launch and promotion. Prerequisite: HSS221 Introduction to Games and Sophomore standing.

HSS 421 Sports Medicine II and Lab (4)

A study of the process of evaluation, identification, and rehabilitative techniques for sports-related injuries as they pertain to the upper extremities of the body. The course will utilize practical and hands-on instruction of evaluation, identification and rehabilitative techniques for sports-related injuries and conditions as they pertain to the upper extremities and trunk. Prerequisite: HSS320.

HSS 425 Biomechanics (3)

A study of the mechanical principles involved in human movement, analysis of movement and application of this knowledge to physical education and sport. Emphasis is placed on preparing the physical educator to help people become more efficient in their performance of motor skills. Prerequisite: HSS320 Offered Spring semester.

HSS 432 Sport Law (3)

A study of law as it relates to sport. To include the law of contracts, tort liability, negligence, and federal regulations pertaining to Title IX and persons with handicapping conditions.

HSS 444 Research Methods in Physical Education (3)

A course that includes the organizing and administering of the training room and staff. Students will learn how to write résumés, purchase supplies, prepare a budget, and budget their time. Students will discover employment opportunities and ways to market their skills.

HSS 466 Internship (4)

An opportunity for majors to gain practical experience in wellness/sports medicine, sport management, or recreation settings. These settings will include, but not be limited to, athletic training, hospital wellness, cardiac rehabilitation, health clubs, corporate fitness, professional athletics, and city recreation departments. Students will work under the guidance of trained professionals. The internship will consist of 180 clock hours and may be taken at any time following the completion of the junior year. The course is graded on a Pass/Fail basis. Prerequisite: 2.0 cumulative grade point average.

HSS 496 Senior Exit Project (1)

A supervised research capstone course intended to assess the student's scientific writing ability and use of APA format, as well as their oral presentation skills. A fifteen page minimum paper is expected. Students are assigned two faculty members that supervise their work. Students also give a 10-12 minute oral presentation of their work to the two faculty committee members. The student's academic advisor serves as the faculty member of record. Offered each semester as needed.

HISTORY (HIS)

Andrew Canady, Chair
Timothy Fulop

The History Department offers a Bachelor of Arts degree to students in English/History or History. The Department also offers a Bachelor of Arts or Science degree to students in History and Politics, Political Science, or History/Social Science with Teaching Licensure (6-12). Course descriptions for the Political Science curriculum can be found in the Political Science section of the catalog.

The history curriculum provides a broad foundation in the Western heritage, depth in American and exposure to important aspects of European and Asian history. A student who takes courses in history at Averett University should be better prepared to master the art, literature, languages, and even business of the West, appreciate more fully the meaning and importance of the liberal arts, be better able to adapt himself or herself to society, appreciate the maxim that those who fail to learn from history's mistakes are doomed to repeat those mistakes, understand cause and effect on the national and international level, be prepared to solve social problems because of a fuller understanding of them, and possess a strong sense of identity as a citizen of the Western world.

The Bachelor of Arts degree with a major in History requires a minimum of 30 semester hours in history. A minimum of 18 semester hours of history courses at the 300 and 400-level must be completed at Averett University. Students must attain at least a 2.0 grade point average in the major in order to graduate.

The major in History and Politics requires 17 courses (49 semester hours) spread almost evenly across the two disciplines of political science and history. This curriculum provides breadth in various epochs of American and European history, along with depth in the theory and practice of politics. Students majoring in History and Politics usually select careers in business, the non-profit sector, or government service, or they apply to graduate school in history, political science, or law.

Students may not double major in History, History and Politics; nor Political Science and History and Politics. Students must attain at least a 2.0 GPA in the major in order to graduate.

Requirements for a Major in History:

In addition to the general education requirements, the following courses are required:

	Semester Hours
HIS 101, History of Western Civilization I.....	3
HIS 102, History of Western Civilization II.....	3
HIS 201, United States History I.....	3
HIS 202, United States History II.....	3
HIS 465, Seminar	3
History Electives	15
(Including advanced American History (6)	
advanced European History (6), and Asian History (3))	
	Total 30

Sample Four-Year Course Sequence for History

Freshman Year:

HIS 101, 102, History of Western Civilization I, II

Sophomore Year:

HIS 201, 202, United States History I, II

Junior Year:

HIS Elective, Advanced European history, American history, or Asian history

HIS Elective, Advanced European history, American history, or Asian history

HIS 465, Seminar

Senior Year:

- HIS Elective, Advanced European history, American history, or Asian history
- HIS Elective, Advanced European history, American history, or Asian history

Requirements for a Major in History with Secondary Teaching Licensure in History and Social Science (Students may earn either the Bachelor of Arts or the Bachelor of Science in History with Secondary Teaching Licensure. The B. A. requires completion of the intermediate level of a foreign language. The B. S. requires no foreign language but requires Math 160, Statistics)

In addition to the general education requirements, the following courses are required:

	Semester Hours
HIS 101, History of Western Civilization I.....	3
HIS 102, History of Western Civilization II.....	3
HIS 201, United States History I.....	3
HIS 202, United States History II.....	3
HIS 455, Political Development.....	3
History Electives as follows	
American History 300-400 level (6)	
European History 300-400 level (6)	
History Elective 300-400 level (3)	15
ECO 202, Principles of Macroeconomics	3
ED 180, Earth Science for Educators	2
POS 131, The World of Politics	3
POS 204, State and Local Government.....	3
POS 215, American National Government	3
POS 311, Comparative Government	3
POS 380, International Relations	3
REL 201, Religions of the World.....	<u>3</u>
Total	53

The other General Education and Professional Education requirements which must be met in order to be recommended for teaching licensure in History/Social Science are explained in detail in the section beginning on page 126.

Sample Four-Year Course Sequence for History/Social Science with Teaching Licensure

Freshman Year:

- ENG 111-112, Introduction to Writing, Intro to Literature
- Fine Arts course
- Foreign Language (2 semesters) or MTH160
- HIS 101, 102, History of Western Civilization I, II
- IDS 110, Averett 110
- Math 103 or higher
- POS 131, The World of Politics
- TH 103, Introduction to Human Communications

Sophomore Year:

- ECO 202, Principles of Macroeconomics
- ED 290, Foundations of Education
- ENG 201 or 202, Major British Authors
- Fine Arts course

Foreign Language (if necessary) or MTH160
 HIS 201, United States History I **and**
 HIS 202, United States History II
 Upper level History courses
 HTH 220, Health and Fitness for the 21st Century
 Laboratory Science course
 SOC 101, Introduction to Sociology
 PE Fitness Course
 PSY 205, Developmental Psychology

Junior Year:

ED 180, Earth Science for Educators
 ED 322, Educational Psychology
 ED 334, Content Area Reading
 ED 474, Secondary/PK-12 Curriculum
 ED 478, Teaching Assistant: Secondary/PK-12 Education
 Upper level History courses
 POS 204, State and Local Government
 POS 215, American National Government
 POS 311, Comparative Government

Senior Year:

ED 406, Instruction in Secondary/PK-12 Education
 ED 489, Directed Teaching in Secondary/PK-12 Education
 CSS 113, Microcomputers and Application Software
 Upper level History courses
 POS 380, International Relations

Requirements for a Major in English/History (Pre-Law):

Students pursuing this major will enter Averett with a declared major of English/History. When they attain a 2.75 GPA overall and a 3.0 GPA in English and history courses, they become English/History: Pre-Law majors. If students do not attain and maintain these GPAs, they graduate with an English/History major, provided they have a 2.0 overall GPA, a 2.5 GPA in English courses and a 2.0 GPA in history courses at the time of graduation.

In addition to the general education requirements, the following courses are required:

	Semester Hours
ENG 111, Introduction to Writing and Research	3
ENG 112, Introduction to Literature	3
ENG 201, Survey of English Literature from Its Beginnings Through 1750	3
ENG 202, Survey of English Literature from 1750 to Present	3
ENG 205, Survey of American Literature to 1860 or	
ENG 206, Survey of American Literature, 1860 to the Present	3
English elective in literature at 300 level	3
English elective in literature at 400 level	3
HIS 101, 102, History of Western Civilization I, II	6
HIS 201, 202, United States History I, II	6
HIS 322, English History, 1485 to Present.....	3
History electives at 300-400 level	6
PHL 150, Introduction to Philosophy or PHL 210, Ethics	3
POS 215, American National Government	3
POS 204, State and Local Government	3

Electives (To be selected from the following)

BSA 221, Principles of Accounting I	
BSA 222, Principles of Accounting II	
BSA 434, Business Law	
POS 411, Constitutional Law	
PSY 110, Psychology as a Social Science	
PSY 305, Abnormal Psychology	
SOC 101, Introduction to Sociology	
Upper level Sociology course	9
	Total 61

Sample Four-Year Course Sequence for English/History (Pre-Law)

Freshman Year:

- ENG 111, Introduction to Writing and Research
- ENG 112, Introduction to Literature
- HIS 101, 102, Western Civilization I, II
- PHL 150 or 210, Introduction to Philosophy or Ethics

Sophomore Year:

- ENG 201, Survey of English Literature from Its Beginnings Through 1750
- ENG 202, Survey of English Literature from 1750 to Present
- HIS 201, 202, United States History I, II
- POS 215, American National Government
- POS 204, State and Local Government

Junior Year:

- Recommended Elective
- ENG 205, Survey of American Literature to 1860 **or**
- ENG 206, Survey of American Literature 1860 to the Present
- ENG 300-level Literature Elective
- HIS 322, English History, 1485 to Present
- HIS 300-level Elective

Senior Year:

- 2 Recommended Electives
- ENG 400-level Literature
- HIS 300- or 400-level Elective

Requirements for a Major in History and Politics

In addition to the general education requirements, the following courses are required:

	Semester Hours
HIS 101, History of Western Civilization I	3
HIS 102, History of Western Civilization II.....	3
HIS 201, United States History I.....	3
HIS 202, United States History II.....	3
HIS 465, Seminar or	
HIS/POS 455, Political Development	3
HIS and POS Electives (no more than 12 hours in one discipline)	21
POS 131, The World of Politics	3
POS 204, State and Local Government	3
POS 215, American National Government	3
POS 320, American Government: Issues and Problems	3
	Total 49

Sample Four-Year Course Sequence for History and Politics

Freshman Year:

HIS 101, 102, History of Western Civilization I, II
POS 131, The World of Politics

Sophomore Year:

HIS 201, 202, United States History I, II
POS 204, State and Local Government
POS 215, American National Government
POS 320, American Government: Issues and Problems

Junior Year:

HIS 465, Seminar **or**
HIS/POS 455, Political Development
4 upper level history and/or political science courses

Senior Year:

3 upper level history and/or political science courses

Minor

Students electing a minor in History must complete any 18 hours in History.

Students must maintain a grade point average of at least 2.0 in the minor.

Courses of Instruction in History

HIS 101, 102 History of Western Civilization I, II

(3,3)

A survey of world history from the earliest times to 1715 (101) and 1715 to the present (102), emphasizing western civilization and the relevance of the past to contemporary life.

HIS 201, 202 United States History I, II

(3,3)

A survey of U. S. history from the colonial period to 1877 (201) and from 1877 to the present (202). Emphasis upon those aspects relevant to contemporary affairs.

HIS 310 The American South

(3)

Survey of the American South from development of Native American cultures to present. Topics include slavery and plantation economy; emergence of southern distinctiveness; Civil War and Reconstruction; political reform and the civil rights movement; rise of the Sunbelt, southern religion, and literature; and the future of southern regionalism. Prerequisite: HIS201; HIS202, or permission of instructor. Offered alternate years.

HIS 312 Russian and Soviet History

(3)

A rapid survey from Russia's early history to 1801, then an intensive examination of Tsarist Russia (1801-1917), the Soviet Union (1917-1991), and the results of dissolution. Prerequisite: HIS 102.

HIS 322 English History, 1485 to Present

(3)

An examination of England's internal affairs and foreign policy, stressing her unique and important contributions to western--particularly Atlantic--civilization. Prerequisite or co-requisite: HIS 102.

HIS 323 Early Modern Europe

(3)

An examination of the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, the French Revolution, and the Napoleonic era. Prerequisites: HIS 101, 102.

- HIS 325 History of the German People (3)**
A study of the development of society in central Europe from the Middle Ages to the present. Emphasis is placed upon political, economic, philosophical, and cultural contributions of the 19th and 20th centuries. Prerequisites: HIS 101 and 102 or permission of the instructor.
- HIS 365 Antebellum U. S. History, 1789-1848 (3)**
A detailed study of a fascinating period in America's history, with some stress on the first half of the 19th century as well as on the South as a unique region during these years before the Civil War. Prerequisite: HIS 201. Alternate years.
- HIS 360 Colonial, Revolutionary, and Constitutional History of the U. S. (3)**
An intensive examination of 17th and 18th century America, its colonial experience as well as its revolution, and the creation of its constitution. Some emphasis will be placed on the English origins which influenced both the colonial period and the constitution. Prerequisite: HIS 201. Alternate years.
- HIS 403 Nineteenth Century Europe (3)**
A study of this century from 1815 to 1914, when so much occurred that has affected our own time. Primary emphasis will be on the internal development and foreign relations of the Great Powers. Prerequisite: HIS 102.
- HIS 405 Twentieth Century Europe, The War Years - 1914-1945 (3)**
A study of the causes, events, and effects of the two world wars, the rise of communism and fascism, and the era of economic depression. Prerequisite: HIS 102.
- HIS 406 Twentieth Century Europe, Post War Divisions and Unions (3)**
A study of the cold war and Soviet domination of eastern Europe, the revolutions of 1989, the reunification of Germany, the collapse of the Soviet Union, and the move toward economic union. Prerequisite: HIS 102.
- HIS 445 Twentieth Century U. S. History (1917 – Present) (3)**
A contemporary view of the United States. Consideration of American post-industrial society, development of the welfare state, and world problems of a superpower. Prerequisite: HIS 202. Alternate years.
- HIS 435 The American Civil War (1848 – 1865) (3)**
A study of the causes, events, and effects of the most important event in nineteenth century America. Prerequisite: HIS 201. Alternate years.
- HIS 440 The New Nation: 1865-1917 (3)**
This course will explore American history from the end of the Civil War to the emergence of America as a dominant world power. Attention will be given to Reconstruction, the development of the modern American economy, Populism, Progressivism, and World War I. Prerequisite: HIS202. Alternate years.
- HIS 455 Political Development (Same as POS 455) (3)**
A study of the development of democracy in selected countries. Attention is given to the relationships between economic and social modernization and political change. Particular emphasis is placed on the experience of Africa, Asia, and Latin America. Prerequisite: junior or senior standing in history or political science, or permission of the instructor.
- HIS 465 Seminar (3)**
Reading, discussion, and written analysis of secondary studies and primary sources on topics selected by the department with focus alternating between American and European themes. Offered each year as needed. Prerequisite: HIS 101-102, 201-202, three additional hours of upper level history courses, and junior status.
- HIS 466 Modern China since 1850 (3)**
This course will survey Modern Chinese history from 1850 to the present, focusing on the major political, economic, and cultural transformations that occurred within the context of modernization, imperialism, world wars, civil wars, revolution, and reform. The course will also provide attention to the surrounding areas of modern-day Japan and Korea.

HONORS PROGRAM (HON)

Jennifer Hughes, Director

The Honors Program draws together high-achieving students with diverse academic passions. Students who join the honors program enrich their studies through opportunities to take unique interdisciplinary coursework, to participate in domestic and study abroad trips with extra financial support, and to create their own meaningful senior project.

The Honors Program is governed by the Honors Committee, composed of five faculty members, representing various disciplines. When possible, there may be up to two student members of the committee. Chaired by the director of the program, the committee is responsible for establishing long-term goals and themes of the Honors Program; for soliciting, reviewing, and approving all courses which are part of the Honors curriculum; and for reviewing and approving all student applications for admission.

Student Admission to the Honors Program

There are two paths to admission into the Honors Program:

1. **Invitation:** Second-semester freshmen and first-semester sophomores with exemplary academic records will be invited by the Honors Program Director to join the honors program and be encouraged to take an honors course. They will need to fill out the Intent to Declare Honors form.
2. **Application:** Any freshman, sophomore, or first-semester junior with a GPA of 3.4 or better may also seek a consultation with the Honors Director and apply. Advisors who recognize special engagement and drive in their advisees are encouraged to point them toward the Honors Director. They will need to fill out the Intent to Declare Honors form.

Continuation in the Honors Program & General Requirements

1. Continuation in the program requires a 3.0 or better in Honors courses.
2. In order to graduate with the Honors distinction, students are required to complete 9 credit hours in Honors courses. This includes one 3-credit interdisciplinary Honors course (taken in either the sophomore year or fall semester of junior year) and then the completion of an Honors project, taking place in the spring semester of one's junior year (Honors 401-3 credits) and the fall of senior year (Honors 402- 3 credits).
3. To graduate with the Honors distinction, students must have an overall GPA of 3.4 or better.

Courses of Instruction in Honors

HON 201 Sophomore Colloquium (3)

A theme-based, issue-focused interdisciplinary course which broadens the student's knowledge of some area of the arts and sciences. Topics will be proposed annually by the faculty for approval by the Honors Committee. Prerequisite: Permission of the Director of the Honors Program.

HON 301 Junior Colloquium (3)

A theme-based, issue-focused interdisciplinary course which broadens the student's knowledge of some area of the arts. Prerequisite: Permission of the Director of the Honors Program.

HON 401 Senior Honors Project (3)

A student-designed project demonstrating original and/or creative work of substance. The Seniors Honors Project will be proposed, and upon completion, presented in the student's department of major study and in the broader forum of the Senior Colloquium, Honors 402. Approval for the Seniors Honors Project must be

obtained from the major department and from the Honors Committee. Prerequisite or Co-requisite: HON 201 or 301.

HON 402 Senior Colloquium

(3)

A multi-disciplinary, required senior seminar for all Honors candidates, focused around research or performance in their major field. Students will write the paper that completes the Senior Honors Project and make oral presentations based on work on the project. Prerequisite or Co-requisite: Honors 401.

INTERDISCIPLINARY STUDIES (IDS)

These courses are specifically designed to offer students the opportunity to study a variety of subject matter from an interdisciplinary perspective.

Courses of Instruction in Interdisciplinary Studies

IDS 103 Prior Learning Assessment (Billy Wooten, Coordinator) (3)

This course is an introduction to prior learning assessment and the standards used to evaluate proper learning. Students will enhance the development of critical thinking and life-long learning skills through the creation of a learning portfolio of documentation, including an essay. Students will then be able to decide if they believe they have sufficient experiences to submit their portfolio for evaluation of further college level credits.

IDS 104 Introduction to Adult Learning (3)

This is a foundation course for students entering an Averett Online undergraduate program who may or may not have previous higher education experience. Emphasis is on planning and skills for success in the academic environment. Topics include adult learning concepts, academic program planning, personal and professional growth, work behavioral styles, team dynamics, conflict resolution, time management, and information resources and research. The introduction course is designed to provide the student with an overview of the most important concepts and an understanding of the most effective methods for achieving academic goals.

IDS 107 The Transformative Journey into Healthcare (3)

This course emphasizes the essential elements required in the transformational process of becoming a healthcare professional. The course will prepare the student to recognize the essential attributes that comprise professional healthcare competencies. The student will apply the essential elements for academic success in a healthcare profession.

IDS 110 Averett 110 (3)

Averett 110 is a three credit course for incoming students and is mandatory for all new students who have fewer than 12 transfer credits (dual enrollment does not count as college experience). In addition to eight core competencies, students learn strategies for success, the academic resources available to them, and other information to maximize the student's potential for success at Averett. Students who fail the course may retake the course.

IDS 251 Averett 110 Mentoring (1)

This course is designed to provide students with the knowledge and resources to effectively mentor students in IDS101. The course serves as a forum for mentors to learn and discuss transition and leadership theory as it relates to first-year students. Mentors will examine various intervention strategies and will apply them in their IDS101 class. Through reflection, mentors will become aware of their own facilitation and learning style. The course has been designed to complement (not overlap with) the two hours of instruction in each individual IDS101 section with one hour in the classroom. In addition, students will examine the culture of a small, liberal arts university and its impact on them and their peers' undergraduate development. Mentors will be offered the opportunity to develop class content and practice presentations.

IDS 475 Interdisciplinary Capstone Course (2)

The capstone course in the Interdisciplinary Studies major provides the opportunity for the student to demonstrate the results of an in-depth research project involving two of the three areas of concentration. The course allows the student to work with two faculty members to determine the scope and depth of the project and to present to the academic community the results and implications of the project. This course requires a written paper and a formal oral presentation, both mentored by the faculty member of choice from the concentration.

MATHEMATICS (MTH)

Stephen Davidson, Chair
Gary A. Tucker
Kathryn Forney

The Mathematics Department offers a variety of courses and programs. Students can choose a Bachelor of Arts or a Bachelor of Science in Mathematics. The Mathematics Department also offers majors in Mathematics with a concentration in Decision Science or Biomathematics. Students wishing to pursue teaching licensure will elect a Bachelor of Science in Teaching Licensure in Mathematics Grades 6-12. In addition, the Department offers a minor in mathematics.

In all math-related programs, students will communicate mathematics clearly and effectively, encounter a variety of learning experiences and use mathematics in a technological environment.

The B.S. or B.A. in Mathematics is a traditional course of study with emphasis on both theory and application. The program requires students to master the techniques of mathematics, apply these techniques to real problems, and understand the underlying theory. This concentration is an excellent choice for those planning to attend graduate school in a variety of areas, wishing to develop their abilities in logic, wanting to expand their horizons by way of mathematics, or using mathematics as a companion area for another major.

The Decision Science concentration is an interdisciplinary program for students with a combined interest in mathematics and the quantitative areas of business. This is an excellent choice for students interested in quantitative reasoning in the public or private sector.

The Biomathematics concentration is an interdisciplinary program for students who wish to gain employment in the fields of bioinformatics or biostatistics. In addition, it is designed to meet the needs of students interested in furthering their educational endeavors in the fields of computational biology, bioinformatics, biostatistics, epidemiology, and biomedical engineering.

Teaching Licensure in Mathematics Grades 6-12 is equivalent to the traditional mathematics program but is designed for students planning to teach mathematics at the secondary level. A student who has graduated from Averett's mathematics/teaching licensure program is in high demand not only in the state of Virginia but also in each of the other states and the District of Columbia.

The Mathematics Department believes the strengths of its programs are a direct result of its dedicated students, small classes which allow good student-faculty relationships, personal attention from a faculty that places emphasis on quality teaching, integration of technology into the curriculum, and a faculty that is interested in and constantly aware of individual progress.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Concentration in Mathematics

In addition to the General Education requirements, the following courses are required:

	Semester Hours
MTH 201, Calculus I.....	3
MTH 202, Calculus II	3
MTH 301, Calculus III	3
MTH 311, 312, Abstract Algebra I, II.....	6
MTH 315, 316, Theory of Real Variables I, II.....	6
MTH 322, Multivariable Calculus	3
MTH 441, Senior Project	3
Mathematics Elective, 200+ level	3
Mathematics Electives, 400 level	<u>6</u>
	Total 36

Suggested electives: Courses in computer science, computer information systems, chemistry, physics, psychology, biology, business, and additional courses in mathematics.

Sample Four-Year Course Sequence for Mathematics

Freshman Year:

MTH 201, 202, Calculus I, II

Sophomore Year:

MTH 200+ Elective
MTH 301, Calculus III
MTH 322, Multivariable Calculus

Junior Year:

MTH 311, 312, Abstract Algebra I, II
MTH 400+ Elective

Senior Year:

MTH 315, 316, Theory of Real Variables I, II
MTH 400+ Elective
MTH 441, Senior Project

Requirements for a Concentration in Mathematics with Teaching Licensure (6-12)

In addition to the general education requirements, the following courses are required:

	Semester Hours
MTH 201, Calculus I.....	3
MTH 202, Calculus II	3
MTH 211, Foundations of Higher Mathematics	3
MTH 301, Calculus III	3
MTH 311, Abstract Algebra I	3
MTH 315, Theory of Real Variables I.....	3
MTH 312, Abstract Algebra II or MTH 316, Theory of Real Variables II.....	3
MTH 401, Geometry	3
MTH 403, Probability and Statistics	3
Mathematics Electives, 300-400 level.....	<u>6</u>
	Total 33

Suggested electives: Courses in computer science, computer information systems, chemistry, physics, psychology, biology, business, and additional courses in education and mathematics.

The other General Education and Professional Education requirements which must be met in order to be recommended for teaching licensure in Mathematics are explained in other sections of the catalog.

Sample Four-Year Course Sequence for Mathematics with Teaching Licensure (6-12)

Freshman Year:

MTH 201, 202, Calculus I, II

Sophomore Year:

ED 290, Foundations of Education
 MTH 211, Foundations of Higher Mathematics
 MTH 301, Calculus III
 MTH 300+ Elective
 PSY 205, Developmental Psychology

Junior Year:

ED 322, Educational Psychology
 ED 334, Content Reading and Language Development
 ED 474, Secondary/PK-12 Curriculum
 ED 478, Teaching Assistant: Secondary/PK-12 Education
 MTH 311, Abstract Algebra I
 MTH 312, Abstract Algebra II*
 MTH 401, Geometry
 MTH 300+ Elective**

Senior Year:

ED 406, Instruction in Secondary/PK-12 Education
 ED 489, Directed Teaching in Secondary/PK-12 Education
 MTH 315, Theory of Real Variables I
 MTH 316, Theory of Real Variables II*
 MTH 403, Probability and Statistics
 MTH 300+ Elective**

* Take only one

**Take only one

Requirements for a Concentration in Decision Science

In addition to the general education requirements, the following courses are required:

	Semester Hours
BSA 221, Principles of Accounting	3
BSA 366, Production and Operations Management.....	3
BSA 370, Principles of Finance or BSA 456, Business Forecasting	3
BSA 402, Quantitative Decision Making	3
CSS 211, Introduction to Programming I	4
CSS 212, Introduction to Programming II	4
ECO 201, Principles of Microeconomics	3
MTH 160, Introduction to Statistics	3
MTH 201, 202, 301, Calculus I, II, III	9
MTH 302, Linear Algebra.....	3
MTH 322, Multivariable Calculus	3

MTH 403, Probability and Statistics	3
MTH 441, Senior Project.....	3
Electives to be selected from the following (Choose 2):	
BSA 456, Business Forecasting or	
BSA 370 Principles of Finance (3)	
CSS 231, Programming in C++ (4) or	
CSS 235 Programming in Java (4)	
CSS 411, Modeling and Simulation (3)	
ECO 202, Principles of Macroeconomics (3)	
MTH 432, Ordinary Differential Equations (3).....	6-7
	Total 53-54

Suggested electives: Additional courses in computer science, computer information systems, business, economics, and mathematics.

Sample Four-Year Course Sequence for Decision Science

Freshman Year:

- CSS 211, 212, Introduction to Programming I, II
- BSA 221, Principles of Accounting I
- MTH 201, 202, Calculus I, II

Sophomore Year:

- ECO 201, Principles of Microeconomics
- MTH 160, Introduction to Statistics
- MTH 301, Calculus III
- MTH 302, Linear Algebra

Junior Year:

- BSA 370, Principles of Finance **or**
- BSA 456, Business Forecasting (choose one)
- BSA 366, Production and Operations Management
- MTH 322, Multivariable Calculus
- Required Elective

Senior Year:

- BSA 402, Quantitative Decision Making
- Required Elective
- MTH 403, Probability and Statistics and MTH 441, Senior Project

Requirements for a Concentration in Biomathematics

In addition to the general education requirements, the following courses are required:

	Semester Hours
MTH 201, 202, 301, Calculus I, II, III	9
MTH 211, Foundations of Higher Mathematics	3
MTH 302, Linear Algebra.....	3
MTH 322, Multivariable Calculus	3
MTH 403, Probability and Statistics	3
MTH 432, Ordinary Differential Equations	3
MTH 441, Senior Project	3
BIO 101, Introduction to Biology	4
BIO 203, Genetics	4
BIO 204 or 205, Human Anatomy and Physiology I or II	4
BIO 360, Cellular and Molecular Biology	4

CH 111, 112, College Chemistry I and II.....	8
CH 206, Organic and Biological Chemistry.....	4
PSC 201, 202, General College Physics I and II TH 302, Linear Algebra.....	8
Select one of the following courses:	4
CSS 211, Introduction to Programming I	
CSS 231, Programming in C++ or	
CSS 235, Programming in Java	

Total 67

Suggested electives: Additional courses in computer science, biology, chemistry, physical science, and mathematics.

Sample Four-Year Course Sequence for Biomathematics

Freshman Year

MTH 201, 202, Calculus I, II
 BIO 101, Introduction to Biology
 CH 111, 112, College Chemistry I, II

Sophomore Year

CSS course (CSS211 or 231 or 235)
 MTH 301, Calculus III
 MTH 211, Foundations of Higher Mathematics
 PSC 201, 202, General College Physics I, II

Junior Year

MTH 302, Linear Algebra
 MTH 322, Multivariable Calculus
 BIO 204 or 205, Human Anatomy and Physiology I or II
 BIO 203, Genetics
 CH 206, Organic and Biological Chemistry

Senior Year

BIO 360, Cellular and Molecular Biology
 MTH 403, Probability and Statistics
 MTH 432, Ordinary Differential Equations
 MTH 441, Senior Project

Minor

The department offers a minor in mathematics for those students desiring a strong support area for their major. Students electing a minor in mathematics must complete 18 semester hours in mathematics including MTH 201, 202, 211, 301, and 6 additional hours at the 300 or 400-level.

Students must attain a grade point average of at least 2.0 in the minor.

- MTH 302 Linear Algebra (3)**
 An introduction to linear algebra. Topics include systems of linear equations, vector spaces, bases, dimension, linear transformations, matrices, determinants, the Gram-Schmidt process, eigenvalues, eigenvectors, and geometric applications. The TI-89 graphing calculator is required. Prerequisite: MTH 202. Alternate years: spring semester, odd years.
- MTH 311, 312 Abstract Algebra I, II (3,3)**
 An introduction to a systematic study of abstract algebra from a theoretical viewpoint. Topics include the theory of groups, rings, integral domains, and fields. Applications include the construction and description of certain characteristics of the natural numbers, integers, rational, real, and complex numbers. Prerequisite: MTH 202. Alternate years: fall semester, even years and spring semester, odd years, respectively.
- MTH 315, 316 Theory of Real Variables I, II (3,3)**
 An introduction to a systematic study of analysis from a theoretical viewpoint with an emphasis on real variable theory. Topics include the Archimedean property, set terminology, topology and limits in metric spaces, continuity, uniform continuity, compact and connected sets, differentiation, Riemann-Stieltjes integrals, and the Weierstrass-approximation theorem. Prerequisite: MTH 202. Alternate years: fall semester, odd years and spring semester, even years, respectively.
- MTH 322 Multivariable Calculus (3)**
 A study of the calculus of real-valued functions of several variables, vector calculus, solid analytical geometry, and differential equations. The TI-89 graphing calculator is required. Prerequisite: MTH 301. Alternate years: spring semester, odd years.
- MTH 401 Geometry (3)**
 An introduction to geometry theories from a modern axiomatic viewpoint. Basically concerned with Euclidean geometry with an introduction to non-Euclidean geometry. Alternate years: fall semester, even years.
- MTH 403 Probability and Statistics (3)**
 A study of the theory of probability and statistics based on a knowledge of calculus. Topics include combinatorial analysis, the axioms of probability, expectation, moment generating functions, random variables, sampling, parameter estimation, hypothesis testing, and regression. Alternate years: fall semester, odd years.
- MTH 432 Ordinary Differential Equations (3)**
 An introduction to ordinary differential equations, and the associated methods, theory, and applications. Topics include first-order equations, second- and higher-order linear equations, and systems of first-order linear equations. Prerequisite: MTH 301. Alternate years.
- MTH 441 Senior Project (3)**
 A primary emphasis of this course is to provide an opportunity for seniors to demonstrate their knowledge of and abilities in mathematics or a mathematics-related area by completing a senior project. In particular, students will demonstrate that they can: communicate in writing clearly and effectively, deal effectively with basic concepts, deal effectively with theoretical concepts as they arise, and apply their mathematical knowledge to develop and understand concepts outside their normal course of study. Prerequisite: Senior Status

MODERN LANGUAGE AND CULTURE (MOD)

Catherine O. Clark, Coordinator

The Modern Language and Culture major links language study with complementary academic disciplines such as the social sciences and humanities, which lay the groundwork for innovative thinking, social engagement, and intercultural competence. Students graduate with an array of interdisciplinary tools that prepare them for today's global workplace. Students are encouraged to tailor the major to their interests and goals through electives, internships, and study abroad.

Modern Language and Culture graduates can pursue a wide range of careers including:

- Graduate studies
- International affairs, government, diplomacy, policy
- English as a second language, language instruction, curriculum development
- Law and advocacy, activism
- Arts, media, journalism
- Public health, medicine, and social services
- Consulting, entrepreneurship
- International development and aid

Students entering this program should have already begun their study of French or Spanish prior to their arrival at Averett. A student with no background in either language may complete this major in four years but only through very careful planning with the Modern Language faculty (see sample Four Year plans).

Core Requirements for a Major in Modern Language and Culture

In addition to general education requirements, the following courses are required:

FR101-203*	12
FR220 Conversation and Listening	3
SPA101-203*	12
SPA221 Conversation and Listening	3

**FR/SPA 101-202 also fulfill General Education requirements for a Bachelor of Arts. FR/SPA101-102 partially fulfill Society Gen Ed requirements for a Bachelor of Science.*

**Students may place out of one or more courses at the 101-202 level through either transfer credits or placement exam.*

Elective Requirements

Students also need to complete 9 additional credit hours of electives. *6 out of the 9 credits must be courses at the 300-400 level.* Approved courses include: *

- ART306 Art Hist: Realism-Mod
- ENG220 World Literature
- ENG317 Survey of Caribbean Literature (AFAM317)
- HIS466 Modern China
- MUS261 Music History: Classical, Romantic, and Twentieth Century
- POS380 International Relations
- SOC/REL230: Cultural Anthropology

**Other courses, including relevant Special Topic Courses, can count toward Modern Language electives with approval from the Chair of Language, Literature, and Communication.*

In addition to the core major requirements, students must choose a **concentration** in Spanish or French.

- Spanish is widely spoken in North and South America with over 430 million native speakers worldwide. It is useful for students pursuing nursing, law, social service, education, or business.

- *French* is widely spoken in Europe, Africa, and Canada with over 200 million speakers worldwide. It's a natural companion to the study of international politics, world health, international nonprofits, art, design, tourism, and finance.

Concentration in Spanish

SPA222 Advanced Writing and Grammar	3
SPA315 Introduction to Hispanic Literature	3
Any 300 level SPA class	3
FR420/SPA420 Capstone	3

OR

Concentration in French

FR222 Advanced Writing and Grammar	3
FR315 Introduction to Francophone Literature	3
Any 300 level FR class	3
FR420/SPA420 Capstone	3

Total minimum hours required for major **41-55 credit hours**

The number of hours required for the major varies depending upon transfer hours or advanced placement.

Sample Four-Year Course Sequence for Modern Language and Culture: Spanish Concentration

This plan assumes that students enter the program with no previous language experience.

Freshman Year:

- SPA101-102
- FR101-102
- Elective course

Sophomore Year:

- SPA203
- FR203
- Elective course

Junior Year:

- SPA221 Conversation and Listening
- SPA222 Advanced Writing and Grammar
- SPA315 Introduction to Hispanic Literature
- FR220 Conversation and Listening

Senior Year:

- 300 level SPA course
- Elective course
- FR420/SPA420 Capstone

Sample Four-Year Course Sequence for Modern Language and Culture: French Concentration

This plan assumes that students enter the program with no previous language experience.

Freshman Year:

- FR101-102
- SPA101-102
- Elective course

Sophomore Year:

- FR203
- SPA203
- Elective course

Junior Year:

- FR220 Conversation and Listening

FR222 Advanced Writing and Grammar
FR3XX Introduction to Francophone Literature
SPA221 Conversation and Listening

Senior Year:

300 level FR course
Elective course
FR420/SPA420 Capstone

Courses of Instruction in Modern Language and Culture

Refer to the catalog section on French for a listing and descriptions of French classes and related information, and to the section on Spanish for a listing and descriptions of Spanish classes and related information.

FR 420 / SPA420 Modern Language and Culture Capstone (3)

Students pursue specialized research of a Modern Language and Culture topic relevant to their studies during program. Possible subject areas include international relations, cultural issues, environment, business, politics, religion, comparative literature, or history. In addition to developing a Capstone project, students are expected to collaboratively engage with each other during the semester. At the end of the course students make a presentation to the Averett community, in English, in an open forum. A research-based analytical paper in the language of their concentration will be submitted to the department prior to the presentation.

IDS 299 International Studies (12)

Full time study abroad opportunity. This “place holder” course allows students to maintain full time status during a semester abroad. Credits transferred from the university abroad will replace this class upon completion of the program.

STUDY ABROAD Information

In order to benefit from an immersion experience in language and culture, *students are encouraged to enroll in an approved study abroad program*. Students must pass all courses taken at the foreign university with a grade of C or better. The faculty of the Modern Languages department and Study Abroad Office will work with students to locate approved study abroad programs, and will confirm the amount of credit earned and transferred to Averett. Students can also pursue a departmentally approved program or internship within the United States that would place the student in linguistic and cultural immersion situation.

Financial support for study abroad is available to qualified students through the Barksdale Scholarship as well as provider and national scholarships. Please refer to the section on Scholarships for details of this award or contact the Study Abroad Office (sao@averett.edu).

Secondary Language Alternatives

Students may offer a different modern language as the secondary language if they can demonstrate ability in that language at the Intermediate+ level. In this case, the student should consult with the department chair before beginning the program.

STUDY ABROAD COMPONENT OF THE MODERN LANGUAGES MAJOR

In order to benefit from a total immersion experience in language and culture/s, students are required to live with a local family in a country where the students’ primary language is the official language. Students will simultaneously enroll in an approved study abroad program consisting of a minimum of 6 semester hours for summer programs and 12 semester hours for semester programs. Students must pass all courses taken at the foreign university with a grade of C or better. The faculty of the Modern Languages department will work with students to locate approved study abroad programs, and will make the final determination of the amount of credit earned and transferred to Averett. If unusual circumstances prevent fulfillment of this requirement, a departmentally approved program or internship within the United States that would place the student in an immersion situation, both linguistically and culturally, will be considered as an alternative to study abroad.

Financial support for study abroad is available to qualified students through the Barksdale Scholarship. Please refer to the section on Scholarships for details of this award.

Please refer to the catalog section on **French** for a listing and descriptions of French classes and related information, and to the section on **Spanish** for a listing and descriptions of Spanish classes and related information. In addition to the courses listed there, students who choose to major in Modern Languages will take two other advanced classes; these are French or Spanish 399, Advanced Language Study Abroad, and French or Spanish 420, Senior Seminar.

Courses of Instruction in French and Spanish

FR 399, SPA 399 Advanced Language Study Abroad (*)

*Credit hours vary; see course description above.

FR 420 / SPA 420, Senior Seminar (2)

The student will, in consultation with the Modern Languages faculty member/s, research a topic of interest and significant importance, such as international relations, cultural issues, environment, business, politics, religion, literature, history, etc. and make a presentation to the Averett community, in English, in an open forum. A substantive paper in the primary language of choice will be submitted to the department prior to the presentation.

MUSIC (MUS)

Anne Lewis, Co-Chair
Janet Phillips, Co-Chair

Located in the Emily Swain Grousbeck Music Center, the Department of Music offers a Bachelor of Arts degree in Music. Students may elect a concentration in Church Music or Music Performance (Keyboard, Instrumental, and Vocal). Students interested in pursuing teaching licensure will elect a Bachelor of Arts in Teaching Licensure in Instrumental Music (PK-12). Graduates are prepared for leadership positions in church music, public school teaching, or private teaching and performance. These areas of study also are designed for students who want to further their education in graduate school or seminary.

The Music Department offers performance opportunities for students in choral, handbell, and instrumental ensembles, both on and off campus. Opportunities are also available for students to work in area churches, be involved in musical theatre productions, perform at athletic events, and provide solo performance for community events.

An audition is required for admission into the Music program. The prospective student should audition in the spring semester before entering in the fall. Auditions can be arranged directly with music faculty after a student has been admitted to the University. Admissions Open House weekends are good times to schedule auditions. Auditions may be held as late as registration for the first semester of attendance; however, admission to the Music major is dependent upon a successful audition.

For students whose principal instrument of study is piano or organ, the audition should include major scales and arpeggios in all keys, and literature at least comparable to Clementi's Sonatinas and Bach's Two-Part Inventions. For students whose principal instrument of study is voice, the audition should include a work comparable to the repertoire found in *26 Italian Songs* and Arias and a "classic" musical theatre piece (pre-1960 or comparable to operetta arias). For instrumental students, the audition should include all major and chromatic scales, and a piece that demonstrates technical as well as expressive skills on the instrument.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Major in Music

In addition to the general education requirements for a Bachelor of Arts, the following courses are required:

Common Core Requirements

	Semester Hours
MUS 103, Enjoyment of Music.....	3
MUS 104, Fundamentals of Music.....	1
MUS 207, Basic Conducting.....	2
MUS 260, Music History: Antiquity to Baroque Style.....	3
MUS 261, Music History: Classical and Romantic Style.....	3
MUS 270, Music Theory I and Lab.....	4
MUS 271, Music Theory II and Lab.....	4
MUS 307, Intermediate Conducting.....	2
MUS 370, Music Theory III.....	3
MUS 371, Music Theory IV.....	3
	Total 28

In addition to the core requirements, the student must elect one of the concentrations described below.

Church Music Concentration

	Semester Hours
Core Requirements	28
Applied Music	12
(Principal Instrument - 8 hours)	
(Secondary Instrument - 4 hours)	
Ensemble (MUS 161 and/or 163 and/or 165).....	8
MUS211, Intro to Church Music Ministry.....	2
MUS 380, Church Music.....	3
MUS 407, Advanced Conducting.....	2
MUS 420, Hymnody/Liturgy	3
MUS 461, 462 Internship (1,1)	<u>2</u>
	Total60

Performance Concentration

	Semester Hours
Core Requirements	28
Applied Music	18
(Principal Instrument - 14 hours)	
(Secondary Instrument - 4 hours)	
Ensemble (MUS 161 and/or 163 and/or 165).....	6
MUS 480, Senior Recital.....	1
Music Electives	
Select from	
MUS 199, Special Studies Courses	
MUS 203, Musical Theatre Performance Lab	
MUS 380, Church Music	
MUS211, Intro to Church Music Ministry	
MUS 407, Advanced Conducting	
MUS 420, Hymnody/Liturgy	
TH 305, History of Musical Theatre	<u>2-3</u>
	Total 55-56

Requirements for Music Education (Teaching Licensure in Instrumental Music Grades PK-12)

In addition to the general education requirements for a Bachelor of Arts and professional & field course requirements, students selecting to major in Music Education must complete the following courses:

	Semester Hours
MUS 103, Enjoyment of Music.....	3
MUS 104, Fundamentals of Music.....	1
MUS 207, Basic Conducting	2
MUS 260, Music History: Antiquity to Baroque	3
MUS 261, Music History: Classical and Romantic	3
MUS 270, Music Theory I and Lab.....	4
MUS 271, Music Theory II and Lab	4
MUS 307, Intermediate Conducting	2
MUS 370, Music Theory III	3
MUS 371, Music Theory IV	3
MUS 165, AU Cougar Band (Ensemble)	6
Applied Music (Principle Instrument)	8

Applied Music (Secondary Instrument)	3
MUS 300, Brass Methods	1
MUS 303, Percussion Methods	1
MUS 304, String Methods	1
MUS 314, Woodwind Methods	1
MUS 316, Capstone Project	<u>1</u>
	Total 50

For course descriptions and additional information for students enrolled in the teacher licensure program, please refer to information listed in the Education section of the catalog.

Minor

Students selecting a minor in Music must complete 21 semester hours in Music, including the following courses:

	Semester Hours
MUS 103, Enjoyment of Music.....	3
MUS 104, Fundamentals of Music.....	1
MUS 260, Music History: Antiquity to Baroque Style	
MUS 261, Music History: Classical and Romantic Style	3
MUS 270, Music Theory I and Lab.....	4
MUS 271, Music Theory II and Lab	4
MUS 131-432, Piano, or	
MUS 141-442, Organ or	
MUS 151-452, Voice or	
MUS 181-482, Instrumental.....	3
Electives	
Select from	
MUS 131-432, Piano	
MUS 141-442, Organ	
MUS 151-452, Voice	
MUS 181-482, Instrumental	
MUS 161, Averett Singers	
MUS 163, Averett Handbell Choir	
MUS 165, AU Cougar Band	
MUS 203, Musical Theatre Performance Lab	
MUS 207, Basic Conducting	
MUS 370, Music Theory III	
MUS 371, Music Theory IV	
MUS 380, Church Music	
TH 305, History of Musical Theatre	<u>3</u>
	Total 21

Students must maintain a grade point average of at least 2.0 in the minor.

For course requirements to obtain a minor in Musical Theatre, please refer to information listed in the Theatre section of the catalog.

Sample Four-Year Course Sequence for Music: Church Music Concentration

Freshman Year:

- Applied Music, Principal Instrument
- Applied Music, Secondary Instrument
- MUS 101, Concert Attendance
- MUS 161, Averett Singers and/or

MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 103, Enjoyment of Music
MUS 104, Fundamentals of Music

Sophomore Year:

Applied Music: Principal Instrument
Applied Music: Secondary Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS211, Intro to Church Music Ministry
MUS 260, 261, Music History
MUS 270, Music Theory I and Lab
MUS 271, Music Theory II and Lab

Junior Year:

Applied Music: Principal Instrument
Applied Music: Secondary Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 207, Basic Conducting
MUS 307, Intermediate Conducting
MUS 370, 371, Music Theory III, IV

Senior Year:

Applied Music: Principal Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 407, Advanced Conducting
MUS 380, Church Music
MUS 420, Hymnody/Liturgy
MUS 461, 462, Internship I, II

Sample Four-Year Course Sequence for Music: Music Performance Concentration

Freshman Year:

Applied Music, Principal Instrument (2 credit hours per semester)
Applied Music, Secondary Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 103, Enjoyment of Music
MUS 104, Fundamentals of Music

Sophomore Year:

Applied Music: Principal Instrument (2 credit hours per semester)
Applied Music: Secondary Instrument

MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 260, 261, Music History
MUS 270, Music Theory I and Lab
MUS 271, Music Theory II and Lab

Junior Year:

Applied Music: Principal Instrument (2 credit hours per semester)
Applied Music: Secondary Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS 207, Basic Conducting
MUS 307, Intermediate Conducting
MUS 370, 371, Music Theory III, IV

Senior Year:

Applied Music: Principal Instrument
Applied Music: Secondary Instrument
MUS 101, Concert Attendance
MUS 161, Averett Singers and/or
MUS 163, Averett Handbell Choir and/or
MUS 165, AU Cougar Band
MUS Electives
MUS 480, Senior Recital

Enrollment in the Music program is limited and an audition is required for admission to the major. The prospective student should audition in the spring semester before entering in the fall. Auditions can be arranged directly with the music faculty after a student has been admitted to the University. Admissions Open House weekends are good times to schedule auditions. Auditions may be held as late as registration for the first semester of attendance; however, admission to the Music major is dependent upon a successful audition.

Courses of Instruction in Music

MUS 101 Concert Attendance (0)

Every music major and minor will attend a minimum required number of concert events and write a review of each event as a course requirement of applied music study and department academic assessment.

MUS 103 Enjoyment of Music (3)

An exploration of basic points about music and musicians. This course introduces students to a wide variety of music types from Gregorian chant to avant-garde, musical styles and chronological sequence, and the cultural and artistic setting for the works of music. This course satisfies 3 hours of Humanities and Creativity for General Education.

MUS 104 Fundamentals of Music (1)

A study of fundamental musical skills including pitch notation, rhythmic notation, keyboard orientation, interval recognition, scales, key signatures, and basic music terminology. Prerequisite for MUS 270 and co-requisite for 100-level applied music. Students may be exempt from this course based on a placement test administered to all incoming music majors. This course satisfies 1 hour of Humanities and Creativity for General Education.

MUS 113 Modern Music (3)

A survey of art music in Europe and the Americas that explores the revolutionary trends of the 20th and early 21st centuries. Topics will include the societal context and popular cultural impact of musical styles that include post-romanticism, primitivism, expressionism, jazz, modernism, nationalism, musical theatre, serialism, world music, minimalism, neo-romanticism, and post-modernism. Prerequisite: MUS 103. This course satisfies 3 hours of Humanities and Creativity for General Education.

MUS 118 Class Piano For Beginners (1)

An introduction to the fundamental skills in playing the piano. No prior knowledge of music reading skills or piano technique is necessary for the successful completion of the course. Students are instructed in a group setting. This course satisfies 1 hour of Humanities and Creativity for General Education.

MUS 131-431* Piano (1)

A study of standard classical literature for the piano at any given proficiency level. Technique, scales, concepts of theory for piano, and literature survey are emphasized. Includes one 30-minute private lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 132-432* Piano (2)

A study of standard classical literature for the piano at any given proficiency level. Technique, scales, concepts of theory for piano, and literature survey are emphasized. Includes one 60-minute lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 141-441* Organ (1)

A study of standard classical literature for the organ at any given proficiency level. Technique, scales, concepts of theory for organ, and literature survey are emphasized. Includes one 30-minute private lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 142-442* Organ (2)

A study of standard classical literature for the organ at any given proficiency level. Technique, scales, concepts of theory for organ, and literature survey are emphasized. Includes one 60-minute private lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 151-451* Voice (1)

A study of standard classical literature for the voice at any given proficiency level. Vocal techniques, breathing, tone placement, diction, and literature survey are emphasized. Includes one 30-minute private lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 152-452* Voice (2)

A study of standard classical literature for the voice at any given proficiency level. Vocal techniques, breathing, tone placement, diction, and literature survey are emphasized. Includes one 60-minute private lesson per week. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

*Applied music courses are numbered according to this system: The first number defines the level (freshman, sophomore, etc), the second number defines the instrument (3 = piano, 4 = organ, 5 = voice, 8 = instrumental), the third number defines the number of credit hours.

MUS 161 Averett Singers (1)

A course designed to offer instruction and experience in ensemble singing and provide a means of individual expression through musical performance. Membership is open to any student with permission of the instructor. May be repeated for a maximum of 8 semester hours credit. Each semester counts as 1 hour of Humanities and Creativity for General Education, up to 3 hours.

MUS 163 Averett Handbell Choir (1)
A course designed to offer instruction and experience in the ringing of handbells and to provide a means of individual and ensemble expression through music. Membership is open to any student upon completion of an audition. May be repeated for a maximum of 8 semester hours credit. Membership is open to any with permission of the instructor.

MUS 165 AU Cougar Band (1)
A course designed to offer instrumental ensemble performance experiences in varied musical styles and venues, including concert band, pep band, and chamber music. Membership is open to any student with permission of the instructor. May be repeated for a maximum of 8 semester credit hours. Each semester counts as 1 hour of Humanities and Creativity for General Education, up to 3 hours.

MUS 181-481* Instrumental (1)
A study of standard music literature at any given proficiency level. Technique, scales, concepts of theory and literature survey are emphasized. Includes one 30-minute private lesson per week and a monthly studio class for performance and related topics. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

MUS 182-482* Instrumental (2)
A study of standard music literature at any given proficiency level. Technique, scales, concepts of theory and literature survey are emphasized. Includes one 60-minute private lesson per week and a monthly studio class for performance and related topics. May be repeated for credit at each level. A lab fee will be assessed. Non-music majors may enroll as space permits. Enrollment for all students is by permission of instructor.

*Applied music courses are numbered according to this system: The first number defines the level (freshman, sophomore, etc.), the second number defines the instrument (3 = piano, 4 = organ, 5 = voice, 8 = instrumental), the third number defines the number of credit hours.

MUS 191 Beginning Classical Guitar (1)
An introduction to playing the classical guitar. Right and left hand techniques and concepts of musical notation particular to the instrument are emphasized. A 30-minute private lesson per week includes reading music, playing solos, duets and scales. Over the course of the semester the student is introduced to standard guitar literature through listening activities and concerts. This course may be repeated for credit as often as needed. Permission of instructor.

MUS 207 Basic Conducting (2)
A study of fundamental conducting skills including basic beat patterns and gestural techniques including preparation, release, and cueing. This course is open to the general student population.

MUS 211 Intro to Church Music Ministry (2)
This course is an introduction to methods, techniques, organizational strategies, and materials appropriate for use in a church music ministry program. Classroom knowledge will connect with practical experience by working in churches through specific projects. Areas of emphasis include: development of a personal philosophy on church music ministry; creation of a church rehearsal atmosphere that is appropriate to specific groups: choral, handbells, instrumental, and children; instruction in working with Handbells, Orff instruments, and other music resources; management issues such as budgeting and discussions on the politics of church music; navigation of issues in music ministry.

MUS 218 Class Piano II (1)
A continuation of Class Piano for Beginners I. Students will refine fundamental skills of piano technique, reading musical scores, and harmonizing melodies with chord symbols. Students are instructed in a group setting with an emphasis on recreational music making. Successful completion of MUS 118 OR prior piano experience with permission of instructor is required for registration.

MUS 260 Music History: Antiquity to Baroque Style Eras (3)

A detailed study of the ancient Judeo/Greco/Roman, Medieval, Renaissance and Baroque musical style periods through examination of important historical movements and works that influenced the patronage and function of music, musical devices, compositional forms, and composers. Specific works with clearly observable stylistic features are studied as illustrations of historically significant genres, styles, or techniques. This course satisfies 3 hours of Humanities and Creativity for General Education. Prerequisite: MUS103 or permission of instructor.

MUS 261 Music History: Classical and Romantic Style Eras (3)

A study of developments in the history of Western music in the 18th, and 19th centuries with a detailed study of forms, styles, and composers in representative musical literature. Special attention will be given to opera, the symphony, and solo literature. This course satisfies 3 hours of Humanities and Creativity for General Education. Prerequisite: MUS 103 or permission of instructor.

MUS 270 Music Theory I and Lab (4)

A study of the harmonic common practice of composers during the 18th and 19th centuries. Emphasis is placed upon standard usages of harmonic content and technique, idiomatic procedures, and varied texture and styles. Laboratory work consists of exercises in ear training and sight singing. Prerequisite: MUS 104 or permission of instructor.

MUS 271 Music Theory II and Lab (4)

A continuation of MUS 270, studying the harmonic common practices of composers during the 18th and 19th centuries. Emphasis is placed upon standard usages of harmonic content and technique, idiomatic procedures, and varied texture and styles. Laboratory work consists of exercises in ear training and sight singing. Prerequisite: MUS 270.

MUS 291 Classical Guitar Fingerings (1)

This course is intended for students who have previously studied classical guitar. Technical applications will include right hand studies, the use of rest stroke, scales beyond the first position, solo work on longer pieces, duets, and performance-related issues. This course may be repeated for credit as often as needed. Permission of the instructor.

MUS 300 Brass Methods (1)

The purpose of Brass Methods is to prepare students to teach brass instruments in individual and group settings. The course introduces the brass family of instruments including how to play them, performance and teaching techniques, and the unique characteristics of each instrument. Students will gain an understanding of the individual instruments of the brass family, instrumental maintenance, proper posture for each instrument, and skills required for a basic level of performance on each instrument. Students will also demonstrate the ability to teach each instrument at a beginner level. This course may be an elective for the general student body.

MUS 303 Percussion Methods (1)

The purpose of Percussion Methods is to prepare students to teach percussion instruments in individual and group settings. This course introduces the variety of percussion instruments including how to play them, performance and teaching techniques, and the unique characteristics of each instrument. Students will gain an understanding of the individual instruments of the percussion family, instrumental maintenance, proper posture for each instrument, and skills required for a basic level of performance on all types of percussion instruments. Students will also demonstrate the ability to teach each instrument at a beginner level. This course may be an elective for the general student body.

MUS 304 String Methods (1)

The purpose of String Methods is to prepare students to teach string instruments in individual and group settings. Students will learn the principles of playing string instruments through activities that will include both playing and teaching music on string instruments. Students will gain an understanding of the individual instruments of the string family, instrumental maintenance, proper posture for each instrument, and skills required for a basic level of performance on all bowed string instruments. Students will also demonstrate the ability to teach each instrument at a beginner level. This course may be an elective for the general student body.

- MUS 307 Intermediate Conducting (2)**
A continuation of fundamental conducting skills with emphasis on refinement of standard beat patterns, irregular beat patterns, interpretation and gestural skills, and rehearsal techniques. This course meets 3 hours per week. Prerequisites: MUS 207, MUS 270, and 271. Co-requisite: MUS 161 or 165.
- MUS 314 Woodwind Methods (1)**
The purpose of Woodwind Methods is to prepare students to teach wind instruments in individual and group settings. The course introduces the woodwind family of instruments including how to play them, performance and teaching techniques, and the unique characteristics of each instrument. Students will gain an understanding of the individual instruments of the woodwind family, instrumental maintenance, proper posture for each instrument, and teach each instrument at a beginner level. This course may be an elective for the general student body.
- MUS 316 Capstone Project (1)**
The Music Education Capstone Project is a requirement that synthesizes the cumulative knowledge of a student's years of music and liberal arts study. Assessment of the project will satisfy the University's general education competencies. The course requirements include a teaching resources portfolio, a formal paper that includes a reflective summary of the student's "journey" through the music learning/research process and the discoveries made that inform the portfolio choices, and a successful oral defense of the project to the entire music faculty as an exit interview requirement for graduation.
- MUS 365 Classical Guitar Ensemble (1)**
Introduction to guitar ensemble. This course will focus on the dynamics of group ensemble playing, understanding tempo in a group situation, playing without a conductor, learning recovery techniques and making best use of individual practice time. May be repeated for credit as often as needed. Permission of instructor. Prerequisite or co-requisite: MUS291.
- MUS 370, 371 Music Theory III, IV (3, 3)**
A study of advanced part writing techniques, form and analysis, and compositional devices and techniques of the 18th, 19th, and 20th centuries. Prerequisites: MUS 270, 271.
- MUS 380 Church Music (Same as REL 380) (3)**
A study of the relationship of music to worship in the history of the Western Church. By examination of influences that have shaped the musical practices of various denominations, both liturgical and nonliturgical worship are discussed in addition to the multi-faceted purposes of music as religious expression in contemporary society.
- MUS 407 Advanced Conducting (2)**
Rehearsal procedure, score analysis, literature review, and leadership practices for the advanced conductor will be emphasized. Literature review will include major works. Prerequisite: MUS 307. Co-requisite: MUS 161 or 165.
- MUS 420 Hymnody and Liturgy (3)**
A study of the Christian hymn and canticles from the earliest Old Testament references to the present and their historical-religious background. Emphasis is also given to the origins of liturgy as well as to various liturgical and non-liturgical practices.
- MUS 461, 462 Internship I, II (1,1)**
Practical experience working in a church setting under the guidance of music faculty members and a church supervisor. Students will work closely with a church supervisor in matters of church music administration, and they will participate actively in the execution of church-related duties as directed by the supervisor. A weekly seminar will include critical analysis and discussion of problems.
- MUS 480 Senior Recital (1)**

A memorized recital of at least 40 minutes of repertoire appropriate to a fourth year of collegiate study is a capstone requirement that synthesizes the cumulative knowledge of a student's years of music and liberal arts study. In addition to the solo performance, students are expected to write a formal paper that summarizes their research for each work of the recital. Successful completion of the recital and paper are required for graduation in the Performance Concentration.

NURSING: BSN TRACK (SCHOOL OF NURSING)

Teresa Beach, Dean, School of Nursing
Karen Oaks, Simulation Coordinator
Kimberly Lott

Wendy Childress
Tina Smith

The School of Nursing offers the Bachelor of Science in Nursing degree (BSN). The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *Regulations Governing the Practice of Nursing* (September, 2018) from the Virginia Board of Nursing are used to guide program curriculum and practices.

Nursing courses build on a foundation in the liberal arts to prepare the nurse graduate for generalist practice in a variety of healthcare settings. Supervised clinical components are included throughout the nursing curriculum to allow students an opportunity to engage in evidence-based patient care.

The School of Nursing prepares and empowers outstanding nurse leaders and providers of care to nurse greatly. This is accomplished by educating students from diverse backgrounds, cultures, and nations in a personal, collegial and interdisciplinary environment.

Undergraduate Nursing Program Vision

The Undergraduate Nursing Program will prepare nurses to be catalysts for change in healthcare in Virginia, the United States and globally.

Undergraduate Nursing Program Goals

The goals of the Undergraduate Nursing Program are to:

- Prepare generalist nurses who provide excellent nursing care for individuals, families and communities at all developmental levels, in illness and wellness, and across all healthcare settings.
- Produce excellent student and faculty scholarship.
- Collaborate with clinical agency partners using evidence-based best practice for the improvement of patient care outcomes.
- Serve communities to improve healthcare in Virginia, the United States and globally.
- Promote a collegial environment that supports lifelong learning, leadership and development of student, staff and faculty.

Undergraduate Nursing Program Values

Averett University pursues its mission based upon specific core values. The Undergraduate Nursing Program embraces and models the following characteristics:

- Integrity in thought, deed, and action;
- Excellence using creative and innovative approaches to teaching, scholarship and service;
- Leadership to promote strategic change in an evolving health care system;
- Diversity of thought, cultures, religions and the uniqueness of the individual;
- Discovery through critical thinking, lifelong learning and a commitment to the application of evidence-based practice;
- Collaboration with all members of the healthcare team in providing quality and safe nursing care;
- Stewardship of all resources with a commitment to fiscal responsibility.

Undergraduate Nursing Program Outcomes

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

1. Exhibit a broad knowledge of the liberal arts and nursing science in utilizing critical thinking and decision-making to deliver safe, quality, professional care to individuals, families, groups and communities across the continuum of care. (Liberal Education)
2. Use leadership skills to design improved healthcare models of care for individuals, families, groups, organizations and community arenas. (Leadership)

3. Incorporate evidence-based practice in the care of individuals, families, and groups across the lifespan in healthcare settings. (Evidence-Based Practice)
4. Demonstrate excellence in information technology management skills to support delivery of safe, quality care globally. (Information Technology Management)
5. Participate in the improvement of healthcare policy for diverse populations. (Health Care Policy)
6. Apply enhanced communication and collaboration skills when working with interprofessional healthcare teams to produce safe, quality healthcare outcomes. (Interprofessional Team)
7. Apply the nursing process to promote, maintain and restore health for diverse populations and groups. (Health Promotion and Disease Prevention)
8. Apply the principles of ethical self-regulation and accountability for the individual generalist nursing practice grounded in professional engagement and a commitment to life-long learning. (Professionalism)
9. Incorporate the knowledge gained from the art of nursing and nursing science to deliver compassionate nursing care across the healthcare continuum to individuals, families, and communities in Virginia, the United States and globally. (Generalist Patient Care Management)

Accreditation and Memberships:

The baccalaureate nursing program at Averett University is accredited by the Commission on Collegiate Nursing Education, , 655 K Street, Suite 750, Washington, DC 20001 (202) 887-6791.

On February 7, 2018 the Virginia Board of Nursing granted full program approval for the Baccalaureate Degree Registered Nurse Program. The next survey visit will be scheduled in 2028.

The School of Nursing memberships include: the National League of Nursing (NLN), the American Association of Colleges of Nursing, the Virginia Association of Colleges of Nursing, the Virginia State Simulation Alliance, Inc., and the National Organization of Nurse Practitioner Faculties.

Admission to the Nursing Major:

Students wishing to be admitted to the nursing major must be admitted to the university as a degree-seeking student. Admission to Averett University does not guarantee acceptance into the School of Nursing.

Application forms for admission to the nursing major may be obtained from the office of the School of Nursing at the Riverview campus. Students desiring to enroll in a fall semester must submit a completed application by March 1st of that same year. The School of Nursing faculty approves admission to the nursing major. The review of the pre-licensure applicant is based on the following criteria:

- I. Grades from high school Biology and Chemistry: A minimum grade of “C” in these courses is strongly preferred.
- II. A minimum cumulative GPA of 2.75 is required.
- III. A minimum grade of “C” is required in any course required for the nursing major.
- IV. Pre-admissions aptitude testing (TEAS)
 - a. Preference is given to students with a minimal score of 65. Applicants may repeat the test twice within a 12-month period.
- V. A certified criminal background check
 - a. The School of Nursing uses a specific company to complete the criminal background checks. You will be given information on how to purchase this at the time of application.
- VI. A written essay. Instructions are shared on the AUSON application.

Upon acceptance into the nursing major, the following admission requirements **must be completed by August 1st**:

1. Completion of health appraisal form
2. CPR certification
3. QTF Gold test or x-ray
4. Flu vaccination
5. MMR vaccine or immunity
6. Varicella vaccine or demonstration of immunity
7. Hepatitis B vaccination series or waiver

8. 12-panel drug screen urine
9. Proof of current health insurance

Progression in the Nursing Major

Progression is monitored by the Assistant Dean Undergraduate Programs and the AUSON faculty. Students must meet the following requirements to maintain continuous progression/enrollment in the nursing major:

1. Maintain a cumulative GPA of 2.75 in their current degree program;
 - a. This means that transfer credit hours and/or courses from previous Averett degree(s) will not be included when computing your GPA as a nursing major.
2. Criminal background check remains satisfactory per VBON regulations;
3. Satisfactorily meet both didactic and clinical elements of each clinical course
 - a. If a student fails a nursing clinical course during the semester, s/he will be removed from that course and any other nursing course in which s/he is enrolled. The student will be allowed to remain enrolled in non-clinical nursing courses for the remainder of the semester.
 - b. In each course with a clinical component, exams/tests/quizzes will count as 70% of the course grade, and the final exam will count as 10% of the final clinical course grade.
4. Satisfactory skills lab performance;
5. Continued health clearance;
6. Current CPR certification.

Failure to meet any of these requirements may result in dismissal from the nursing major.

If a student earns a grade below a “C” for any course required for the nursing major, she/he will be dismissed from the nursing major. Students who have been dismissed may reapply after one semester away – either the Fall or Spring semester. (Summer sessions do not count toward the one semester away.) Readmission is not guaranteed; however, all applications will be reviewed by the nursing faculty.

When a student is dismissed from the nursing major, s/he is required to meet with their faculty advisor before leaving. The purpose of the meeting is to advise the student how to best prepare for applying for readmission.

Note: Any interruption in matriculation through the major (i.e. withdrawal, leave of absence, dismissal, etc.), may impact a student’s eligibility for financial aid. Each student is responsible for contacting the Office of Financial Aid with regard to his/her eligibility.

Additional program policies are listed in the *BSN Student Handbook*.

Clinical Requirements

Criminal Background Checks

Clinical institutions may deny access to the clinical practice area based on the results of a criminal background check, and drug screen. Clinical experience is a required component of the majority of nursing courses. A course with a clinical component cannot be completed without a passing grade for the clinical portion of the course.

The student is required to undergo an annual criminal background check and drug screen. If the clinical agency finds the results of the drug screening or criminal background check to be unacceptable, the School of Nursing at Averett University may not be able to provide further educational experiences, which could impede the student’s progression and completion of the nursing program.

Students will be subject to criminal background checks and drug screenings at any time throughout the duration of the program as per the request from the program’s clinical affiliates. The AUSON requires students to perform clinical rotations for hands-on training. It is at the discretion of each medical facility with which the program has a clinical affiliation agreement, to implement a standard protocol regarding student admittance for educational purposes.

Students should be prepared to abide by set protocols and incur any associated fees that may arise in the safety screening process to which the program’s clinical affiliates adhere. Once the student has been accepted into the nursing major it will become the responsibility of the program to assign the student clinical placement. However, should the student become involved in criminal activity after program acceptance, in which the initial criminal background clearance status becomes compromised, the student may be withdrawn from the program. The

program and the University will not modify the curriculum for students who have an unsatisfactory criminal background status. The program only guarantees student clinical placement for students who have maintained their originally approved criminal background status upon which core program acceptance was determined.

Statement of Essential Attributes

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on an understanding that practicing nursing as a student involves an agreement to uphold the trust which society has placed in us (ANA Code of Ethics for Nursing Students, 2001). The following statements are standards that comprise four core essential student nurse competencies. *In addition to academic qualifications, the Averett University School of Nursing (AUSON) considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in and graduation from its nursing degree programs.* Students are expected to sign this statement (Appendix I) at the beginning of each academic year to indicate their commitment to consistently demonstrate these attributes.

Physical Attributes

Nursing students must possess sufficient motor and sensory skills to provide safe nursing care and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards. Students must be able to:

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.
- (Vision) See and accurately read print, computer screens and handwriting, including patient care orders and other documents, and demonstrate the ability to differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care such as medical equipment/devices, syringes/needles, stethoscope and computers.

Cognitive Attributes

Nursing students must exhibit sufficient knowledge and clarity of thinking to process information and apply it appropriately to situations in classroom and clinical experiences. Students must be able to:

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family or community needs and problems.
- Write and comprehend both spoken and written English.
- Speak English well enough to understand content presented in the program, adequately complete all oral assignments and meet objectives of assigned clinical experiences.
- Accurately apply basic mathematical skills such as ratio/proportion concepts, use of conversion tables and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

Interpersonal Attributes

Nursing students must possess the ability to identify behaviors and attitudes in themselves and others, as well as the ability to self-regulate their own behaviors and attitudes, in order to ensure professional practice and delivery of care. Students must be able to:

- Establish rapport with individuals, families and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age and sexual orientation.
- Relate effectively to other students, faculty, university/hospital staff and patients/families to fulfill ethical obligations of the nursing profession including altruism, autonomy, human dignity, integrity and social justice.
- Negotiate interpersonal conflicts effectively.
- Maintain sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, maintain objectivity and recognize personal strengths and limitations consistent with safe clinical practice so as to ensure no direct threat to the health or safety of others.
- Sustain safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.
- Preserve confidentiality in regard to collaboration and patient care.
- Maintain professional relationships and expectations in all areas of student life, including academic, work and personal.
- Critically examine and self-edit social media content posted and hosted with the understanding that they impact both educational and professional opportunities while refraining from posting distasteful, offensive, immoral, unethical or confidential content.
- Accept appropriate ownership of responsibility for their own actions and for the impact of these actions on others.
- Abide by the American Nurses Association Code of Ethics (located at <http://www.nursingworld.org/codeofethics>).

Performance Attributes

Nursing students must be able to maintain clinical agency, university and nursing program performance standards while upholding and enhancing the reputation of the nursing programs and the university at large. Students must be able to:

- Continuously exhibit a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.
- Perform multiple assignments/tasks concurrently and in a timely manner.
- Provide patient safety in various stressful situations and settings which may be physically and emotionally demanding.
- Arrange travel to and from academic and clinical sites, both local and distant.
- Tolerate the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads and fatigue.
- Timely submit required medical and certification documents to online database.
- Critically think and concentrate with ability to respond quickly to changes in patient and unit conditions.
- Maintain integrity of the Averett University nursing uniform, which is to be worn only in its entirety in approved clinical and academic settings.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Averett University does not discriminate; however, the School of Nursing believes that all students enrolled must possess these attributes in order to be successful and achieve the level of competence necessary for safe, professional practice. If an applicant believes that he/she cannot meet one or more of these abilities/skills without accommodations or modifications, determination will be made, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

Additional clinical information can be found in the *BSN Student Handbook*.

School of Nursing Graduation Requirements

- Students must satisfactorily complete all Core General Education requirements.
- Students must achieve satisfactory completion of a specified major area of study.
- Transfer students must complete a minimum of 60 semester hours at a senior college or university, at least 25% of which must be from Averett University

- Students who are first admitted to Averett University as special students must earn a minimum 25% of their credit hours at Averett University after obtaining degree-seeking status.
- Students must complete a minimum of 120 credit hours.
- Student must have a cumulative GPA of 2.75 or higher.
- Student must meet all financial obligations to the University. All tuition, fees, bookstore charges, and other bills must be paid in full prior to participating in graduation.
- Students must file an application for graduation with the Registrar’s Office by designated date in the semester in which graduation is planned. Go to: <https://www.averett.edu/academics/registrar-office/senior-year/>
- If the student exits from the University the student must graduate under the catalog that is current upon his/her readmission.
- Students must complete all requirements for graduation in order to participate in commencement exercises.

ATI Testing

The AUSON has chosen to utilize the ATI (Assessment Technologies Institute) testing platform and materials to help students prepare for the National Council Licensure Exam (NCLEX). The cost of ATI is included in nursing student fees.

Students are expected to utilize the printed materials, the practice tests/quizzes and the remediation activities to assist in their learning as well as their NLCEX preparation. ATI requirements will be included in relevant nursing courses.

BSN Courses

The following general education courses are required for the BSN degree:

Course Number	Course Name	Credit Hours
IDS110	Averett 110	3
BIO 101	Introduction to Biology	4
BIO 204	Human Anatomy & Physiology I	4
BIO 205	Human Anatomy & Physiology II	4
BIO 301	Microbiology	4
ENG 111	Introduction to Writing	3
ENG 112	Introduction to Literature	3
MTH 103	Principles of Math	3
MTH 160	Introduction to Statistics	3
PSY 205	Developmental Psychology	3
PSY303	Stress Management	3
TH103 or ENG 390	Human Communication -or- Origin & Structures of English	3
REL 212	Death & Dying	3
Elective	ART/MUSIC/THEATER/ENG	6
Elective	Any course except SOC230	3
TOTAL GEN ED CREDIT HOURS		52

The following nursing courses are required for the BSN degree:

Course Number	Course Name	Credit Hours
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NUR210	Client Centered Care: Introduction	5
NUR211	Health Assessment	2
NUR212	Principles & Application of Critical Thinking	3
NUR213	Clinical Management of Disease I	3
NUR214	Contemporary Issues	3
NUR215	Client Centered Care: Adult I	5
NUR216	Improving Patient Outcomes	3
NUR325	Client Centered Care: Adult II	5
NUR326	Clinical Management of Disease II	3
NUR327	Client Centered Care: Mental Health	4
NUR328	Client Centered Care: Maternal Health	5
NUR329	Evidence Based Practice	3
NUR330	Global Health Perspectives	3
NUR438	Ethics for the Health Sciences	3
NUR439	Client Centered Care: Public Health	5
NUR440	Healthcare Economics	2
NUR441	Client Centered Care: Complex Problems	5
NUR442	Transition to Practice I	5
NUR443	Transition to Practice II	2
TOTAL NURSING CREDIT HOURS		69

BSN Plan of Study

The Nursing Major is a four-year program of study. Students complete one semester of general education courses, then apply to become a nursing major. A suggested plan of study is shared below.

Averett University Four-year Plan of Study

Freshman Year					
Semester I			Semester II		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
BIO101	Intro to Biology	4	BIO204	A&P	4
ENG111	Intro to Writing	3	PSY303	Stress Mgmt.	3
MTH103	Principles of Math	3	BIO301	Microbiology	4
IDS101	Student Success	2	MTH160	Intro to Stats	3
PSY205	Dev. Psych	3	ENG112	Intro to Lit	3
TOTAL		15	TOTAL		17

STUDENT WILL NEED TO TAKE BIO205 IN THE SUMMER BEFORE THE SOPHOMORE YEAR

Sophomore Year					
Semester III			Semester IV		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
NUR210	CCC: Introduction	5	NUR213	Clin. Mgmt. of Disease I	3
TH103/ENG390	Hum Comm/Struc of Eng	3	NUR214	Contemp. Issues	3
NUR211	Health Assessment	2	NUR215	CCC: Adult I	5
NUR212	Prin/App of Crit Thinking	3	NUR216	Improving Pt. Outcomes	3
TOTAL		13	TOTAL		14

Junior Year					
Semester V			Semester VI		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
NUR325	CCC: Adult II	5	NUR328	CCC: Maternal & Child	5
NUR326	Clin. Mgmt. of Disease II	3	NUR329	Evidence Based Practice	3
NUR327	CCC: Mental Health	4	REL212	Death & Dying	3
TBD	Elective (not SOC230)	3	NUR330	Global Health Perspectives	3
TOTAL		15	TOTAL		14

Senior Year					
Semester VII			Semester VIII		
Course #	Course Name	Credit Hours	Course #	Course Name	Credit Hours
NUR438	Ethics for HSC	3	NUR441	CCC: Complex Probs.	5
NUR439	CCC: Public Health	5	NUR442	Transition to Practice I	5
NUR440	Healthcare Economics	2	NUR443	Transition to Practice II	2
ART	TBD	3	ART	TBD	3
TOTAL		13	TOTAL		15
TOTAL NURSING CREDITS: 69			TOTAL PROGRAM CREDITS: 120		

BSN COURSE DESCRIPTIONS

NUR210 **Client Centered Care: Introduction – 5 cr.**
Guides application of theory and principles for basic nursing interventions for individuals with common health alterations and begins socialization into the professional nursing role. **45 hours of clinical; 45 hours of skills lab.**

NUR211 **Health Assessment – 2 cr.**
Prepares students to integrate observations, systematically collect data and communicate effectively in the comprehensive health assessment of clients. **45 hours of lab.**

NUR212 **Principles and Application of Critical Thinking – 3 cr.**
Introduces clinical reasoning and clinical judgment skills to develop deliberate, responsible and thoughtful responses to healthcare situations – teaching students to ‘think like a nurse’.

NUR213 **Clinical Management of Disease I – 3 cr.**
Examines the pathophysiologic basis for alterations in health across the lifespan. Applies principles of drug action and nursing implications within the framework of the nursing process. Study is centered on the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses.

NUR214 **Contemporary Issues in Nursing – 3 cr.**
Explores the nurse’s role in addressing emerging issues in healthcare.

NUR215 **Client Centered Care: Adult I – 5 cr.**
Focuses on application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute or chronic illness. Study is centered on the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses. **90 hours of clinical.**

NUR216 **Improving Patient Outcomes – 3 cr.**
Introduces foundational principles, concepts and methods to provide safe, quality patient care, improve patient outcomes and improve the healthcare practice environment. **Prerequisite:** Principles and Application of Critical Thinking.

NUR325 **Client Centered Care: Adult II – 5 cr.**
Continues application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute and chronic illness. Study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems. **90 hours of clinical.**

NUR326 **Clinical Management of Disease II – 3 cr.**
Continues to examine the pathophysiologic basis for alterations in health across the lifespan. Applies principles of drug action and nursing implications within the framework of the nursing process. Study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems.

NUR327 **Client Centered Care: Mental Health – 4 cr.**
Application of the nursing process in the compassionate care of individuals and families experiencing acute or chronic psychiatric/mental health illnesses. **45 hours of clinical.**

NUR328 **Client Centered Care: Maternal & Child – 5 cr.**
Utilization of the nursing process in the assessment and management of healthcare for the childbearing and childrearing family. Emphasizes the nurse’s role in health promotion and disease prevention for families. **45 hours of clinical.**

NUR329 **Evidence-Based Practice – 3 cr.**
Develops skills necessary to identify, appraise and apply best evidence to support nursing practice and improve client health. Examines how technology and informatics can be used to leverage change in healthcare.
Prerequisite: Improving Patient Outcomes

NUR330**Global Health Perspectives – 3 cr.**

Prepares the healthcare professional to provide culturally appropriate physical and spiritual care for diverse clients.

NUR438**Ethics for the Health Sciences I – 3 cr.**

Provides knowledge and skills for healthcare professionals to address common ethical and legal issues encountered in their roles as citizens, members of a profession, providers of care, and managers of care.

NUR439**Client Centered Care: Public Health – 5 cr.**

Explores the nurse's role in managing healthcare for communities. Focus will be on utilizing the framework of Healthy People 2020 to promote and improve health within a defined community. **90 hours of clinical.**

NUR440**Healthcare Economics – 2 cr.**

Introduces healthcare policy, finance and regulatory environments, including trends from the local to national level.

NUR441**Client Centered Care: Complex Health Problems – 5 cr.**

Synthesizes all prior nursing knowledge in the management of care of critically ill clients and their families. Focuses on complex nursing decisions and interventions across a variety of environments. **90 hours of clinical.**

NUR442**Transition to Practice I – 5 cr.**

Develops skills in interprofessional leadership and management expected of an entry-level nurse. Explores current theories of management, leadership and change, and the internal forces of the healthcare system affecting delivery of care. Begins the transition from student nurse to professional practitioner. **90 hours of clinical**

NUR443**Transition to Practice II – 2 cr.**

Synthesizes knowledge from all prior nursing courses to help prepare students to take the NCLEX-RN and transition into the nurse generalist role.

PHILOSOPHY

While Averett does not offer a major in philosophy, students have ample opportunity to be exposed to the discipline. In addition to a general introduction to the subject (which may count toward satisfying the General Education requirements), a course in Ethics is usually offered twice a year.

Courses of Instruction in Philosophy

PHL 150 Introduction to Philosophy (3)

A study of the methods and nature of philosophical inquiry, the problems with which this inquiry is concerned, and various principal solutions which have been offered to these problems.

PHL 210 Ethics (3)

An examination of representative theories of morality from historical and contemporary sources. An interactive course designed to encourage critical thinking about current ethical and moral issues within our society. Questions of value, good, right, and obligation are included.

PHL 300 Applied Ethics (3)

An examination of representative theories of morality from historical and contemporary sources. The student will look at the moral issues that affect employers and employees in the work environment.

PHL 400 Philosophy of Religion (3)

A study of the nature of religious experience and an analysis of religious language with particular attention to metaphysical presuppositions.

PHYSICAL SCIENCES (PSC) and CHEMISTRY (CH)

Krisztina Spong, Chair
Claudia Cardona

A knowledge of the physical sciences is essential for the study of many disciplines, such as molecular biology, environmental science, medicine, pharmacy, and physiology, to name a few. As a result, the goal of the physical sciences department is to offer a program that will thoroughly educate students to be competent in the fields of chemistry and physics. Through a rigorous program of study, students will develop critical thinking and creative problem solving skills that are essential in the study of the natural sciences and other related disciplines.

The department offers a major in chemistry with a concentration in biological chemistry. Graduating with a major in chemistry will afford students with various employment opportunities, such as obtaining positions in industrial or research laboratories, conducting quality control during manufacturing processes, or performing environmental analyses. In addition, the major will be beneficial for students pursuing careers in biochemistry, health-related professions, or secondary education, to name a few.

Requirement for the Major in Chemistry with a Concentration in Biological Chemistry

In addition to the general education requirements, the following courses are required:

	Semester Hours
BIO 101, Introduction to Biology	4
BIO 103, General Zoology	4
BIO 203, Genetics	4
BIO 360, Cellular and Molecular Biology	4
CH 111, 112: College Chemistry I, II	8
CH 221, 222: Organic Chemistry I, II	8
CH 341, Chemical Analysis	4
CH 355: Thermodynamics and Kinetics	4
CH 431: Biochemistry	4
CH 491 or 492: Undergraduate Research or Internship in Chemistry	2
MTH 201, 202: Calculus I, II	6
PSC 201, 202: General College Physics I, II	8
	Total 60

Sample Four-Year Course Sequence

Freshman Year:

BIO 101: Introduction to Biology
BIO 103: General Zoology
CH 111, 112: College Chemistry, I, II

Sophomore Year:

BIO 203: Genetics
CH 221, 222: Organic Chemistry I, II
MTH 201, 202: Calculus I, II

Junior Year:

BIO 360: Cellular and Molecular Biology or CH 431: Biochemistry
CH 341: Chemical Analysis or CH 355: Thermodynamics and Kinetics
PSC 201, 202: General College Physics I, II

Senior Year:

BIO 360: Cellular and Molecular Biology or CH 431: Biochemistry
CH 341: Chemical Analysis or CH 355: Thermodynamics and Kinetics
CH 491: Undergraduate Research or CH 492: Internship in Chemistry

Chemistry Minor

The department offers a minor in chemistry as a supporting discipline for related fields of study. Students electing the minor must complete the following courses: CH 111, 112, 221, 222, and 341. In addition, students must attain a grade point average of at least 2.0 in the minor.

Courses of Instruction in the Physical Sciences and Chemistry

CH 103 Chemistry for the Life Sciences (4)

This course introduces fundamental concepts of general, organic, and biochemistry with an emphasis on their applications to the life sciences. Topics include measurements, matter and energy, atomic and molecular structure, chemical formulas and reactions, stoichiometry, chemical bonding, gas laws, solutions, acids and bases, saturated and unsaturated hydrocarbons, organic compounds containing oxygen, sulfur, and nitrogen, carbohydrates, lipids, amino acids and proteins, and nucleic acids. Upon completion of this course, students should demonstrate a basic understanding of chemistry as it applies to life and health-related sciences. Lecture: 3 hours; Lab: 2 hours.

Prerequisite: MTH103.

CH 111 College Chemistry I (4)

This course explores the fundamental laws, theories, and mathematical concepts of chemistry. Topics include measurement, atomic and molecular structure, periodicity, chemical reactions, chemical bonding, stoichiometry, thermochemistry, and properties of gases. Laboratory work covers experimental bases of fundamental concepts. Lecture: 3 hours; Lab: 3 hours. **Prerequisite: MTH 103.**

CH 112 College Chemistry II (4)

This course continues the study of the fundamental laws, theories, and mathematical concepts of chemistry. Topics include intermolecular forces, physical properties of liquids, solids, and solutions, solution stoichiometry, chemical equilibrium, chemical kinetics, thermodynamics, and redox chemistry. Laboratory work introduces gravimetric, titrimetric, potentiometric, and spectrophotometric methods of quantitative analysis. Lecture: 3 hours; Lab: 3 hours. **Prerequisite: CH 111.**

CH 206 Organic and Biological Chemistry (4)

This course introduces the fundamental principles of organic chemistry and how these concepts relate to living organisms. The content deals with simple organic to complex biomolecules: their properties, syntheses, and reactions. Laboratory work emphasizes the characterization, syntheses, and/or quantitative determinations of organic and biochemical molecules. Lecture: 3 hours; Lab: 3 hours. **Prerequisite: CH 112. Offered on demand.**

CH 221 Organic Chemistry I (4)

This course provides a systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, typical reactions, and reaction mechanisms of hydrocarbons and alkyl halides. Additional topics include isomerization, stereochemistry, and infrared spectroscopy. Laboratory work emphasizes separation and purification techniques. Organic synthesis will also be introduced. Lecture: 3 hours; Lab: 3 hours. **Prerequisite: CH 112.**

CH 222 Organic Chemistry II (4)

This course continues the systematic study of the theories, principles, and techniques of organic chemistry. Topics include nomenclature, structure, properties, typical reactions, and reaction mechanisms of alcohols, aromatics, aldehydes, ketones, carboxylic acids and derivatives, amines, and heterocyclics. Multi-step syntheses will be studied using the disconnection approach. Laboratory work emphasizes the separation, purification, and identification of organic substances from mixtures. Lecture: 3 hours; Lab: 3 hours. **Prerequisite: CH 221.**

CH 331 Environmental Chemistry (4)

This course studies the sources, reactions, transport, effects, and fates of chemical species in water, soil, and air. It will emphasize the composition of the natural environment, the processes that take place within it, and the changes that occur as a result of human activities. A variety of techniques are utilized to illustrate these factors in the

laboratory, including sampling, analysis, and bioassay. Lecture: 3 hours; Lab: 3 hours. Prerequisite: CH 206 or 222. **Offered on demand.**

CH 341 Chemical Analysis (4)

This course provides a systematic study of the principles and techniques used to perform chemical analyses. Topics include statistical treatment of data, gravimetric and volumetric methods, molecular absorption spectrophotometry, atomic spectroscopic methods, electrochemical techniques, and chromatographic methods. Laboratory work emphasizes techniques used in the separation, identification, and quantification of selected analytes. Lecture: 3 hours; Lab: 3 hours. Prerequisite: CH 112. **Offered alternate years.**

CH 355 Thermodynamics and Kinetics (4)

This course is a study of the theoretical aspects of physical phenomena in chemistry with applications to biological systems. Topics include properties of gases, thermodynamics, equilibria, kinetics, and electrochemistry. Laboratory work emphasizes the use of apparatuses to measure physical properties of samples. The writing of formal laboratory reports is emphasized. Lecture: 3 hours; Lab: 3 hours. Prerequisite: CH 112. **Co-requisite: MTH 202, PSC 201. Offered alternate years.**

CH 431 Biochemistry (4)

This course studies the molecular basis of life. Topics include structure, function, and biosynthesis of biological substances, enzymatic activity, bioenergetics, and metabolic processes. Laboratory work emphasizes techniques used in the separation and characterization of biological samples. Lecture: 3 hours; Lab: 3 hours. **Prerequisites: BIO 101, CH 222. Offered alternate years.**

CH 491 Undergraduate Research (1-4)

This course acquaints students with research techniques utilized to investigate a current chemical problem of interest. The student will prepare a report following the guidelines set forth by the American Chemical Society and give an oral presentation of his or her work. **Co-requisite: Junior or senior status. Prerequisite: Permission of instructor. A minimum of 45 documented hours of laboratory work per semester constitutes one hour of credit. This course may be repeated for credit up to a maximum of 8 total credit hours.**

CH 492 Internship in Chemistry (1-4)

This course provides an introduction to chemical research through an arranged internship or co-op with an academic or industrial laboratory. **Co-requisite: Senior status. Prerequisite: Departmental approval. A minimum of 45 documented hours of internship work per semester constitutes one hour of credit. This course may be repeated for credit up to a maximum of 8 total credit hours.**

PSC 101 Survey of Physical Science (4)

This is an introductory course for non-science majors, which emphasizes basic concepts and applications of the physical sciences, particularly physics and chemistry. Topics include mechanics, electricity and magnetism, wave motion and sound, light, atomic and molecular structure, and chemical reaction. Laboratory work will demonstrate fundamental concepts. Lecture: 3 hours; Lab: 2 hours. **Prerequisite: MTH 103 or 111.**

PSC 201 General College Physics I (4)

This course acquaints students with fundamental concepts of the physical universe. It emphasizes the mathematical analysis of many physical problems using algebra and trigonometry. Topics include statics, classical mechanics, wave motion, and sound. Lecture: 3 hours; Lab: 2 hours. **Prerequisite: MTH 151.**

PSC 202 General College Physics II (4)

This course continues the study of fundamental concepts of the physical universe. It emphasizes the mathematical analysis of many physical problems using algebra and trigonometry. Topics include thermodynamics, electricity, magnetism, optics, and modern physics. Lecture: 3 hours; Lab: 2 hours. **Prerequisite: PSC 201.**

POLITICAL SCIENCE (POS)

Coordinator

A Bachelor of Science or Arts degree with a major in Political Science provides students with a broad education in politics and government. Students who graduate from the Political Science program will become familiar with American government, with other forms of government, and with the interactions among governments. Students will gain an appreciation of ancient and modern political thought, as well as American political thought. Political Science students will, while undertaking the program, acquire the speaking, writing, and other skills fundamental to work in various occupations connected with politics. The Political Science major thus aims to prepare students to work in government (local, state, or federal), in the nonprofit sector, and in business. It is also sound preparation for post-graduate study in law and public administration.

Courses in Political Science are applicable towards teaching licensure in History/Social Science. Besides teaching licensure, these courses may be used to support other areas of study. In order to graduate, all Political Science majors must sit for an exit interview and must attain at least a 2.0 grade point average in the major.

Requirements for a Major in Political Science

In addition to the general education requirements for a Bachelor of Arts or Science degree, students must complete a total of 36 hours for a major in Political Science.

Choose nine (9) courses from the following:

	Semester Hours
POS 131, World of Politics	3
POS 204, State and Local Government	3
POS 215, American National Government	3
POS 309, U. S. National Security.....	3
POS 311, Comparative Government	3
POS 320 Issues and Problems	3
POS 326, U. S. Presidency	3
POS 340, Political Thought.....	3
POS 380, International Relations	3
POS 445, Internship	3
POS 455 Political Development.....	3
	Total 27

Choose three (3) courses from the following:

	Semester Hours
BSA326, Organization Behavior Theory and Leadership	3
BSA421, Governmental and Non-Profit Accounting.....	3
BSA434, Business Law	3
BIO342, Environmental Policy and Law	3
CRJ304, Police in America	3
CRJ375, Corrections	3
CRJ407, Courts and Trials	3
ECO201, Principles of Microeconomics	3
ECO202, Principles of Macroeconomics	3
ECO 300, Money and Banking	3
HIS 405, 20 th Century Europe, 1914-1945.....	3
HIS 406, 20 th Century Europe, Post War Div & Unions	3
HIS 445, 20 th Century U.S., 1920 – Present	3
PSY 219, Social Psychology	3
PSY 309, Personality Theory	3
REL 306, African-American Religions	3
SOC 317, Race and Ethnicity	3
SOC 320, Urban Sociology	3
	Total 9

Sample Four-Year Course Sequence for Political Science

Freshman Year:

POS 131, World of Politics and/or
POS 204, State and Local Government
POS 215, American National Government

Sophomore Year:

POS 311, Comparative Government
POS 380, International Relations
POS320, Issues and Problems
POS326, US Presidency

Junior Year:

POS309, US National Security
POS340, Political Thought
POS455, Political Development
Political Science (B. A. or B. S.) electives

Senior Year:

POS445, Internship
Political Science (B. A. or B. S.) electives

Political Science Minor

A minor in Political Science is available to the student who completes 18 semester hours of coursework in Political Science, nine of which must be at the 300-400 level.

Students must maintain a grade point average of at least 2.0 in the minor.

Courses of Instruction in Political Science

POS 131 World of Politics (3)

An introduction to various forms of regime and the political, economic, and geographic information and concepts requisite to understanding them. Emphasis is placed on developing skill in retrieving and utilizing political, economic, and geographic information.

POS 204 State and Local Government (3)

A survey of the essential institutions of state and local governments in the United States.

POS 215 American National Government (3)

A survey of the national level of American government with particular emphasis on its founding and the development of its institutions.

POS 309 U. S. National Security Policy (3)

National security is often at the center of attention in public opinion and the media. In the heated debate that often characterizes discussion on this topic, especially after September 11, accuracy sometimes yields to imprecision and incompleteness. This course equips the student with a basic knowledge of the main components of national security and the potentials and limitations of the instruments that the government has at its disposal to guarantee the safety of the country. The course is divided in two main parts. The focus of the first part of the semester is the national security establishment of the United States, its origins, its evolution, and its current structure and interaction with the rest of the American political system. During the second part of the semester, the readings will be centered more specifically on U. S. intelligence, which represents a particular component of the security structure of the United States.

POS 311 Comparative Government (3)

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A comparative study of national governments in the modern world, focusing on their distinctive forms in relation to their social, economic, and ideological backgrounds.

POS 313 Public Administration (3)

A study of the concepts and practices of public administration in the United States. Primary topics of study include the role of politics in public administration; structure of public organizations; public personnel administration; budgeting and finance; and policy analysis, implementation, and evaluation techniques.

POS 320 American Government: Issues and Problems (3)

An examination of contemporary American issues and problems in light of classic texts concerning democracy.

POS 326 The American Presidency (3)

Analysis of the development of the presidency in the United States, with an emphasis on its institutional structure, the evolution of the power of the president, the influence of individual personalities on the development of leadership, the process of presidential selection, decision-making issues, and the interactions with the other government branches, the media, and the constituency.

POS 340 Political Thought (2)

An introduction to representative texts from ancient political thoughts and from modern political thought.

POS 342 Environmental Policy and Law (Same as BIO 342) (3)

A survey of environmental laws and regulations in the United States: who makes the laws and why, and who enforces the laws and how. Consideration will be given to the experience of other countries and to alternate paradigms of environmental protection.

POS 360 Public Policy (3)

An examination of the formulation and implementation of public policy in the United States. Emphasis will be placed on the analysis and evaluation of policy alternatives. Some consideration will be given to public policy in other nations.

POS 380 International Relations (3)

A study of diplomacy, alliance systems, war, interdependence, and nationalism in the international arena. Special attention will be given to the causes of international conflict.

POS 411 Constitutional Law (3)

An examination of the Constitution and the U. S. Supreme Court. The student learns how to read and analyze constitutional cases in the areas of civil rights and civil liberties, free speech, freedom of the press, freedom of religion, the right of privacy, race and sex discrimination, and the conflict of congressional and presidential powers.

POS 445 Internship (1-3)

An opportunity for students to refine their understanding of politics through work experience. Prerequisites: 2.0 cumulative grade point average and permission of instructor.

POS 455 Political Development (Same as HIS 455) (3)

A study of the development of democracy in selected countries. Attention is given to the relationships between economic and social modernization and political change. Particular emphasis is placed on the experience of Africa, Asia, and Latin America. Prerequisite: junior or senior standing in history or political science, or permission of the instructor.

PSYCHOLOGY (PSY)

David I. Rosenberg, Co-Chair
David Hanbury, Co-Chair
Jenny Wagstaff, AO Psychology Program Director

The Psychology Department offers a major in Psychology with concentrations in Biological Psychology, Counseling & Clinical Psychology, and Integrative Health Psychology. Minors in General Psychology and Integrative Health Psychology are available as well. Majors may pursue either a Bachelor of Arts or a Bachelor of Science degree.

Psychology students develop the knowledge, skills and values consistent with the science and application of psychology. The psychology curriculum develops students who are prepared for graduate education in psychology or related fields and for careers in service industries where they can apply psychological methods and principles.

Requirements for a Major in Psychology

Students must complete the following courses in addition to the general education requirements. All students must attain at least a 2.0 grade point average in the major in order to graduate.

Introductory Courses (3-4 hours)

	Semester Hours
PSY 110, Psychology as a Social Science or	3
PSY 120, Psychology as a Natural Science.....	4

Survey Courses (12 hours)

Psychology majors develop an understanding of behavior from various psychological perspectives.

PSY 200, Effective Behavior	3
PSY 323, Learning	3
Two additional psychology electives (excluding PSY110 and PSY120)	
Outside the student's chosen area(s) of concentration.	6

Research Methods in Psychology (6 hours)

PSY 308, Statistics in the Social Sciences	3
PSY 342, Research Design & Analysis.....	3

Ethics (3 hours)

PSY 306, Principles of Professional Conduct in Psychology.....	3
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Areas of Concentration (12 hours per area)

Majors satisfy the concentrated study in psychology requirement by completing at least one of the following clusters of courses:

Requirements for Concentrated Study in Biological Psychology

PSY 205, Developmental Psychology.....	3
PSY 315, Physiological Psychology	3
PSY 387, Sensation and Perception	3
PSY 373, Memory & Cognition.....	3
	12

Requirements for Concentrated Study in Counseling and Clinical Psychology

PSY 305, Abnormal Psychology	3
PSY 309, Personality Theory	3
PSY 325, Helping Relations.....	3
PSY 466, Psychological Measurements	<u>3</u>
	12

Requirements for Concentration in Integrative Health Psychology

PSY 204, Health Psychology	3
PSY 307, Complementary Healthcare.....	3
PSY 315, Physiological Psychology	3
PSY 303, Stress Management	<u>3</u>
	12

Senior Capstone (6 hours)

This year-long endeavor ensures majors understand the history of psychology, know the major theoretical systems proposed, and integrate successfully the various facts and theories of psychology learned to this point.

PSY 445, History and Systems.....	3
PSY 446, Senior Seminar or	3
PSY 425, Field Education in Psychology.....	<u>3</u>
	6

Minors in Psychology

Requirements for a Minor in Integrative Health Psychology:

The broad purpose of the minor in integrative health psychology is to introduce students to this vitally important sub-discipline of psychology, and to provide them with a comprehensive approach to the understanding of health and wellness, and the prevention of illness and disease. The minor is further intended to complement a student’s broader interest in health and various careers within the health care industry. To realize this objective, an interdisciplinary approach to health is essential. Hence, as noted below, the minor consists of courses from disciplines such as biology, psychology, physical education, and social work.

Students seeking a Minor in Integrative Health Psychology are required to take the following courses:

	Semester Hours
PSY 110, Psychology as a Social Science.....	3
PSY 204, Health Psychology	3
PSY 307, Complementary Healthcare.....	3
PSY 303, Stress Management	3

Choose two classes from the following:

BIO 200/316, Medical Terminology/Human Pathology	4
HSS 315, Physiology of Activity	3
NUR 213, Clinical Mgmt of Disease I	3
NUR 326, Clinical Mgmt of Disease II	3
PSY 305, Abnormal Psychology	3
PSY 315, Physiological Psychology	3
SOC 329, Drugs and Substance Abuse	3

Total 18-19

Requirements for a Minor in General Psychology:

The student who elects a minor in Psychology must complete 18 semester hours of psychology courses, including at least nine semester hours at the 300 level or above.

Students must maintain a grade point average of at least 2.0 in the minor.

Four-Year Recommended Course Sequence for the Major in Psychology

Freshman Year:

PSY 110 Psychology as a Social Science (fall and spring)
PSY 200, Effective Behavior (spring)
PSY Elective

Sophomore Year:

PSY 306, Principles of Professional Conduct in Psychology (fall)
PSY 308, Statistics for the Social Sciences (spring)
PSY Area(s) of Concentration courses
PSY Electives

Junior Year:

PSY 323, Learning (fall)
PSY 342, Research Design and Analysis (fall)
PSY Area(s) of Concentration courses
PSY Electives

Senior Year:

PSY434, Research Practicum (fall)
PSY 445, History and Systems (fall)
PSY 446, Senior Seminar in Psychology (spring)
PSY Area(s) of Concentration courses
PSY Electives

Courses of Instruction in Psychology

PSY 110 Psychology as a Social Science (3)

A survey of major problem areas in psychology emphasizing the application of psychological principles to the improvement of the human situation. Students are encouraged to analyze human problems and everyday behavior to discover how psychology can explain and improve these situations. This course may be used to satisfy three semester hours of the Social Sciences portion of General Education requirements.

PSY 120 Psychology as a Natural Science and Lab (4)

A survey of major problem areas in psychology emphasizing the scientific process involved in gaining new knowledge. Students study the classic experiments in psychology and participate in the research process. This course may be used to satisfy four semester hours of the Natural Sciences portion of General Education requirements.

PSY 200 Effective Behavior (3)

An applied course with a central focus on the area of personal adjustment. Working from the assumption that individuals encounter a variety of problems in life, and must work effectively with others, the course examines issues of personality and social adjustment, stress and coping, interpersonal relationships, and behavior in groups.

PSY 204 Health Psychology (3)

An examination of the psychological, physiological, social and behavioral factors in the maintenance of health and well-being, as well as the role these factors play in the development of physical illness.

PSY 205 Developmental Psychology (3)

A survey of the theories and research pertaining to human development across the life span. Special attention is given to the changes in cognitive and social behavior during development and to factors responsible for these changes.

- PSY 207 Multicultural Issues and Considerations (3)**
 This course provides an introduction to diversity and multiculturalism and will explore the influence that race, culture, ethnicity, gender, sexual orientation, and abilities can have on the helping relationship. Special emphasis will be placed on becoming aware of one's own culture in order to gain a new perspective for the purpose of becoming more effective when working with diverse populations.
- PSY 210 Human Sexuality (3)**
 A course utilizing reports, discussion, and lectures to explore the biological, social, and personal aspects of human sexual identity and behavior.
- PSY 219 Social Psychology (3)**
 An examination of the ways in which behavior, feelings, and thoughts are affected by others through their physical presence and interaction with us, through the media, or through the environmental changes they make. Students study various theories of social behavior, learn about classic experiments in social psychology and their interpretations, and apply the discoveries in social psychology to human problems.
- PSY 303 Stress Management (3)**
 This course is designed to provide a broad overview of the nature of stress, as well as selected approaches for effectively managing and coping with stress.
- PSY 305 Abnormal Psychology (3)**
 A study of the concepts of normal and abnormal behavior. Emphasis is on the causes and patterns of expression of maladaptive behavior throughout the life span, as well as the problems in assessment and intervention.
- PSY 306 Principles of Professional Conduct in Psychology (3)**
 This course explores the professional standards and ethical considerations pertinent to the use of varying practice approaches in psychology.
- PSY 307 Complementary Healthcare (3)**
 This course provides an overview and examines the principles and outcomes of complementary therapies and alternative healing approaches that are being used with increasing frequency by Americans to improve their physical and emotional well-being. Through lectures, readings, discussions, and experiential activities, students will be provided with current topical information and analysis of a range of complementary therapeutic approaches to health and illness.
- PSY 308 Statistics for the Social Sciences (3)**
 This course is an introduction to the principles and techniques of statistics commonly employed in the behavioral sciences. The course will focus on both descriptive and inferential statistics. Lectures will focus heavily upon teaching students to identify and conduct appropriate statistical techniques for scenarios relevant to the social sciences and on conducting data analyses using the popular statistical computer program Statistical Package for the Social Sciences (SPSS). Prerequisites: 12 hours of psychology or sociology.
- PSY 309 Personality Theory (3)**
 A comparative survey of the major theories of personality with emphasis on different theorists' models for understanding and predicting human behavior.
- PSY 311 Group Counseling: Theories and Technique (3)**
 This course introduces students to the theory and practice of group counseling. This includes theoretical approaches to group counseling, stages of group development, dynamics within a group, leadership styles, and facilitation techniques. Ethical and legal issues related to group interventions are also discussed..
- PSY 313 Skills in Addiction Counseling (3)**
 Examines the processes of client screening, intake, assessment, treatment planning, crisis interventions, case management, record keeping, and client education in addiction counseling. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, assessment, intervention, treatment and aftercare.

- PSY 315 Physiological Psychology (3)**
 A study of the physiological events that underlie behavior. Students learn the physiology of individual cells in the nervous system, neurotransmitters, the general structure of the nervous system, and brain structures and physiological processes underlying psychologically important behaviors.
- PSY 323 Learning (3)**
 An introduction to the principles of learning fundamental to the analysis and interpretation of human conduct in the clinic, the classroom, the workplace, and social situations. The course acquaints students with the structure of behavioral science and serves as a tool for lifetime analysis of human behavior.
- PSY 325 Helping Relations (3)**
 An experience which provides the foundation for understanding the helping process. Students develop an understanding of the nature of the helping/therapeutic relationship and develop and practice basic interpersonal communication skills that are the core of the helping process. Prerequisites: PSY 200 (minimum grade of “C”) and permission of instructor.
- PSY 342 Research Design and Analysis (3)**
 A study of the methods or research in psychology. Students learn typical research design and statistical procedures encountered in psychology and learn to prepare APA-style research reports. Learning takes place in the context of the major content areas of psychology.
- PSY 373 Memory and Cognition (3)**
 An examination of cognitive psychology as an approach to the study of psychology and a study of the major issues and problems considered by cognitive psychologists. Attention is given to the history and perspective of cognitive psychology, as well as to theories and data pertaining to information processing, memory and representation of knowledge, language, and problem-solving.
- PSY 387 Sensation and Perception (3)**
 A study of the behavior and physiological approaches to the study of sensory systems and the perceptions they stimulate.
- PSY 395 Animal Behavior (3)**
 A study of the behavior of animals emphasizing the role of evolutionary processes in the development of species-typical behavior.
- PSY 396 Sleep and Behavior (3)**
 A study of the behavioral and physiological aspects of sleep, dreaming, and nocturnal sleep disturbances.
- PSY 402 Clinical Interviewing (3)**
 This course places emphasis on the specialized skills that are inherent within the helping relationship. The primary purpose is to provide students with the opportunity to learn and practice a skills-based model for helping others. Qualities of the therapeutic relationship will be explored and factors that interfere with the therapeutic process will be discussed. Attention is given to the acquisition of interviewing, counseling, and case management skills. Considering the expansion of crisis and trauma related events in the world in which we live, a special focus will be placed on best practices that are currently evolving to reduce the impact of these events. This course is highly experiential. As a result, self-exploration and moderate self-disclosure are required considering effective counseling requires self-awareness.
- PSY 425 Field Education in Psychology (3)**
 A supervised experience in a community mental health agency. Open to selected students with at least a 2.5 grade point average. Prerequisites: PSY325 with a minimum grade of “B,” and permission of instructor required.
- PSY 434 Research Practicum (3)**
 A practicum in which students conduct a literature review, design and conduct original research either in a laboratory or community setting, and present their findings in an APA-style report and in a poster session open to the college community. Prerequisite(s): PSY 308 Statistics for the Social Sciences grade of C and PSY342 grade of B; requires permission of department chair.

PSY 445 History and Systems (3)
A systematic overview of the development of the discipline of psychology from its philosophical origins through contemporary laboratory-based theories. Attention is given to the major attempts at theory development in psychology.

PSY 446 Senior Seminar (3)
A seminar in which senior psychology students bring together their diverse perspectives about the nature of psychology for an integrating experience. Students will demonstrate their critical and analytic abilities and their command of the facts and theories of psychology through presentations of their significant works to psychology faculty and fellow students.

PSY 466 Psychological Measurements (3)
An introduction to the theories and practice of psychological test construction, interpretation, and use. This course develops skills in evaluating tests, interpreting test results, and understanding test manuals.

RELIGION (REL)

Ralph K. Hawkins
Timothy Fulop

Recognizing the individual and the particular needs of the individual, the Religion program at Averett University is designed to prepare the student for continuing seminary/graduate study or for an immediate career in Christian ministry.

The Religion program attempts to combine classroom learning with actual field experience so that the graduate is both intellectually equipped and practically trained in his/her profession. The Bachelor of Arts in Religion is the basic degree and is designed primarily for students moving toward the practice of ministry.

Requirements for a Major in Religion:

In addition to the general education requirements, the following courses are required:

	Semester Hours
REL 101, Introduction to Old Testament Literature	3
REL 102, Introduction to New Testament Literature	3
PHL 150, Introduction to Philosophy.....	3
PHL 210, Ethics.....	3
REL 403, History of Christianity	3
REL 465, Senior Research Thesis	1
One advanced Old Testament course	3
One advanced New Testament course.....	3
One of the following:	3
REL 201, Religions of the World	
REL 260, Religion in America	
REL 306, African-American Religions	
Religion or Philosophy electives at 300-400 level	9
	Total 34

Exit Requirement

All Religion majors are required to enroll in REL 465, Senior Research Thesis, during their senior year. The student will write a research project which may grow out of a research paper he/she has already prepared. This project will be supervised by the appropriate professor and must receive a passing grade from an outside reader. The length of the thesis will be 40-50 pages, exclusive of bibliography.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Sample Four-Year Course Sequence for Religion

Freshman Year:

REL 101, Introduction to Old Testament
REL 102, Introduction to New Testament

Sophomore Year:

PHL 150, Introduction to Philosophy
REL 201, or 260, or 306, Religions of the World or
Religion in America or
African-American Religions

Junior Year:

PHL 210 or PHL 440, Ethics or Philosophy of Religion
REL 300-400 level course in New Testament

REL/PHL Elective, 300-400 level

Senior Year:

REL 300-400 level course in Old Testament

REL 403, History of Christianity

REL/PHL Elective, 300-400 level (2)

Minor

Students electing a minor in Religion must complete the following: REL 101, 102, and 12 additional hours selected from Religion or Philosophy (9 of the 12 additional hours must be at the 300-400 level).

Students must maintain a grade point average of at least 2.0 in the minor.

In-Service Guidance

Each student receives professional training under a certified supervisor in an area related to the student's future vocational goals. The objectives of these in-service experiences are:

To prepare the student for leadership roles in local churches, chaplaincies, denominations, and related institutions;

To establish better lines of communication between ministers/churches and the campus so that the student will be able to identify more easily with specific forms of ministry;

To introduce the student to capable leaders within his/her denomination who satisfactorily demonstrate effective professional leadership;

To acquaint students as thoroughly as possible with organizational structures and procedures of local churches, denominational agencies, and institutions;

To promote opportunities for students to evaluate their commitments and to develop their innate abilities; to develop desirable interests, attitudes, ideas, and techniques of ministry through self-direction and self-evaluation; to experience ministry and mission principles and methodology on the job under qualified supervision; to evaluate their ministry and mission experience through interaction with professors and career ministers on the campus.

Courses of Instruction in Religion

REL 101 Introduction to Old Testament Literature (3)

The application of critical methodology to the history, literature, and religion of the ancient Hebrews. Attention is given to the historical context, the development, and the message of the Hebrew faith. This course satisfies three hours of the Religion and Philosophy requirement for General Education.

REL 102 Introduction to New Testament Literature (3)

The application of critical methodology to the biblical text to discover the basic meaning and message of the New Testament. Attention is given to the secular and religious history of the period as well as to the life and teachings of Jesus, the letters of Paul, and the origins of the Christian Church. This course satisfies three hours of the Religion and Philosophy requirement for General Education.

REL 201 Religions of the World (3)

An examination of the origin, basic beliefs, historical developments, and sociological manifestations of the world's great religions. This course satisfies three hours of the Religion and Philosophy requirement for General Education.

REL 212 Death and Dying (Same as SOC 212) (3)

The goal of this course is to examine the phenomenon of death and dying within various cultural and religious contexts with the view of understanding how such perspectives inform our understanding of the end of life. This

approach will survey the principles and perspectives of science and the humanities as they apply to the experience of death and dying. Numerous studies and instructional methodologies will be examined for the purpose of correcting stereotypes and myths concerning death and the reactions of people to death and dying. The course will pay particular attention to the phenomenon of death and dying through the lenses of social science and religion.

REL 260 Religion in America (3)

A study of the history and expression of religion in America through Protestantism, Catholicism, and Judaism. Attention will also be given to a comparison of mainstream and divergent groups and the religious expressions in America since 1950. Alternate years.

REL 304 Studies in the Prophets (3)

The historical background, function, message, contribution, and contemporary significance of the Hebrew prophets. Alternate years. Prerequisite: REL 101.

REL 305 Studies in the Psalms and Wisdom Literature (3)

The historical background, function, message, contribution, and contemporary significance of the poetry and wisdom literature of the Old Testament. Alternate years. Prerequisite: REL 101.

REL 306 African-American Religions (3)

A reading/lecture/dialogue course designed to survey the development of Afro-American religion from its African roots to the present. The course will focus on the black folk tradition and denominational structures, as well as some of the significant leaders and movements within black religion in America. Special emphasis will be given to the liberation tradition within black Protestantism, Catholicism, and Islam.

REL 308 Introduction to Islam (3)

This course will present the history, basic beliefs, sacred writings, and institutional structures of Islam. In addition, this course will investigate both current events between Western and Muslim countries and struggles within Islam itself.

REL 311 Jesus in the Synoptic Gospels (3)

A study of the life and teachings of Jesus through a careful examination of the synoptic gospels in the light of available historical, cultural, and literary studies. Alternate years. Prerequisite: REL 102.

REL 312 Life and Letters of Paul (3)

An introductory course on the life and thought of Paul. The Pauline letters are studied within the historical context of first century Christianity, and their contemporary importance for the church in today's world is explored. Alternate years. Prerequisite: REL 102.

REL 313 Johannine Literature (3)

A study of the Gospel of John, the Epistles of John, and the Revelation. The student will master the contents of the books and the major critical issues involved in their interpretation, and will demonstrate competence in using modern research and interpretive methods. Every third year. Prerequisite: REL 102.

REL 315 Archaeology and the Bible (3)

A survey of the contributions of Near Eastern archaeology to Biblical studies.

REL 316 Studies in the Pentateuch (3)

The historical background, function, message, contribution, and contemporary significance of the Pentateuch or one of its individual books. Alternate years.

REL 351 Developing Spiritual Discipline (3)

This course has a dual purpose of introducing learners to the rich tradition of Christian mysticism as well as to increase the learner's awareness and practice of spiritual formation. Learners will be exposed to a variety of spiritual resources that will enable them to learn and experiment with different traditions and approaches to deepening their spiritual life.

REL 380 Church Music (Same as MUS 380) (3)

A study of the relationship of music to worship in the history of the Western Church. By examination of influences that have shaped the musical practices of various denominations, both liturgical and non-liturgical

worship are discussed in addition to the multifaceted purposes of music as religious expression in contemporary society. Alternate years.

REL 403 History of Christianity (3)

A study of the history of the Christian religion and Church from the first century to the beginning of the modern period. The course highlights the theological and sociological developments in the Early Church, the Middle Ages, the Reformation, and post-Reformation periods.

REL 465 Senior Research Thesis (1)

An opportunity for students to demonstrate critical skills in the area of research and writing. The projects/papers will be reviewed by an external evaluator. The course is required of all seniors and must be successfully completed prior to graduation. Prerequisite: Senior status.

In-Service Guidance

REL 255 Ministry Formations (3)

A seminar designed to acquaint the student with the ministry as a profession and to help the student define his/her role in relationship to the ministry as a vocation, become acquainted with the basic skills of pastoral care and develop communication skills necessary for the ministry. Required of all students who are receiving ministerial tuition grants.

REL 453, 454 Internship I, II (3,3)

A program designed to give senior students in-depth training as they serve as apprentices under highly trained, local supervisor-mentors for two semesters. The student is expected to write weekly experiential reports and to meet with his/her mentor one hour each week for one-on-one supervision of their work. Discussion about practical application will be held weekly with the supervisor, and weekly seminars will be held at the college to discuss the learning activities. The student is expected to spend 7-8 hours each week in the field, active in the apprenticeship. Required of all fourth-year students who are receiving ministerial tuition grants. Prerequisite: 2.0 grade point average. REL 453 and 454 meet the 5B requirement for application under General Education requirements.

SOCIOLOGY (SOC) & CRIMINAL JUSTICE (CRJ)

Adrienne Brune, Chair
Slade Lellock

Averett University offers a four-year Bachelor of Arts or Bachelor of Science degree in Sociology, Sociology/Criminal Justice, and Aerospace Management/Criminal Justice. The Sociology/Criminal Justice department also offers minors in Criminal Justice, Sociology, and Women & Gender Studies.

A major in Sociology ensures that each student is provided with a strong foundation in the basic principles, techniques of analysis, and theories for understanding and working with the important aspects of social life in the contemporary world. The program gives students an appreciation of their own social world, a broader understanding of different ways of life, and a more complete perspective of the world and their place in it. Courses focus on the study of the structure and changes of social life and relationships, and on contemporary issues in areas such as the family, crime, religion, race and ethnic relations, urban communities, aging, gender roles, and law. The program prepares students for careers in government employment, secondary teaching, social services, and research with agencies in industry, business and pre-law. It also enables students to work as data analysts, office managers, sales directors, labor managers, city planning directors, police officers, parks and recreation directors, community organizers, social workers, management consultants, advertising executives, and insurance agents. Supervised internships are available in community agencies and organizations to allow students to test their ideas about careers and examine the realities of a professional occupation.

A major in Sociology/Criminal Justice allows students to prepare for entry into any of hundreds of jobs available today. The curriculum provides an excellent background for becoming a police officer, crime scene investigator, probation and parole officer, or special agent for the FBI and other agencies. This major is a solid background for law school.

Students examine the areas of criminal law, prisons, court processes and procedures, the Constitution, and police procedures. An internship in one of the criminal justice agencies or departments allows students to experience for themselves what professionals do in these occupations.

A four-year program in Aerospace Management/Criminal Justice is also available to Averett students. This degree program is designed to qualify students for direct entry into careers in Criminal Justice that require pilot skills. Such careers include drug enforcement agents, government criminal justice agencies and FAA Investigators. The outline of the program requirements is found in the Aeronautics section of this catalog. Descriptions of the Sociology courses are found in the Sociology section of this catalog.

Students must attain at least a 2.0 grade point average in the major in order to graduate.

Requirements for a Major in Sociology

In addition to the general education requirements, the following courses are required:

	Semester Hours
MTH 160, Introduction to Statistics	3
SOC 101, Introduction to Sociology	3
SOC 401, Social Theory.....	3
SOC 440, Senior Seminar	3
SOC 470, Research Methods.....	3
Sociology Electives	15
	Total 30

Sample Four-Year Course Sequence for Sociology

Freshman Year:

SOC 101, Introduction to Sociology

Sophomore Year:

MTH 160, Introduction to Statistics
SOC Recommended Elective
SOC Recommended Elective

Junior Year:
 SOC Recommended Elective
 SOC 300-level Elective
 SOC 470, Research Methods

Senior Year:
 SOC 300-level Elective
 SOC 401, Social Theory
 SOC 440, Senior Seminar

Requirements for a Major in Sociology/Criminal Justice

In addition to the general education requirements, the following courses are required:

	Semester Hours
CRJ 301, Criminal Justice	3
SOC 216, Criminology	3
CRJ 387, Criminal Law	3
MTH 160, Introduction to Statistics	3
SOC 101, Introduction to Sociology	3
SOC 470, Research Methods.....	3
SOC/CRJ440, Senior Seminar or SOC/CRJ445, Internship	3
Sociology or Criminal Justice electives	<u>15</u>
	Total 36

A Sociology or Criminal Justice Research Project is required. This is a substantial research paper involving original research. SOC/CRJ 440 or SOC/CRJ 445 will meet these requirements. Also, an independent study with guidance by a full-time department faculty member with the goal of producing an original quantitative or qualitative research paper will meet this requirement.

Sample Four-Year Course Sequence for Sociology/Criminal Justice

Freshman Year:
 SOC 101, Introduction to Sociology

Sophomore Year:
 MTH 160, Introduction to Statistics
 CRJ 301, Criminal Justice
 SOC 216, Criminology
 SOC or CRJ Elective

Junior Year:
 CRJ 387, Criminal Law
 SOC or CRJ Elective
 SOC or CRJ Elective
 SOC 470, Research Methods

Senior Year:
 SOC or CRJ Elective
 SOC or CRJ Elective
 CRJ 440, Senior Seminar

Aerospace Management/Criminal Justice Program

The Bachelor of Arts or Bachelor of Science degree in Aerospace Management/Criminal Justice is a four-year program at Averett University and requires courses in Aeronautics and Criminal Justice. Specific course requirements for the program may be found in the Aeronautics section of this catalog.

Criminal Justice Minor

Students electing a minor in Criminal Justice must complete 18 semester hours as follows:

	Semester hours
CRJ301, Criminal Justice or SOC216, Criminology.....	3
CRJ Electives	<u>15</u>
	Total 18

Sociology Minor

Students electing a minor in Sociology must complete 18 semester hours as follows:

	Semester hours
SOC101, Introduction to Sociology	3
SOC Electives	6
SOC Electives (300+ or higher)	<u>9</u>
	Total 18

Courses of Instruction in Criminal Justice

CRJ 105 Crime Scene Investigation (3)
 Crime scene investigation methods are examined. Evidence about time of death, cause of death, and infliction of wounds is applied to cases. Autopsy evidence, poisons, body identification, firearms and blood spatter analysis is investigated. Offered fall semesters.

CRJ 301 Criminal Justice (3)
 An overview of the criminal justice system in the United States. Emphasis is placed on the profession of police officer and the problems encountered in crime scene analysis, police discretion, and relationships with the larger society. The workings of the courts are examined with reference to the roles of the attorneys, judges, and defendants. The basic problems of the prison system and possible alternatives are explored. Prerequisite: Sophomore status or above. Offered spring semesters.

CRJ 303 Community Corrections (3)
 An examination of the different community-based correction alternatives outside of jails and prisons. Emphasis is placed on probation and parole. Also examined are current treatment programs such as electric monitoring, house arrest, day-treatment, boot camp, and fines.

CRJ 304 Police in America (3)
 A course that examines the role of the police in American society. Topics include the history of the police, development of different police agencies, police discretion, police administration, police organizations, deadly force, and community policing. Offered spring semesters.

CRJ 318 Women and Crime (3)
 This course explores the intersection between women and the criminal justice system. We will examine the theories, patterns, and characteristics of women as offenders as well as women as victims. We will also study the intricacies of the women in the criminal justice system as workers (i.e. law enforcement officers, correction workers, and law makers).

CRJ 329 Drugs and Substance Abuse (SOC 329) (3)
 An examination of drugs and substance abuse in American society. The student will examine the social, physical, and mental effects that drugs have on the user, as well as the impact they have on the family and society. Major issues include addiction, recovery, treatment, rehabilitation, and relapse prevention. Offered spring semesters.

CRJ 340 Juvenile Delinquency and Justice (SOC 340) (3)

An examination of the causes of juvenile delinquency, sociological theory, and the responses of the legal system. The extent of juvenile delinquency, the organization of police, judicial, and correctional response to juvenile offenders, the legal developments in statutory and case law, and the future of this system are examined. Offered fall semesters.

CRJ 352 Criminal Investigation (3)

An overview of criminal investigation techniques with an emphasis on crime scene investigation and crime laboratory developments. Recent developments in the field include DNA research, trace physical evidence, fingerprint developments, and specific crime analysis techniques. Prerequisite: Sophomore status or above. Offered fall semesters.

CRJ 375 Corrections (SOC 375) (3)

A survey of prisons, jails, and correction alternatives in the United States. Topics include federal, state, and local correctional facilities, sentencing, the prison experience, community correctional programs, probation and parole. Prerequisite: SOC 101. Offered alternate years.

CRJ 387 Criminal Law (3)

An examination of the elements of criminal laws and the defenses associated with them. Specific crimes of murder, burglary, robbery, rape, traffic offenses, larceny, embezzlement, arson, and other crimes are discussed. Basic criminal procedure questions of search and seizure are examined. The new changes and trends in criminal law are discussed. Offered fall semesters.

CRJ 407 Courts and Trials (3)

A detailed examination of the courtroom procedures and the roles and responsibilities of the judge, the prosecutor, defendant, and police officer. Topics discussed include the structure of the courts, the steps in prosecution, the trial, and sentencing. Prerequisite: Sophomore status or above.

CRJ 440 Senior Seminar (3)

A capstone course for the major. The student will complete a project combining theory, research, and evaluation methods on a selected topic in the major. A portion of the course will be devoted to career development. Prerequisite or co-requisite: SOC 470. Offered spring semesters.

CRJ 445 Criminal Justice Internship (3)

A supervised work experience in a setting that requires the student to observe and participate in one field of criminal justice. The student uses the knowledge and skills acquired in the classroom and applies them within a criminal justice agency. Prerequisite: 2.0 cumulative grade point average and permission of instructor. Offered each semester, including summer.

CRJ 488 Criminal Procedure (3)

A course that examines the main criminal procedure law and search and seizure issues in modern criminal justice. The major procedures and laws that relate to upholding the criminal justice system, including the U. S. Constitution and federal and state legislation are examined. Court cases and legal analysis are applied to the reading of appellate court decisions.

Courses of Instruction in Sociology

SOC 101 Introduction to Sociology (3)

A scientific study of social behavior examining the topics of culture, socialization, social organization, social class, minority groups, social power and conflict, patterns of social interaction, the environment, and social change. Offered fall and spring semesters.

SOC 102 Social Problems (3)

An examination of the contemporary social problems of poverty, war, racism, sexism, domestic violence, and resource depletion. Theories of causation, cost, and possible solutions are discussed. Offered spring semester.

SOC 104 Elections and Current Events (3)

This course is designed to examine the structure of national, state, and local election activities. The social and economic forces underlying the election process will be studied along with the strategies used to achieve success.

Current events that affect social and political institutions around the country will be studied. Offered election years.

SOC 212 Death and Dying (REL 212) (3)

The goal of this course is to examine the phenomenon of death and dying within various cultural and religious contexts with the view of understanding how such perspectives inform our understanding of the end of life. This approach will survey the principles and perspectives of science and the humanities as they apply to the experience of death and dying. Numerous studies and instructional methodologies will be examined for the purpose of correcting stereotypes and myths concerning death and the reactions of people to death and dying. The course will pay particular attention to the phenomenon of death and dying through the lenses of social science and religion. Offered fall semester.

SOC 216 Criminology (3)

An examination of criminal behavior and crimes against society. The crimes surveyed include murder, burglary, robbery, fraud, embezzlement, confidence games, and business crimes. The course provides an analysis of the social and legal factors affecting the nature of crime and the development of social responses to it. Offered fall semester.

SOC 230 Cultural Anthropology (3)

A comparative study of cultures around the world. Emphasis is on the variations in marriage and kinship, religion and magic, the arts, language, and social systems of politics, stratification, and economics.

SOC 306 Marriage and the Family (3)

A study of courtship, marriage, and the family, focusing on the problems in these relationships and promoting self-understanding in dynamic relationships. Offered fall semesters.

SOC 309 Society and the Individual (3)

An examination of the individual in a changing society and the dynamic relationship between the person and society at large. Particular attention is paid to the topics of personality development, perception, symbolic communication, drug addiction, madness, social control, and deviant subcultures. Several theoretical perspectives are employed to analyze these topics.

SOC 317 Race and Ethnicity (3)

An examination of the racial and ethnic minority groups in our society with particular emphasis on the social construction of race, racial inequality, racial justice, and intersectionality. This course will prompt students to investigate issues of race in terms of social institutions, structural racism, immigration, and the intersection of race, class, and gender on racial inequality and racial justice. Prerequisite: SOC101. Offered spring semester.

SOC 318 Women and Crime (3)

This course explores the intersection between women and the criminal justice system. We will examine the theories, patterns, and characteristics of women as offenders as well as women as victims. We will also study the intricacies of the women in the criminal justice system as workers (i.e. law enforcement officers, correction workers, and law makers).

SOC 320 Urban Sociology (3)

An examination of the origin and development of the city and urbanization as a social phenomenon. The organization, functions, and problems of modern urban communities are examined with special emphasis on population growth and environmental decay. Prerequisite: SOC 101.

SOC 329 Drugs and Substance Abuse (CRJ 329) (3)

An examination of drugs and substance abuse in American society. The course examines the social, physical, and mental effects drugs have on the user, as well as the impact they have on the family and society. Major issues include addiction, recovery, treatment, rehabilitation, and relapse prevention. Offered spring semester.

SOC 332 Gender and Society (3)

This course will provide an in-depth examination into the basic sociological concepts and sociological perspectives on gender. The course uses history, theory, empirical research, and the media in order to examine the current gender system and the ways in which micro and macro level societal forces have changed the system of

gender over time and the way in which gender intersects with other areas of society such as culture, family, work, and education. Offered fall semester.

SOC 340 Juvenile Delinquency and Justice (CRJ 340) (3)

An examination of the causes of juvenile delinquency, sociological theory, and the responses of the legal system. The extent of juvenile delinquency, the organization of police, judicial, and correctional response to juvenile offenders, the legal developments in statutory and case law, and the future of this system are examined. Offered fall semester.

SOC 344 Sociology of Sport (3)

Many Americans participate in or are fans of sport, whether it is football, basketball, or any other sport; yet is being a sports fan as simple as “the love of the game?” Sociology finds it to be much more complex. This course will examine the study of sports using key concepts such as socialization, economics, gender, race, ethnicity, disability, the media, and the role of sport in society. Through the lens of sociology, students will be able to understand the larger role sports plays in our society and in their everyday lives.

SOC 365 Aging and Society (3)

An exploration of the characteristics, experiences, problems, and needs of older persons. Issues examined include population changes, health, physical changes, social psychological processes of aging, social policies for the aged, and community programs and services for older adults. Prerequisite: SOC 101.

SOC 375 Corrections (CRJ 375) (3)

A survey of prison, jail, and correction alternatives in the United States. Topics include federal, state, and local correctional facilities, sentencing, the prison experience, community correctional programs, probation, and parole. Prerequisite: SOC 216 or CRJ 301. Offered alternate years.

SOC 401 Social Theory (3)

A review of the growth and development of sociology, the major theories of symbolic interactionism, conflict, functionalism, and the fundamentals of theory construction. Prerequisites: SOC 101 and six additional hours in sociology. Offered spring semester.

SOC 440 Senior Seminar (3)

A capstone course for the major. The student will complete a project combining theory, research, and evaluation methods on a selected topic in the major. A portion of the course will be devoted to career development. Prerequisite or co-requisite: SOC 470. Offered fall semesters.

SOC 445 Internship (3)

A supervised work experience in a setting that requires the student to use sociological skills in a practical, applied program. A qualitative analysis and report are required. Prerequisite: 2.0 cumulative grade point average and permission of the instructor. Offered each semester, including summer.

SOC 470 Research Methods (3)

An examination of the methods sociologists use in gathering and evaluating scientific facts. Topics include surveys, participant observation, content analysis, questionnaire construction, and interviewing. Prerequisites: SOC 101 and six hours of sociology. Offered fall semester.

SPANISH (SPA)

Catherine O. Clark, Coordinator

Placement

All students with two or more years of high school credit, or transfers with college credit who intend to continue their study of Spanish at Averett, must take the placement exam. Those students whose records indicate successful completion of three or more years of Spanish within the past two years should, depending upon the results of the placement exam, expect to be placed in 203 or a higher level course.

Students may take the language placement exam online at their convenience, but should do so at least several days prior to Orientation/Registration. The exam and instructions are available in Canvas. Placement results will be provided immediately after the exam is completed and submitted.

Opportunities for study in countries where the Spanish language prevails are available, and arrangements may be made through the Office of Study Abroad.

Minor

A minor in Spanish is available to students who satisfactorily complete SPA 221, 222, 315, and any 300+ level Spanish course. Students must maintain a grade point average of at least 2.0 in the minor.

Major

A major in Modern Languages with a concentration in Spanish and a supporting program in French is available to students who satisfactorily complete the degree requirements. For details of the major please refer to the information on Modern Languages in the catalog. Student must maintain a grade point average of at least 2.5 in the major.

Pass/Fail Option

Elective Spanish courses may be taken Pass/Fail if they are not used to fulfill a general education requirement. For example, students who minor in French, who seek a B. A. degree or who choose a Spanish course to partially fulfill the Society component of the General Education Requirements may not choose the Pass/Fail option.

Courses of Instruction in Spanish

SPA 101, 102 Beginning Spanish I, II (4,4)

A course designed to help students learn functional tasks that permit them to use Spanish in appropriate, "real-life" situations. Special emphasis is placed on speaking and listening, followed by exercises to promote skill in reading and writing. This course is intended for students with fewer than two years of prior instruction in Spanish.

SPA 203 Intermediate Spanish (4)

This course develops cultural competence along with all four language skills: students develop listening and speaking proficiency using communication exercises, interactive projects, and film/music from the Spanish speaking world; they also enhance reading and writing skills using authentic Spanish language literary texts. This course includes review of basic grammar and a study of intermediate functional skills. Special emphasis is placed on the development of oral and comprehension skills with increasing cultural and historical knowledge of the Spanish and Hispanophone world. Prerequisite: SPA102 or departmental placement. Offered in the Fall.

SPA 211 Intermediate Spoken Spanish (1)

A course designed to provide additional practice in speaking for students enrolled in intermediate level courses. It is especially helpful to students new to Averett. Pass/Fail only, this course may be repeated once for credit. Prerequisite: SPA 102 or equivalent.

SPA 221 Conversation and Listening (3)
A course intended to help the intermediate-level student progress to an advanced level in speaking and listening proficiency. Video and audio materials, oral presentations, and contact with speakers outside the classroom setting enable students to improve their comprehension and conversation. Prerequisite: SPA 203 or departmental placement.

SPA 222 Advanced Writing and Grammar (3)
A course designed to help the intermediate level student progress to an advanced level of proficiency in written Spanish. Various activities allow the student to explore stylistic elements which affect the form and tone of the written word. The grammatical structures needed to perform particular written tasks are reviewed systematically. Prerequisite: SPA 203 or departmental placement.

SPA 315 Introduction to Hispanic Literature (3)
An introduction to works representative of the great Hispanic literary tradition. Examples of different literary genres will be studied in order to provide the student the greatest exposure. Activities and exercises are designed to develop students' awareness and appreciation of various styles and themes of literary works. Prerequisite: SPA 221 or 222, departmental placement, or permission of the department chair.

SPA 316 Culture and Civilization, Spain (3)
A course designed for the advanced-level student who wishes to explore and to understand better the relationship of history and cultural development in Spanish society. Historical periods and topics will vary. Prerequisite or co-requisite: SPA 222.

SPA 317 Culture and Civilization, Latin America (3)
A course designed for the advanced-level student who wishes to explore and to understand better the relationship of history and cultural development in Latin American societies. Historical periods and topics will vary. Prerequisite or co-requisite: SPA 222.

THEATRE (TH)

Richard Breen, Co-Chair
Jackie Finney, Co-Chair
Giuseppe Ritorto, Co-Chair

The Averett University Department of Theatre has dedicated itself to the teaching of the practice of theatre, in all of its aspects, and to the growth and development of this discipline in those students who have expressed an interest in the theatre arts. Students in the department bring with them a variety of backgrounds and experiences, both acting and technical, and it becomes the goal of the department to enhance those experiences into an ensemble effort, creating a sense of teamwork and mutual interdependence.

The Theatre Department supports the University's mission of developing students who communicate clearly, think critically, have a global perspective, and are lifelong learners by offering academic courses that fulfill the General Education requirements of the University. The department also recognizes, and strives to fulfill, its responsibilities as a cultural center for the University and the surrounding community by presenting a series of professionally-staged theatre productions throughout the school year.

Upon graduation each major should exhibit the skills and background necessary to enter successfully into a graduate program of study or into an entry-level professional position.

All theatre majors must complete a senior project prior to graduation. In addition, students must attain at least a 2.0 grade point average in the major in order to graduate.

Students within the Theatre Department can choose to receive a Bachelor of Arts in Theatre, Teaching Licensure in Theatre (PK-12), or English/Theatre. Students may also choose to receive a Bachelor of Fine Arts in the following concentrations: Acting, Design and Technical Theatre, Directing, or Musical Theatre.

Requirements for a Major in Theatre

In addition to the general education requirements for a Bachelor of Arts the following courses are required for a major in Theatre:

	Semester Hours
TH 101, Voice and Diction	3
TH 105, Introduction to the Theatre	3
TH 110, Theatre Practicum*	1
<i>*Must repeat for 4 total credit hours, may take up to 8 hours</i>	
Choose two of the following:	
TH 133, 233, 333, or 433, Acting I - IV	6
TH 220, History of the Theatre I.....	3
TH 221, History of the Theatre II.....	3
TH 251, Stagecraft I.....	3
TH 252, Stagecraft II.....	3
TH 340, Theatre Design	3
TH 401, Play Directing I.....	3
TH 410, Modern Drama	3
TH 414, Shakespeare.....	3
TH 462, Senior Seminar	3
TH Elective	3
TH Elective (300-400+ level).....	3
	Total 49

Requirements for a Major in Teacher Licensure in Theatre (PK – 12)

In addition to the general education requirements for a Bachelor of Arts the following courses are required for a major in Teacher Licensure in Theatre (PK – 12):

	Semester Hours
TH 101, Voice and Diction	3
TH 105, Introduction to the Theatre	3
TH 110, Theatre Practicum	4
TH 133, 233, 333, or 433, Acting I - IV	3
TH 205, Creative Dramatics	3
TH 210, Oral Interpretation of Literature	3
TH 220, History of the Theatre I	3
TH 221, History of the Theatre II	3
TH 251, Stagecraft I	3
TH 252, Stagecraft II	3
TH 340, Theatre Design	3
TH 401, Play Directing I	3
TH 402, Play Directing II	3
TH 410, Modern Drama	3
TH 414, Shakespeare	3
TH 440, Advanced Design	3
TH 462, Senior Seminar	3
Total Theatre Courses for Teacher Licensure (PK – 12):	49

Course descriptions for Professional & Field Courses for PK – 12 Licensure and additional requirements can be found in the Education section of this catalog.

The following education courses are required for students pursuing licensure:

	Semester Hours
ED 290, Foundations of Education	3
ED 322, Educational Psychology	3
ED 334, Content Area Reading	3
ED 378, Curriculum PK-6	2
ED 379, Teaching Assistant	1
ED 406, Instruction	3
ED 469, Classroom Mgmt & Positive Behavior	3
ED 474, Secondary/PK-12 Curriculum	2
ED 478, Teaching Assistant, PK-12	1
ED 479, Assessment of Learning	3
ED 489, Directed Teaching, PK-12	12
Total Prof. & Field Courses for Theatre: Teacher Licensure (PK – 12):	36

Requirements for a Major in English/Theatre

Students interested in pursuing graduate degrees in either or both fields may select the Bachelor of Arts degree in English/Theatre.

In addition to the general education requirements for a Bachelor of Arts degree, the following courses are required:

	Semester Hours
ENG 201, Major British Authors, through 18th Century	3
ENG 202, Major British Authors, 19th and 20th Centuries	3
ENG 205, Survey of American Literature to 1860	3
ENG 206, Survey of American Literature 1860 – 1970	3
ENG 210, Oral Interpretation of Literature	3
ENG 390, Origins and Structure of English	3

ENG 410, Modern Drama	3
ENG 414 / TH 414, Shakespeare	3
ENG 421, Teaching Composition	3
ENG 444, Literature for Children and Adolescents	3
English Elective.....	3
TH 101, Voice and Diction	3
TH 110, Theatre Practicum (must repeat for 3 hours credit).....	3
<i>Choose two of the following:</i>	
TH 133, 233, 333, or 433, Acting I - IV	6
TH 205, Creative Dramatics for the Classroom Teacher	3
TH 220, History of the Theatre I or TH 221, History of the Theatre II.....	3
TH 251, Stagecraft I.....	3
TH 252, Stagecraft II.....	3
TH 340, Theatre Design	3
TH 401, Play Directing I.....	3
Total 63	

Sample Four-Year Course Sequence for English/Theatre

Freshman Year:

- ENG 111, Introduction to Writing and Research
- ENG 112, Introduction to Literature
- TH 101, Voice and Diction **or**
- TH 220, History of the Theatre I **or**
- TH 221, History of the Theatre II
- TH 105, Introduction to the Theatre
- TH 110, Theatre Practicum
- TH 133, Acting I **or**
- TH 233, Acting II
- TH 251 Stagecraft I, **or**
- TH 252, Stagecraft II

Sophomore Year:

- ENG 201, Major British Authors, through 18th Century
- ENG 202, Major British Authors, 19th and 20th Centuries
- English Elective
- TH 101, Voice and Diction **or**
- TH 220, History of the Theatre I **or**
- TH 221, History of the Theatre II
- TH 110, Theatre Practicum
- TH 205, Creative Dramatics for the Classroom Teacher
- TH 233, Acting II **or**
- TH 333, Acting III
- TH 251 Stagecraft I, **or**
- TH 252, Stagecraft II

Junior Year:

- ENG 205, Survey of American Literature to 1860
- ENG 206, Survey of American Literature 1860 – 1970
- ENG 390, Origins and Structure of English
- ENG 414, Shakespeare **or**
- TH 410, Modern Drama
- TH 110, Theatre Practicum
- TH 340, Theatre Design
- TH 401, Play Directing I **or**
- TH 402, Play Directing II

Senior Year:

- ENG 414, Shakespeare **or**
- TH 410, Modern Drama
- ENG 421, Teaching Composition
- ENG 444, Literature for Children and Adolescents
- TH 333, Acting III **or**
- TH 340, Theatre Design **or**
- TH 433, Acting IV

Requirements for a Concentration in Acting

In addition to the general education requirements for a Bachelor of Fine Arts, the following courses are required for a concentration in Acting:

Theatre Core	Semester Hours
TH 106, Theatre Seminar*	0
<i>*Must enroll every semester</i>	
TH 105, Introduction to the Theatre	3
TH 110, Theatre Practicum*	1
<i>*Must repeat for 4 total credit hours, may take up to 8 hours</i>	
TH 133, Acting I	3
TH 220, History of the Theatre I	3
TH 221, History of the Theatre II	3
TH 251, Stagecraft I	3
TH 252, Stagecraft II	3
TH 340, Theatre Design	3
TH 401, Play Directing I	3
TH 414, Shakespeare	3
TH 462, Senior Seminar	3
Total Theatre Core (BFA Only):	34

Required Courses for Concentration in Acting	Semester Hours
TH 101, Voice and Diction	3
TH 222, New York Theatre	1
TH 233, Acting II	3
TH 333, Acting III	3
TH 402, Directing II	3
TH 410, Modern Drama	3
TH 433, Acting IV	3
Total Required Courses for BFA in Acting:	53

Requirements for a Concentration in Design and Technical Theatre

In addition to the general education requirements for a Bachelor of Fine Arts, the following courses are required for a concentration in Design and Technical Theatre:

Theatre Core	Semester Hours
TH 106, Theatre Seminar*	0
<i>*Must enroll every semester</i>	
TH 105, Introduction to the Theatre	3
TH 110, Theatre Practicum*	1
<i>*Must repeat for 4 total credit hours, may take up to 8 hours</i>	
TH 133, Acting I	3
TH 220, History of the Theatre I	3
TH 221, History of the Theatre II	3
TH 251, Stagecraft I	3
TH 252, Stagecraft II	3
TH 340, Theatre Design	3

TH 401, Play Directing I	3
TH 414. Shakespeare.....	3
TH 462, Senior Seminar	<u>3</u>
Total Theatre Core (BFA Only): 34	

Required Courses for Concentration in Design and Technical Theatre

	Semester Hours
TH 110, Theatre Practicum (must take 4 additional hours for concentration)	4
TH 209, Theatrical Makeup	3
<i>Choose two of the following:</i>	
TH 211, Props Making	3
TH 212, Costume Construction.....	3
TH 308, Costume Crafts.....	3
TH 309, Computer Aided Design.....	3
TH 342, Stage Management	3
TH340, Theatre Design	3
TH 440, Advanced Theatre Design.....	3
Total Required Courses for BFA in Design and Technical Theatre: 53	

Requirements for a Concentration in Directing

In addition to the general education requirements for a Bachelor of Fine Arts, the following courses are required for a concentration in Directing:

Theatre Core

	Semester Hours
TH 106, Theatre Seminar*	0
<i>*Must enroll every semester</i>	
TH 105, Introduction to the Theatre.....	3
TH 110, Theatre Practicum*	1
<i>*Must repeat for 4 total credit hours, may take up to 8 hours</i>	
TH 133, Acting I	3
TH 220, History of the Theatre I.....	3
TH 221, History of the Theatre II.....	3
TH 251, Stagecraft I.....	3
TH 252, Stagecraft II.....	3
TH 340, Theatre Design	3
TH 401, Play Directing I.....	3
TH 414. Shakespeare.....	3
TH 462, Senior Seminar	<u>3</u>
Total Theatre Core (BFA Only): 34	

Required Courses for Concentration in Directing

	Semester Hours
TH 222, New York Theatre.....	3
TH 233, Acting II	3
TH 333, Acting III.....	3
TH 402, Directing II.....	3
TH 410, Modern Drama	3
TH 403, Directing III.....	<u>3</u>
Total Required Courses for BFA in Directing: 50	

Requirements for a Concentration in Musical Theatre

In addition to the general education requirements for a Bachelor of Fine Arts, the following courses are required for a concentration in Musical Theatre:

Theatre Core

	Semester Hours
TH 106, Theatre Seminar*	0
<i>*Must enroll every semester</i>	
TH 105, Introduction to the Theatre	3
TH 110, Theatre Practicum*	1
<i>*Must repeat for 4 total credit hours, may take up to 8 hours</i>	
TH 133, Acting I	3
TH 220, History of the Theatre I.....	3
TH 221, History of the Theatre II.....	3
TH 251, Stagecraft I.....	3
TH 252, Stagecraft II.....	3
TH 340, Theatre Design	3
TH 401, Play Directing I.....	3
TH 414, Shakespeare.....	3
TH 462, Senior Seminar	<u>3</u>
Total Theatre Core (BFA Only): 34	

Required Courses for Concentration in Musical Theatre

	Semester Hours
TH 110, Theatre Practicum (must take 4 additional hours for concentration)	4
MUS 104, Fundamentals of Music.....	1
MUS 151 – 452, Individual Voice Lessons.....	6
MUS 161, Averett Singers	1
MUS 118, Class Piano I.....	1
MUS 218, Class Piano II.....	1
TH 207, Musical Theatre Lab	3
TH 208, Musical Theatre Dance	3
TH 306, Advanced Musical Theatre Dance	2
TH 408, Musical Theatre Dance IV	<u>2</u>
Total Required Courses for BFA in Design and Technical Theatre: 60	

Theatre Minor

Students electing a minor in Theatre must complete 18 semester hours from courses listed under Theatre, nine of which must be at the 300 or 400-level.

Students must maintain a grade point average of at least 2.0 in the minor.

Musical Theatre Minor

The following courses are required for a minor in musical theatre:

	Semester Hours
MUS 151, Applied Voice.....	2
MUS 161, Averett Singers	2
TH 111, Theatre Practicum in Musical Theatre	2
TH 207, Musical Theatre Lab	3
TH 208, Musical Theatre Dance	2
TH 305, History of Musical Theatre	3
TH 133, Acting I or TH 233, Acting II	3
<i>Choose three hours (3) from the following:</i>	
MUS 118, Class Piano for Beginners.....	1
MUS 251, Applied Voice.....	1-2
TH 133, Acting I or TH 233, Acting II	3

TH 306, Advanced Musical Theatre Dance	<u>2</u>
	Total 21

Courses of Instruction in Theatre

- TH 101 Voice and Diction** (3)
 A course designed to improve voice and diction. A study of the physiological structure of the vocal mechanism and an introduction to phonetics is made to give the student a basis for continuing improvement in breathing, relaxation, and presentation. This course strives for a beginning understanding of “Standard American English” with vocal work on monologues, reports, and exercises. Oral projects and lectures will be a part of the course.
- TH 103 Introduction to Human Communication** (3)
 The study of communication forms and contexts, including intrapersonal, interpersonal, and public. Emphasis on development of individual communicative competency in such areas as listening, reasoning, interviewing, small group, and nonverbal communication. Completion of ENG 111 is recommended as prerequisite.
- TH 105 Introduction to the Theatre** (3)
 A course designed to familiarize the student with structural forms and styles of dramatic literature from the classic to the contemporary period. The development of acting techniques, theatre architecture, methods of staging, and theatre terminologies are included. This course satisfies three hours of the Fine Arts requirement for General Education.
- TH 106 Theatre Seminar** (0)
 All Theatre Majors are required to attend weekly seminar meetings and present an audition and/or portfolio at least once per semester. Students will receive a Pass or Fail on their transcript for each semester of participation. Students may be exempted from attending the class due to other obligations only with the approval of the Theatre department chair. Students must enroll in TH 106 for each semester in which they are declared theatre majors. (offered fall and spring semesters)
- TH 110 Theatre Practicum** (1)
 A course designed to give credit for execution of major responsibility in theatre activities under faculty supervision. May be repeated up to eight times for credit. Prerequisite: Approval of TH faculty.
- TH 111 Practicum in Musical Theatre** (1)
 A course designed to give credit for execution of major responsibility in musical theatre activities under faculty supervision. May be repeated up to eight times for credit. Prerequisite: Approval of TH faculty.
- TH 133 Acting I** (3)
 A general introductory course in acting. The course involves exercises in voice, movement, improvisation, pantomime, text study, and some scene work. Open to all students. Alternate years.
- TH 205 Creative Dramatics for the Classroom Teacher** (3)
 A course of instruction in directing creative dramatics for children. Included are the study of psychological elements involved in group activity along with the means of stimulating growth of the imagination and the development of self-expression in children. Alternate years.
- TH 207 Musical Theatre Lab** (3)
 A course focused on the study of Musical Theatre Literature with an emphasis on performance.
- TH 208 Musical Theatre Dance** (2)
 A course designed to teach the fundamental dance technique and conditioning exercises for the Musical Theatre dancer. Dance combinations stressing steps and styles used historically in Musical Theatre productions will be taught.
- TH 209 Theatrical Makeup** (3)

Through lectures, practical assignments, and evaluations, students will receive a solid foundation in the application of stage makeup. They will also explore how an actor can use makeup as a tool to express character on stage. (offered fall or spring semester as needed).

TH 210 Oral Interpretation of Literature (ENG 210) (3)
A course designed to introduce the student to the oral communication of various forms of literature and to instruct the student in techniques of oral delivery. Regular performance in an informal atmosphere with constructive criticism by the instructor and fellow students makes up a major part of the course.

TH 211 Props Making (3)
An introduction to the techniques involved in fabricating and finishing props for theatrical productions. Proper drawing/drafting, labeling, and use of scale as well as the design and accumulation of performance props to accurately convey the playwright's intent's and director's vision is the emphasis of this course. (offered fall or spring semester as needed)

TH 212 Costume Construction (3)
Students will receive an introduction to the principles and techniques of costume construction. Topics covered will include shop organization, management, cutting, sewing techniques, and wardrobe maintenance. (offered alternate fall semesters or as needed)

TH 220 History of the Theatre I (3)
The study of theatre development from its beginning to the Renaissance. This course satisfies three hours of the Fine Arts requirement for General Education. Prerequisite: TH 105 or permission of instructor.

TH 221 History of the Theatre II (3)
The study of theatre development from the Renaissance to Ibsen. This course satisfies three hours of the Fine Arts requirement for General Education. Prerequisite: TH 105 or permission of instructor.

TH 233 Acting II (3)
A course that involves basic scene study, character work, and text analysis. The actor's work continues with the study of various techniques used in performance. Alternate years. Prerequisite: TH 133 or permission of instructor.

TH 251 Stagecraft I and Lab (3)
An introduction to the building and painting of scenery and to lighting mechanics, requiring approximately 45 laboratory hours per semester.

TH 252 Stagecraft II and Lab (3)
An introduction to the building and maintenance of costumes and to the application of makeup, requiring approximately 45 laboratory hours per semester.

TH 300 Public Speaking (3)
A course designed to build self-confidence in the student and to acquaint the student with the structural elements of various forms of public discourse working toward logical, coherent, and easy communication.

TH 305 History of American Musical Theatre (3)
A course focused on the study of the development of the American Musical Theatre as music and as theatre.

TH 306 Advanced Musical Theatre Dance (2)
This course is a continuation of the study of Musical Theatre Dance techniques, steps, and styles.

TH 308 Costume Crafts (3)
An introduction to the art and craft of costuming. Including but not limited to areas of millinery, and wig maintenance, and costume accessories. (offered alternate spring semesters or as needed)

TH 309 Computer Aided Design (3)

This course will introduce different computer programs used in the theatrical design process. Some examples of programs that might be used are Auto Cad, Sketch up, Photoshop, and Vector Works. (offered as needed)

TH 320 Church Drama (3)

A study of all aspects of theatrical productions to be produced in churches, including the process of analysis and interpretation, directing, designing of scenery, costuming, and makeup.

TH 333 Acting III (3)

An advanced acting class focusing on how an actor approaches Period styles and movement. Intensive scene study and monologues from the Greek Classics to Modern Drama. Prerequisite: TH 233 or permission of instructor.

TH 340 Theatre Design (3)

A course tailored to the individual needs of beginning design students; the focus will be on scenery, costumes, lighting, or sound design. May be repeated for a maximum of nine semester hours.

TH 342 Stage Management (3)

An introductory course involving the fundamental principles of stage management. This course is a practical guide to all phases of production management, stage management, and front-of-the-house operations. The course includes techniques and devices for effective backstage operations, and covers all aspects of stage management from pre-production through the final performance.

TH 401 Play Directing I (3)

An introduction to creative and aesthetic challenges faced by the director and how they are solved. Included is an examination of the director's relationship to the text, the design team, and the actor. This approach is both theatrical and practical involving reasoning, analysis, research, rehearsal observation, exercises, and papers. Alternate years. Prerequisite: TH 333 or permission of instructor.

TH 402 Play Directing II (3)

An advanced study of the method of analysis, interpretation, and blocking of a play. This is the practical application of directorial methods learned. Extensive research including script analysis and interpretation, establishing atmosphere, developing character relationships, pace and tempo in scene work is a part of the student's study. Working with designers and producers is also researched. Exercises and lectures culminate in a polished production of a one-act play. Alternate years. Prerequisite: TH 401 or permission of instructor.

TH 403 Directing III (3)

An in depth study of the Director's role as leader of the production while working in different production venues. Work in Proscenium, Thrust, and Arena spaces will be covered. (offered alternate spring semesters or as needed)

TH 408 Musical Theatre Dance (2)

This advanced dance class is designed with an emphasis on preparing the Musical Theatre performer for professional dance auditions. Prerequisite is TH208 and TH306. (offered as needed).

TH 410 Modern Drama (ENG 410) (3)

Development of drama from Ibsen to today, including American, European, and Third World playwrights. Prerequisites: ENG 111, 112, and one other literature course. Alternate years.

TH 414 Shakespeare (ENG 414) (3)

The study of representative comedies, histories, and tragedies, showing Shakespeare's practice in each type, the development of his art and craftsmanship as poet and dramatist, and the progress of his thought and style. Introduction to Shakespeare's world and theatre. Prerequisites: ENG 111, 112, and one other Literature course. Alternate years.

TH 433 Acting IV (3)

A concentrated study in script and character analysis. Extensive scene work and improvisation is used to develop good acting techniques. Prerequisite: TH 333.

TH 440 Advanced Design (3)

A course tailored to the individual needs of advanced design students; the focus will be on scenery, costumes, lighting, or sound design. May be repeated for a maximum of 9 hours. Prerequisite: TH 340 or permission of instructor.

TH 445 Internship (credit hours contingent upon responsibilities) (3-9)

An internship with a professional theatre company which is approved by the theatre faculty. This course allows the student to gain practical work experience in his/her chosen field. Prerequisite: Permission of theatre faculty.

TH 462 Senior Seminar (3)

A capstone course for the theatre major. The student, in collaboration with the theatre faculty will complete an assigned project from concept to performance. The student is required to keep a journal of the process, write a research paper on the project, and complete a self-evaluation after the project is completed.

WOMEN'S AND GENDER STUDIES (WGS)

Adrienne Brune, Coordinator

The Women's and Gender Studies Program critically examines the place of women and gender in culture and society. It is an interdisciplinary program that combines the analytic tools from different disciplines, incorporating both practical and theoretical approaches to understanding the role of gender in our lives. Women's issues and gender issues encompass and modify all areas of knowledge; subjects like race, class, and sexuality are crucial aspects of the WGS experience, so the WGS Program is multicultural as well as interdisciplinary. Course offerings also provide students with opportunities to integrate experiences from a variety of different fields of study. The WGS minor provides an education in gender issues that responds to an increasing demand for such expertise in many professions and offers strong preparation for further study in a variety of postgraduate fields and job markets. WGS courses offer students a strong foundation for involvement in social justice issues. The Women's and Gender Studies minor is open to all undergraduates enrolled at Averett University.

Women's and Gender Studies Minor

Students electing a minor in WGS must complete 18 semester hours as follows:

Minor Courses	Semester Hours
WGS 200, Introduction to Women's and Gender Studies.....	3
WGS 309: Women in Literature.....	3
WGS 332: Gender Roles in Society	3
WGS Electives	9
	Total 18

No more than two electives may be taken for WGS credit from any single department. At least 9 of the 12 elective hours must be at the 300-400 level.

Research Project:

Students must include some specialized research and/or an internship as part of their WGS minor. They may do so by completing a Capstone or Senior Seminar course in their respective majors; however, a WGS critical lens must be applied to the research project or internship to receive WGS credit. The WGS Director and faculty member overseeing the student's research in his or her major would need to approve the approach. A syllabi for the Capstone or Seminar course will be created and overseen by the mentoring faculty member and a copy of it provided to the WGS Director in advance of the start of the student's research.

If the student wishes for an internship to satisfy a requirement in the major or a general education requirement, significant attention must still be paid to having a WGS component of the project. The student must obtain written approval in advance from the WGS Director and the professor teaching/overseeing the non-WGS requirement the student wishes to satisfy.

Upon completion of the WGS minor, students should be able to:

- Recognize how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically;
- Understand connections between gender and power in a global context;
- Examine gender roles from multiple perspectives and disciplines;
- Evaluate feminist critical scholarship and methodologies;
- Analyze the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.);
- Develop abilities and skills to deal positively and effectively with gender issues;
- Appreciate the ethical and social justice dimensions and implications of the study of gender.

Assessment of Minor:

In order to ensure integrity of the WGS minor, student mastery of these skills and content areas must be demonstrated beyond simply passing WGS listed classes. Therefore, students must submit a WGS Portfolio to the WGS Director. The Portfolio must consist of three essays of no less than 5 pages (not including works cited), each

written for at least three different WGS classes, the research project from WGS309, and a 1,500-2,000 word self-reflective essay must introduce the Portfolio. It will be submitted by each student upon the completion of minor coursework and no later than the eighth week of his or her final semester.

Courses of Instruction

WGS 200 Introduction to Women's and Gender Studies (3)

This course provides an introduction to the dynamic, interdisciplinary field of Women's and Gender Studies. By incorporating both contemporary and historical feminist material, the class will explore various definitions, movements, theories, applications, debates, intersections, waves, practices, contradictions and critical issues embedded within feminist and gender focused discourses.

WGS 309 Women and Literature (3)

This course introduces students to representative works by and about women from historical, social, and literary perspectives. Students read different literary forms and identify motifs, themes, and patterns in that literature. Additionally, students learn historical, philosophical, religious, and cultural information to help increase understanding and appreciation of the works in context of Gender Studies generally. Projects will be completed throughout the course that help students explore and apply how gender roles develop and change.

WGS 311 Caribbean Literature and Culture (AFAM / ENG 311) (3)

The Caribbean region, which has produced two Literature Nobel laureates in the last two decades, boasts a rich multi-ethnic, multicultural background that originated in all parts of the globe - its people are the descendants of native populations, European settlers, African slaves, and Asian indentured servants, among others. The texts of this course examine the history and evolution of the region through literature, primarily, but also through music, theatre, and food (performances and recipe demonstrations/tastings may be involved). Certain texts, furthermore, will explore the complicated relationship between Caribbean peoples and those of the North American mainland, including when and how those identities overlap. Works written in languages other than English, roughly half the reading list, will be read in translation.

WGS 313 Francophone Women Writers (AFAM / FR 313) (3)

This course will address issues of gender as well as race and class in a selection of works written in French by women of different historical periods and geographical areas. This course aims to acquaint the students with the lives and works of influential women writers in the history of francophone culture and literature. In the context of this course the term "Francophone women writers" is used broadly to mean women who have written in French and who have identified with French culture and intellectual life. We will examine the various aspects of literature produced by women from the Middle Ages to the present (ranging from Madame de Lafayette, Simone de Beauvoir, Marguerite Duras, Colette, and Maryse Conde). Students will engage with literature (fiction and nonfiction) from France as well as North Africa, Vietnam, and the Caribbean, interrogating the ways in which gender intersects with race, and all the complexities of "La Francophonie."

WGS 314 Women in the Biblical World (REL 313) (3)

A study of women's roles in ancient Near Eastern, Israelite, Jewish, and Christian societies. By examining selected biblical, non-biblical, and archaeological materials, students will reconstruct the status and position of women in these cultures. Learners will be exposed to a variety of comparative material that will enable them to think critically about traditional perspectives on women's roles.

WGS 318 Women and Crime (3)

This course explores the intersection between women and the criminal justice system. We will examine the theories, patterns, and characteristics of women as offenders as well as women as victims. We will also study the intricacies of the women in the criminal justice system as workers (i.e. law enforcement officers, correction workers, and law makers).

WGS 332 Gender Roles in Society (3)

This course will provide an in-depth examination into the basic sociological concepts and sociological perspectives on gender. The course uses history, theory, empirical research, and the media in order to examine the current gender system and the ways in which micro and macro level societal forces have changed the system of gender over time and the way in which gender intersects with other areas of society such as culture, family, work, and education. Offered fall semester.

CAMPUS SERVICES AND RESOURCES

Averett Central

Located through the Main Hall entrance off Woodland Drive, this one-stop-shop was designed to better serve students in accomplishing the "business" of being a student. This space houses the Registrar's Office, Student Accounts, and Financial Aid Services all together in one central location. Averett Central also offers the students the opportunity to learn about local businesses, restaurants and events in the Danville area. This centralized service center is a point of contact for assistance and problem resolution, and a place where students can go to find a friendly face whose sole purpose is to help. Averett Central's staff can be reached by calling 434-791-5600 or emailing averettcentral@averett.edu.

Bookstore

Textbooks and classroom supplies, as well as drinks & snacks, school spirit clothing and gifts, and residence hall supplies (toothpaste, deodorant, etc.) may be purchased from the Averett Bookstore. All Averett students with a current student ID/access card are able to charge books and school supplies to their Tuition Account for the first week of fall, spring or summer semesters. These charges are added to the student's account at the end of that period and can be paid through the Cashier's Office. Bookstore Gift Cards are available. More information about the Bookstore and services provided can be found on their website (<https://www.bkstr.com/averettstore/home/en>).

Campus Mail

All students living in on campus housing (Averett Commons, Bishop Hall, Danville Hall, Davenport Hall, Fugate Hall, Main Hall, and Mountain View Apartments) receive mail at the Mail Room on the lower level of Main Hall. Each student is assigned a mailbox at the beginning of his or her time at Averett. Keys will be issued from the mailroom and must be returned at the end of each academic year. A \$50.00 fee will be charged for all unreturned keys.

All packages are picked up at the Mail Room in Main Hall. The Mail Room is open to students from 8:30-4:30. Deliveries and pick-ups are done throughout the day; therefore, limiting open door hours. Contact the Mail Room at 791-5782 for any postal and UPS questions.

All correspondence to students must include their mailbox number to ensure delivery. This is an example of how mail should be addressed to Averett Students:

Student Name
Averett University
420 West Main Street
Box # XXX
Danville, VA 24541

Campus Safety and Security

The Averett University Security staff is comprised of a Chief of Safety and Security and a number of trained security officers. Security officers are on duty around the clock, 365 days a year, and can be reached at 791-5888 (or ext. 1-5888). They patrol the campus checking for problems and making sure that all campus outside doors are locked according to a specific schedule. In addition to the Security staff, each residence hall or complex is staffed with a professional staff member serving as a Building Director who supervises the resident assistants living on each floor of the building or complex. These staff members work with Security, informing them of any situations that require immediate attention.

Dining Services (<https://averett.campusdish.com/>)

All residential students are required to select a meal plan. A variety of meal plan options are available to meet the dining needs of our students. Meal plans may be changed during the drop/add period for classes at the beginning of each semester. At the conclusion of the drop/add period your meal plan selection becomes final and may not be changed except in the case of extraordinary circumstance. The Meal plan period ends on the last day of exams each semester. Students who come to campus early and or need to stay late may have to pay out of pocket for meals outside the meal plan period.

- **Plan A: Unlimited Meals** – For students who make eating a social event. This plan is ideal for students who eat at least three meals a day during the week, brunch and dinner on weekends plus an occasional snack in between. IDs must be swiped each time the student enters the café and because they have unlimited meals students with this plan are not allowed to use their plan to allow guests entry into the café.

- **Plan B: 14 Block** (210 meals/semester) – Students who have a medium appetite might do well with this plan. Students can enjoy approximately 15 meals per week on campus. This plan gives students the opportunity to supplement their café meals with a meal from our other campus eatery or enjoy one of the many restaurant options convenient to campus.
- **Plan C: 7 Block** (105 meals/semester) – This plan is for moderate eaters. Students who tend to eat one meal every day and the occasional snack, or plan to take most of their meals off campus, will find this plan suits their needs.

A variety of dining options are available to the Averett community:

The Cougar Den

Located on the third floor of the Student Center, this is the main dining hall serving the campus and features all-you-care-to-eat dining for breakfast, lunch, and dinner during the week, and brunch and dinner on the weekends. The Cougar Den is a dine-in facility only that does not offer to-go or take away options. Café service items and food should not be removed from the premises without prior written authorization from the café management.

Students who are unable to attend the dining hall during regular service hours due to class conflicts can arrange a take away meal option by asking their department head to communicate with management the need to provide the take away meal and reason why the student is unable to attend the dining hall during regular service hours.

Upon entering the café, you must present their Averett ID card to the cashier who will deduct the meal from your account. Once entered, the café is all-you-care-to-eat for the period of your visit. Should you leave the dining hall and wish to re-enter at a later time, you must present your Averett ID card again and another meal will be deducted from your plan.

A current Averett ID card is required for usage of your meal plan. Should you forget to bring your card you will be asked to pay the public door rate before being allowed entry.

Jut's Café

An alternative to the main Café, Jut's offers alternative dining options throughout the day and evening. Featuring a full service coffee bar offering Starbucks coffee and coffee drinks, Jut's Café also offers grab-and-go salads and sandwiches; so whether looking for a full meal or just a quick stop for a drink, Jut's is the place to go.

Jut's Market

Recently expanded, the Market within Jut's Café offers students a small convenience store right on the AU campus. Located on the lower level of the Student Center, students can find an assortment of toiletries, along with a wide variety of beverages and food items in a retail setting, perfect for a quick grab while running between classes.

Bonus Bucks

To provide more dining options all meal plans include “bonus bucks” that can be used like cash in Jut's Café, the Market, or the Cougar Den. Bonus Bucks are a declining balance added to student's ID cards that allows the use of one card for all meal purchases. Extra Bonus Bucks cannot be added to meal plan accounts. Any unused Bonus Bucks at the conclusion of the fall semester will automatically roll over into the spring semester, but at the conclusion of the spring semester, any unused Bonus Bucks are forfeited.

Personal Decline Accounts

Each student can choose to add a personal decline account to his or her Averett ID card. The personal decline funds are added dollar for dollar and can be used like cash in Jut's Café, the Market, or the Cougar Den. Personal Decline Account funds can be added at any time during the semester and will roll over from semester to semester until graduation or active enrollment at Averett ends at which time any unused funds are refunded to the individual. To add a personal decline account to your card, please make the request and payment at Averett Central who will then communicate with dining to add the additional funds to your card.

Meal plans may be changed during the add/drop period for classes at the beginning of each semester. Meal plan meals “run out” at the end of each semester. Bonus Bucks carry over from the fall semester to the spring semester.

STUDENT LIFE POLICIES AND RESOURCES

In addition to the catalog, other policies and procedures exist that aim to create a safe, diverse, and intellectual community for all students to enjoy during their time at Averett. The [2023 - 2024 Student Handbook and Resource Guide](#) serves as a guide for all students and provides access to important policies, programs, services, and resources accessible to all undergraduate students. Some policies and resources are specific to undergraduate students enrolled in the residential on campus program in Danville.

FINANCIAL INFORMATION

A college education represents a substantial monetary investment by the student and/or parents. Yet the tuition and fees charged by Averett University cover only a part of the full cost of instruction and services. Substantial contributions to the university by alumni, trustees, friends, businesses and industries, and other sources help to subsidize the education of every student at Averett.

Tuition and Fees for 2023 - 2024

All tuition and fees are subject to change, without notice, by the Averett University Board of Trustees. Additional fees may apply depending on each student's degree, program, or classes. Students are encouraged to reach out to the Student Financial Services department if they have any questions or concerns as it relates to tuition and fees.

TUITION AND FEES (ACADEMIC YEAR 2023 – 2024)		
TRADITIONAL STUDENTS	Per Semester	Per Year
Full-Time Undergraduate... 12-18 Student Credit Hours (SCH)	\$19,200	\$38,400
Part-Time and other tuition fees		
Part-time Undergraduate... less than 12... per SCH	\$1,200	
Hours over 18 SCH extra charge... per SCH	\$1,200	
Traditional student taking independent study-extra charge per SCH	\$90	
Audit (non credit)... per SCH	\$770	
ROOM		
	Per Semester	Per Year
Tier 4 – Averett Commons, Doubles	\$4,160	\$8,320
Tier 4 – Averett Commons, Singles	\$4,800	\$9,600
Tier 3 – 3 rd and 4 th Main and Fugate, Triples	\$3,590	\$7,180
Tier 3 – 3 rd and 4 th Main and Fugate, Doubles	\$3,970	\$7,940
Tier 3 – 3 rd and 4 th Main and Fugate, Singles	\$4,590	\$9,180
Tier 3 – 3 rd and 4 th Main and Fugate, Private	\$7,930	\$15,860
Tier 2 – Danville, Davenport, and Bishop, Triples	\$3,200	\$6,400
Tier 2 – Danville, Davenport, and Bishop, Doubles	\$3,590	\$7,180
Tier 2 – Danville, Davenport, and Bishop Singles	\$4,370	\$8,740
Tier 2 – Danville, Davenport, and Bishop, Private	\$7,190	\$14,380
Summer Housing (per session) *	\$575	
*This charge is for non-Aviation students. Aviation students remaining on campus for the summer months will be charged \$100/week		
MEAL PLANS		
	Per Semester	Per Year
Unlimited Meal with \$25 Bonus Bucks*	\$2,200	\$4,400
14 Meal (210 Block) with \$50 Bonus Bucks*	\$1,750	\$3,500
07 Meal (105 Block) with \$75 Bonus Bucks*	\$1,380	\$2,760
*Bonus Bucks are for the Snack Bar/ Coffee Shop only		

TUITION AND FEES (ACADEMIC YEAR 2023 – 2024)		
TRADITIONAL SUMMER COST		
Summer Tuition Per SCH	\$350	
SENIOR CITIZEN RATES		
Age 55 and over... Audit (non-credit)... per class	\$125	
Part-time for credit per SCH (Age 55 and over)	\$390	
<i>Additional fees may apply</i>		
MISCELLANEOUS FEES		
	Per Semester	Per Year
Student Accident & Sickness Insurance... per academic year		\$2,750
Mandatory Student Accident Only Insurance... per academic year		\$190
Technology Fee Full-Time students... per semester	\$75	
Health Service Fee	\$50	\$100
Technology Fee Part-Time students... per semester	\$35	
Technology Fee Special Students... per semester	\$35	
Technology Fee Non-Degree seeking... per semester	\$20	
Books - estimated each semester	\$500	
Payment Plan Fee - each semester	\$60	
Commencement Fee	\$125	
Late Payment Fee... per occurrence	\$75	
Late Registration Fee... per occurrence	\$50	
Non-Sufficient Funds Fee... per occurrence	\$100	
Late Room Cancellation Fee... for cancellation after June 1	\$325	
LAB FEES		
Aviation Fees	TBD	
Equestrian Fees	TBD	
Art Lab Fees... Special trips will have their own fees	\$45-75	
Biology Lab Fees	\$55-75	
Chemistry Lab Fees	\$55-85	
Education Student Teaching Lab Fees	\$200-300	
Health Lab Fees	\$55	
Music Lab Fees	\$125-250	
Nursing Lab Fees	\$50-1200	
Physical Education Lab Fees	\$50-100	
Physical Science Lab Fees	\$55-65	
Theatre Lab Fees	\$40-900	
DEPOSITS		
Admission Deposit Residential Student (\$150 held as room deposit)	\$300	
Admission Deposit Commuter Student (applied to tuition account)	\$300	
Adm. Deposit International Student (\$150 for room if residential student)	\$1500	
Room deposit for current students moving on campus	\$150	
AVERETT ONLINE TUITION (BILLED PER SCH)		
	Per Semester	Per Year
BBA... per SCH	\$480	
BAS... per SCH	\$480	

BCRJ... per SCH	\$480	
ASBN... per SCH – additional nursing fees will apply	\$950	
MACC... per SCH	\$565	
MBA... per SCH	\$655	
MED... per SCH	\$530	
MSADA... per SCH	\$655	
MSAHA... per SCH	\$655	
MSN... per SCH – additional nursing fees will apply	\$695	
MSCRJ... per SCH	\$555	
Non-Degree Seeking... per SCH	\$480	
Resource Fee - August, January and May starts -except for the ABSN program	\$150	
Resource Fee – October, March and June starts – except for the ABSN program	\$75	

Library Fines: Students must pay fines for the late return of library books and are liable for damage to or loss of books.

Financial Policy

Payment Schedules

Tuition and fees and all other university costs are due and payable at or before the beginning of each academic session. To assist families, the University makes available the Cougar Payment Plan. The plan offers traditional students the option of paying their tuition and fee bill in three installments rather than one lump sum. Details about the Cougar Payment Plan can be found on the Averett website.

Unpaid Accounts

All accounts, including library and parking fines, bookstore charges and damage assessments, must be paid prior to registration for a subsequent term. Graduation and issuance of diplomas, transcripts, or course grades will be denied if accounts are not paid in full. A late payment penalty of \$75.00 will be added to each bill if not paid by the end of the published drop/add period in each term, and a subsequent \$75.00 late payment charge will be added at the end of each month. Should a student leave Averett University with an account due, all attorney's fees and other reasonable collection costs and charges necessary for collection will also be assessed.

Any student entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment or Chapter 33, Post-9/11 GI Bill® Benefits will not receive a penalty for any institutional financial requirements in the event the student is unable to meet their financial obligations due to the delayed disbursements funding from the VA under Chapter 31 or 33. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

There are no additional requirements that will be implemented by the University in regards to the Section 103 policy. No deadlines will be implemented to the affected student(s) under this situation. If the student(s) are not able to provide a new COE a call will be placed by the School Certifying Official to the SCO hotline to verify student(s) entitlement.

If a student's COE shows that they are not 100%, a copy of the most recent COE must be received showing the benefit percentage 2 weeks prior to beginning the course. Students are also required to make satisfactory payment arrangements 2 weeks prior to starting the course with the Student Accounts department.

Crediting of Financial Aid

Financial aid from any source administered by Averett University is credited to the student's account with one-half being awarded each semester. The student or family is responsible for the difference between actual charges and the semester amount of financial aid.

Crediting of Financial Aid for Online Students

Federal financial aid is applied to a student's Averett account twice per term, depending on when the student starts their program. The total amount awarded is split into four equal disbursements, except for summer. The student or family is responsible for the difference between actual charges and the semester amount of financial aid.

Withdrawal Adjustment Policy

Registration at the University is considered a contract binding the student and/or his/her parents for charges for the entire semester. The university makes a number of financial commitments based on enrollment at the conclusion of registration. Many of these commitments do not change even if students subsequently withdraw. However, in order to accommodate those exceptional situations which require withdrawal, the university will allow refunds to students who follow the official procedures for withdrawing from the university. Scholarships and other financial aid will be prorated in accordance with appropriate regulations and a separate refund schedule.

Any claims for refunds will be based on the date of last day in class. Refunds are computed on total charges for tuition and fees.

Withdrawal Procedure

Non-attendance of class does not constitute withdrawal. Any student who withdraws from the university, regardless of the reason, must see the Director of Student Success and complete the withdrawal process. Failure to officially withdraw will result in academic penalties. Upon withdrawal from the university, the student's identification card must be surrendered to the Director of Student Success.

Tuition Adjustments

Adjustments are computed on total charges for tuition and fees. The official withdrawal date assigned by the Director of Student Success will be used in calculating all refunds.

Traditional Semester Withdrawal Policy for Tuition

<u>If Student Withdraws</u>	<u>Fall 2023 dates</u>	<u>Spring 2024 dates</u>	<u>Tuition Refund</u>
On or before the first day of classes	08/16/23	01/10/24	100%
On or before	08/24/23	01/17/24	75%
On or before	08/30/23	01/24/24	50%
On or before	09/06/23	01/31/24	25%
On or before	09/13/23	02/07/24	25%
	After 09/14/23	After 02/08/24	0%

Last day to withdraw with a "W" is September 14, 2023 for the Fall 2023 semester and March 18, 2024 for the Spring 2024 term.

If changes are made and the student is still taking at least 12 hours, there will be no adjustments in the full-time tuition rate.

Averett Online Students and Summer Term Traditional Withdrawal Policies:

Period	Transcript Code	Calendar Days	Tuition Charge
Drop Period	Not on Transcript	Day 1 to Day 3	0%
W Period	W	Day 4 to Day 10	40%
WP/WF Period* (<i>Fall 2023 only</i>)	WP or WF	Day 11 to Day 20	100%
W Period (<i>beginning Spring 2024</i>)	W	Day 11 to Day 28	100%
Circumstance beyond a student's control	WN	Day 4+	0%, if approved

*Excludes courses which are two weeks in length.

Refund of Room and Board

There is no refund of room and board charges for the semester after the official end of the drop/add period.

Refund of Fees

Normally there is no refund of fees. An exception is made for fees assessed in the aviation program. The Ground School fees are refunded according to the same schedule as tuition. Flight Course fee refunds are prorated based on time incurred; however, there is a penalty of 10 percent of the unused fee assessed for those who withdraw after the last day to add a class.

Financial Assistance

Averett has an extensive program of financial assistance, which serves to recognize academic achievement as well as the special financial needs of individual students. Each application for financial assistance is carefully reviewed and a package of aid is developed which will typically include a variety of types and sources of aid.

Federal regulations forbid federal financial aid to be given to any student who fails to maintain satisfactory progress. The definition of satisfactory progress involves both grade point average and the number of semester hours earned. The full policy regarding satisfactory progress can be found at <https://www.averett.edu/financial-aid/financial-services/consumer-information-right-to-know/>.

Procedure for Applying for Financial Aid

Application for financial assistance must be filed each year. Therefore, upperclassmen that wish to apply for financial assistance should proceed as follows before April 1: Complete the Renewal Free Application for Federal Student Aid sent to you by the Federal processor if you applied the previous year. If you did not apply the previous year, complete the Free Application for Federal Student Aid. The form is in the Financial Aid Office or you can apply electronically at <http://www.fafsa.ed.gov>.

Financial aid applicants who are residents of the state of Virginia must also apply for the Virginia Tuition Assistance Grant.

Financial Aid Appeals

Financial aid appeals can be made in writing to the Scholarship Committee, Averett Financial Aid Office. The decision of the Scholarship Committee is final.

Scholarships and Grants

Traditional Students

Merit Scholarships and Need-Based Grants are offered to students as part of the **undergraduate admissions process**. These awards assume that students will maintain continuous full-time enrollment and are only valid for the number of terms normally required to earn an undergraduate degree. The scholarship amounts are set as part of the admissions process and are not increased during the student's enrollment at Averett.

If a scholarship is renewable and the student maintains the required Satisfactory Academic Progress standards, the scholarship will be renewed automatically. They are not available during the summer.

The University reserves the right to cancel or reduce the scholarship of any student found guilty of disciplinary or honor code violations.

Merit Scholarships (incoming First-Time Freshmen/Transfers)

First-Time Freshmen	Transfers
Presidential Scholarship – \$20,000 This merit-based scholarship is awarded to students who have displayed very strong academics as well as extracurricular activities and is renewable on an annual basis. Students must maintain a 2.5 GPA to receive this scholarship.	\$16,000 – 3.4 & above
Dean's Scholarship – \$19,000 This merit-based scholarship is awarded to students with strong college preparatory coursework and is renewable on annual basis.	\$15,000 – 3.0-3.99
Founders Scholarship – \$17,000 This merit-based scholarship is awarded to students recognizing their quality academic preparation and is renewable on an annual basis.	\$14,000 – 2.5-2.99
Horizon Scholarship – \$12,000 This merit-based scholarship is based on an evaluation of academic performance and is renewable on an annual basis.	\$8,000 – 2.0-2.49
Discover Scholarship – \$3,000 This merit-based scholarship is based on an evaluation of academic performance and is renewable on an annual basis.	

Averett University Assistance Grant

Full-time undergraduate students with proven financial need who complete and submit the FAFSA application maybe eligible.

Phi Theta Kappa Scholarship

Scholarships in the amount of \$2,000 are awarded to community college students who are members of Phi Theta Kappa. Students must be enrolled in a Traditional Program. Scholarships may be renewed with a cumulative grade point average of a 3.0 or above.

Ministerial Tuition Discounts

Full-time students who are sons or daughters of ministers or students preparing for church-related vocations are eligible for this renewable award. Amount: \$1,000 (resident students), \$500 (commuters).

Graduate of Merit Scholarship

Pittsylvania County Graduates of Merit may qualify for a \$500 annual scholarship. To learn more about the Pittsylvania County Graduate of Merit program visit PSCB Graduate of Merit Program at <https://www.pcs.k12.va.us/>

Private Scholarships

Scholarships are awarded based on criteria such as academic achievement, citizenship, degree program, or special skills and talents. Students will be automatically considered for all privately endowed Averett Scholarships. The Financial Services Office will award private scholarships based on the student's admission and enrollment information. **An application is not required** as selections for the private scholarships are based on matching the criteria of the scholarship with the recipient. [Preview our private scholarship list.](#)

National Bonner Leader Scholarship

High school seniors with a heart for service are invited to apply for the nationally-acclaimed four-year leadership program. If accepted, National Bonner Leaders receive a \$1,200 annual stipend, which may or may not include federal work study and will receive a \$1000 tuition grant. More information about this prestigious leadership position is available by contacting April Love-Loveless, Director of Bonner Leaders at Averett University at alove@averett.edu.

Federal Grants

Pell Grant

Undergraduate students with proven financial need may be eligible. The amount of this award is up to \$6,895 for 2022 - 2023. A FAFSA must be completed and filed to be eligible.

Supplemental Educational Opportunity Grant (SEOG)

Full-time or half-time undergraduate students with exceptional financial need who could not attend university otherwise are eligible. Amount: \$200-\$4,000. Eligibility for this grant is determined by completing the FAFSA.

Federal TEACH Grant: You may qualify for this grant if you plan to become a teacher in a high-need field in a low income area. Please go to <https://www.averett.edu/financial-aid/financial-services/funding-and-sources/scholarships-and-grants/federal-teach-grant-program/> for additional information.

State Grants

Virginia Tuition Assistance Grant (VTAG)

Full-time domiciled residents of Virginia attending a private university in Virginia are eligible. Amount: Determined each year by Virginia's General Assembly (2022-23: \$4,500 and \$2,250 for Averett Online students). [Download an Application](#) and return it to Averett by July 31, 2022.

Two-Year College Transfer Grant

Be a first-time entering freshman no earlier than summer 2007. Be a full-time undergraduate in-state student. Completed an Associate's degree at a Virginia two-year public institution with a cumulative GPA of 3.0 or above. Complete the FAFSA and have financial need: defined as a federally calculated EFC of 12,000, or less. An application must be completed (<https://www.schev.edu/index/tuition-aid/financialaid/state-student-aid/two-year-college-transfer-grant-program>). Maximum annual standard award is \$1,000 (\$500 per term). Additional \$1,000 (\$500 per term) for students enrolled into a degree program in: engineering, mathematics, nursing, teaching, or science.

Outside Scholarships

Many free scholarship search services on the Web provide information on scholarships available nationwide. Visit these [free scholarship search sources](#). Please note: students must report all sources of aid to Averett's financial aid office.

Additional scholarship information can be found at: [Scholarship list for Students](#)

Military Scholarships

In recognition of the service that the military provides to this nation, Averett University offers a special scholarship for all military members (active or reserve), DOD civilian employees, State National Guard employees, Honorably Discharged veterans and their family members. A copy of the DD-214 stating the "Character of Service" as Honorably Discharged is requested along with the application. Averett Online students must submit their applications to their enrollment counselor during the admissions process.

This scholarship is available for all degree programs statewide for students who are in the Graduate and Professional program and provides a 25% tuition reduction to those students enrolled on a full-time basis. **This scholarship cannot be combined with academic scholarships offered through the traditional program**

****Post 9/11 recipients who are also Yellow Ribbon recipients do not become eligible for the discount until they have exhausted the benefit. ****

Veteran's Benefits

This institution (Averett University) is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. GI Bill® is a registered trademark of the U.S. Department of Veteran Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill>.

The VA Certifying Official for students can be reached at 1-800-283-7388, ext. 15766. The Virginia State Approving Agency (SAA), is the approving authority of education and training programs for Virginia. The office investigates complaints of GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact their office via email saa@dvs.virginia.gov. Veterans' educational benefits must be considered when calculating a student's eligibility for financial aid, and the student is responsible for reporting this information to the Financial Aid Office. Students receiving VA benefits must provide a letter of confirmation from the Department of Veterans Affairs to the Financial Aid Office. Please see additional veterans' benefits information [here](#).

All students wanting to use VA Education Benefits are required to submit a Certificate of Eligibility (COE) as well as complete the [VA Education Benefits Certification Request Application](#) in order to start using their VA Education Benefits at Averett University. VA Education Benefits will not be activated through Averett University until these required documents are received.

All students that are using VA Education Benefits are required to complete the [Semester Certification Request](#) at the start of each semester in order to have their classes submitted to the VA. The form must be completed by the end of the Add/Drop period in order to have their classes submitted to the VA. If a student does not submit the Semester Certification Request their classes will not be certified.

Any student entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment or Chapter 33, Post-9/11 GI Bill® Benefits will not receive a penalty for any institutional financial requirements in the event the student is unable to meet their financial obligations due to the delayed disbursements funding from the VA under Chapter 31 or 33.

There are no additional requirements that will be implemented by the University in regards to the Section 103 policy. No deadlines will be implemented to the affected student(s) under this situation. If the student(s) are not able to provide a new COE a call will be placed by the School Certifying Official to the SCO hotline to verify student(s) entitlement.

If a student's COE shows that they are not 100%, a copy of the most recent COE must be received showing the benefit percentage 2 weeks prior to beginning the course. Students are also required to make satisfactory payment arrangements 2 weeks prior to starting the course with the Student Accounts department.

Post 911 Additional VA Benefits

The Department of Veterans Affairs (VA) and [TAPS](#) recently started working together to ensure surviving family members are connected to their VA benefits. This includes the [Marine Gunnery Sergeant John D. Fry scholarship](#) , which provides Post-9/11 GI Bill[®] education benefits to children of Service members who died in the line of duty after Sept. 10, 2001. The benefit includes full in-state tuition and fees, a monthly housing allowance and a books and supplies stipend.

By working with non-profit organizations like TAPS helps us stay connected and ensure all eligible dependents know – and use – the Fry Scholarship, hosting economic competitiveness summits across the country, and launching new online employment tools, we continue to work hard to connect transitioning Service members, Veterans and their family members with meaningful employment and rewarding careers. Additional information can also be found [here](#).

Army Emergency Relief Scholarship

[Click Here](#) for more information and to apply for this scholarship.

Scholarships and Awards

The **Margarette M. Aldredge Scholarship** was established and endowed by James H. Aldredge Jr. in memory of his sister and Averett alumna, Margarette M. Aldredge. The scholarship recipient must maintain at least a 2.5 grade point average, demonstrate financial need, show a strong desire to complete an undergraduate degree, and be a good citizen.

The **Alliance One International Endowed Scholarship** was established and endowed by Alliance One International. First preference shall be given to students who are dependents of full-time employees of Alliance One International Incorporated. Second preference shall be given to students who are dependents of other local tobacco industry employees. Third preference shall be given to students who have lived for at least one year in Danville, Pittsylvania County or the surrounding area. The recipient must be a full-time student and remain in good academic standing. The scholarship is renewable if the student maintains a 2.5 GPA for up to 4 years.

The **Alumni Association Legacy Endowed Scholarship** was established and endowed by Averett University alumni. This scholarship is awarded to a full-time, undergraduate student enrolled in the traditional or Averett Online programs. The award will be given to a student who has a family connection defined as Legacy and may be renewable. For purposes of this scholarship, "Legacy" will be defined as a student who has a parent and/or grandparent who graduated from Averett.

The **American National Bank and Trust Company Scholarship** was established in March 1986 by the bank to provide scholarship funds for students who demonstrate financial need. Recipients are full-time undergraduate students demonstrating financial need. A minimum of 50% of the recipients shall be African American. First preference is given to students who are residents within the footprint of American National Bank's service area at the time of the award.

The **Paschal Lawrence Anderson and Ellen Hawkins Anderson Scholarship** was endowed by P. L. Anderson Jr. in memory of his parents. The recipient(s) should demonstrate financial need, maintain at least a 2.5 grade point average, and demonstrate traits of good citizenship.

The **Randy Monteith Anderson Fund** was established in memory of Mrs. Anderson, who attended Averett, by her husband and friends. This scholarship is to be awarded to a deserving full-time undergraduate student demonstrating financial need and may be renewable up to four years. Preference is given to students from West Virginia.

The **Agnes H. Athey Scholarship** was established through the Estate of Mary A. Hoffmeister and is awarded to full-time undergraduate music students. The award may be renewable.

The **Stephen C. Ausband Endowed Scholarship** was established in October 2011 and endowed by Jacob E. Frith II. This scholarship is awarded to full time, undergraduate students who have earned a minimum of 30 credit hours at Averett and possess a minimum 3.0 GPA.

The **Averett Theatre Players Scholarship** was established and endowed by interested parties. This scholarship is to be awarded each year to a deserving, full-time undergraduate student majoring or minoring in Theatre. The award may be renewable up to four years providing the recipient maintains a minimum overall GPA of 2.5.

The **Ella Vaden Aylor Scholarship** was established and endowed by Carrie Tate Aylor and Louise Aylor Montague, both Averett alumnae, in memory of their mother, Ella Vaden Aylor, Averett Class of 1900. This scholarship is awarded to one or more Christian students majoring in music. Preference will be given to a student(s) from Virginia and/or North Carolina. The recipient must demonstrate financial need and skill.

The **Barbara J. and Charles S. Barbour Endowed Scholarship** was established in December 2020 by Barbara and Charles Barbour, '50. The recipient shall be an undergraduate student majoring in education. The

recipient shall possess and maintain a 3.0 GPA or better, be a resident of Southside Virginia, and demonstrate financial need. The award may be renewable for up to three additional years.

The **Bruce James Barbour Family Scholarship** was endowed by the Barbour family. Preference is given to an applicant who has been active in a church and who demonstrates financial need. The recipient must maintain a grade point average of 2.0 or better.

The **Barksdale Study Abroad Fund** was established and endowed by Mary Morten Barksdale to provide funds for an Averett student to study in a foreign country. The recipient is to be enrolled as a full-time Junior or Senior at Averett with 60 or more academic credits and shall have a cumulative grade point average of 2.5. The study abroad shall be a program for academic credit sponsored directly by Averett or a program of study through which academic credit will be granted by Averett University. Apply through the office of the Vice President for Academic Affairs.

The **Brantley Barr Scholarship Fund** was established by Averett alumna, Mary Lou Martin Barr, '28, in memory of her husband, Brantley F. Barr. This scholarship is awarded to students who have passed the traditional age for college attendance. Preference will be given first to regional sophomore students pursuing at nursing degree. (Regional shall be defined first as the city of Danville, second as Pittsylvania County, VA, third from the adjacent cities and counties, fourth from other areas.)

The **Walter E. Barrick Jr. Scholarship** was established and endowed by William E. Barrick. This scholarship is to be awarded to a full-time, undergraduate student majoring in aviation/aeronautics and may be renewable up to four years.

Beazley Scholar recipients are juniors in the upper 10% of their class who have taken at least 30 hours at Averett and demonstrated leadership qualities and financial need. This scholarship was made possible through a grant from the Beazley Foundation Inc. of Portsmouth, Virginia to recognize outstanding students.

The **Thomas and Isabelle Boyd Scholarship** was established and endowed by the estate of Mrs. Lightfoot Boyd Fourquarean, Averett College Class of 1931. Preference will be given to a student graduating from a high school in Halifax County, Virginia, who has demonstrated financial need.

The **Russell C. Brachman Scholarship** was established by Dr. and Mrs. Edward W. Fisher, Mrs. Laura Meder, other members of the Averett Biology Department and friends and family of Dr. Russell Brachman. This scholarship will be awarded to a junior or senior majoring in Biology with a minimum GPA of 3.0. Recipients are chosen based on contributions to the Biology Department, overall strong character, fine virtues, and good social standing. This award is merit based and shall be over and above any need-based financial aid the recipient(s) receive.

The **Bradley Family Scholarship** was established and endowed by Averett alumnus, H. Hawkins Bradley '48. This scholarship will be awarded to traditional or nontraditional students majoring in business administration who have maintained a grade point average of 2.5 or above and have demonstrated traits of good citizenship and demonstrate financial need.

The **Elizabeth and James Bustard Distinguished Award** is made possible through the generosity of Elizabeth B. Bustard. This monetary award will be used by students to pursue graduate work after completing their studies at Averett University. Recipients must excel in high ideals of living, in spiritual qualities, and in generous service to others.

The **Patty Saunders Cahill Memorial Scholarship** was established and endowed by W. S. Cahill Sr. This scholarship is awarded to a deserving traditional or non-traditional full-time undergraduate student with demonstrated financial need, demonstrated traits of good citizenship, and a minimum GPA of 2.5.

The **Frank and Janet Campbell Scholarship** was established and endowed by former Averett president, Dr. Frank R. Campbell. The scholarship will be awarded to a deserving student each year from the Roanoke Valley and may be renewable up to four years.

The **Carrington Scholarship** was established and endowed in Mr. Carrington's memory. This scholarship is awarded to deserving, full-time students and may be renewable for up to four years.

The **Alexander Berkeley Carrington, Jr. Scholarship—Honors Program** was established and endowed in Mr. Carrington's memory. This scholarship is to be awarded to deserving full-time undergraduate students to support pre-approved off campus programs such as study abroad as academically appropriate.

The **Ernest L. Carter II Scholarship** was established and endowed by Worth H. Carter Jr. This scholarship is to be awarded to deserving student(s) based on the following criteria: first, to those applicants who are employees of Carter Bank and Trust; second, to those applicants who are the natural or legally adopted children of persons who are employees of the Bank; third to those applicants who are natural or legally adopted grandchildren of persons who are employees of the Bank; forth to applicants who are legal residents of Pittsylvania County or Halifax County, VA, or any cities or towns located therein; finally to applicants who are legal residents of any town, city or county in which Carter Bank and Trust has an office or branch.

The **Galilee Clark Scholarship** was established and endowed by Galilee Clark. This scholarship is to be awarded each year to a deserving, full-time undergraduate student and may be renewable up to four years.

The **Class of 1941 Scholarship** was established and endowed by members of the Averett College Class of 1941. This scholarship is to be awarded to a deserving, full-time student who demonstrates financial need, maintains a grade point average of 3.0 or better, and who is in good standing both academically and socially. This award may be renewable up to four years.

The **Class of 1948 Scholarship** was established and endowed by members of the Averett College Class of 1948. This scholarship is to be awarded to a deserving, full-time student who demonstrates financial need and who is in good academic standing. This award may be renewable up to four years.

The **Class of 1950 Scholarship** was established and endowed by members of the Averett College Class of 1950. This scholarship is to be awarded to a deserving, full-time student who demonstrates financial need and who is in good academic standing. This award may be renewable up to four years.

The **Class of 1954 Scholarship** was established and endowed by members of the Averett College Class of 1954. This scholarship is to be awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Class of 1955 Scholarship** was established and endowed by members of the Averett College Class of 1955. This scholarship is to be awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Class of 1958 Scholarship** was established and endowed by members of the Averett College Class of 1958. This scholarship is to be awarded to a deserving, full-time undergraduate female student, and may be renewable up to four years.

The **Class of 1960 Scholarship** was established and endowed by members of the Averett College Class of 1960. This scholarship is to be awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Pauline Coll Endowed Scholarship** was established and endowed by Margaret Lanham. Miss Coll was not only an able scholar—she was an excellent teacher and benefactor of various important programs at Averett University. This scholarship is awarded to a full-time, undergraduate commuter student residing in or near Danville who possesses a minimum GPA of 3.0. Preference will be given to the student(s) with the highest GPA. The award may be renewable for up to four years providing the recipient continues to excel academically and maintains a minimum 3.0 GPA. This award is based on scholarly achievement and not financial need.

The **Compton Scholarship** was established by Dr. Elizabeth Compton in 1986. This scholarship benefits students planning to teach grades K-6 and enrolled in liberal studies with teaching licensure. The recipient shall be a junior or senior from Pittsylvania County, Virginia. If such an individual is not available, consideration will be given to a student from the City of Danville. The recipient shall hold and maintain a GPA of 2.5 or above.

The **Dr. Elizabeth Compton Foreign Student Scholarship** was established in 2020 through an estate gift from Dr. Elizabeth Compton. The recipient shall be a foreign student with demonstrated need and good social standing. The student shall maintain a minimum 2.5 GPA. The scholarship may be renewable through the recipient's senior year of undergraduate study.

The **Dr. Elizabeth Compton Study Abroad Fund** was established in 2020 through an estate gift from Dr. Elizabeth Compton. This award is for students studying abroad and is merit-based and shall be over and above any need-based financial aid the recipient receives. The approval of the study abroad program and the selection of the student(s) shall be made by the Academic Policies Council (or the equivalent academic council) of Averett University.

The **P. F. Conway Scholarship** was established and endowed by interested parties. This scholarship is awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Grace V. Crenshaw Award** is given to the bachelor student with the second highest academic average among traditional bachelor's students. The award is in honor of Miss Crenshaw who served as professor of mathematics at Averett for 40 years, retiring in the spring of 1969. She has been remembered and honored by her students as a great teacher, whose commitment and interest in her students and the college extended far beyond the formal requirements of her work.

The **Dan Daniel-MRI Endowed Scholarship** was established in March 2012 through proceeds of the Military Resale Invitational, an annual golf tournament which honors the memory of the late Congressman, Dan Daniel. First preference will be given to a student who is the legally recognized spouse or offspring of a deceased military member of the Global War on Terror and whose death occurred in the military campaigns of Iraq or Afghanistan. Second preference will be given to a student who is the legally recognized spouse or offspring of a deceased military member of the Global War on terror and whose death occurred in foreign lands other than Iraq or Afghanistan. Third preference will be given to a student who is the legally recognized spouse or offspring of a wounded military member of the Global War on Terror and who was wounded in the military campaigns of Iraq and Afghanistan. Fourth preference will be given to a student who is the legally recognized spouse or offspring of any active duty member of the military or honorably discharged veteran who served in the military campaigns of Iraq or Afghanistan during the Global War on Terror. Fifth preference will be given to a student who is the legally recognized spouse or offspring of any active duty member of the military or honorably discharged veteran. The recipient shall be a deserving, full-time undergraduate traditional or non-traditional student. The award may be renewable for up to three years. Preference will be given to qualified students with financial need. Recipient must maintain at least a 2.5 GPA in order to continue receiving the scholarship.

The **Daniel, Medley and Kirby Scholarship** was established and endowed by the members of the Daniel, Medley and Kirby P. C. law firm. Preference shall be given to traditional or non-traditional students who have demonstrated financial need. The recipient shall have maintained a grade point average of 2.5 or higher and shall have demonstrated traits of good citizenship.

The **Susan Bailey Daniel Endowed Scholarship** was established by James Daniel in honor of his wife Susan's 70th birthday. The scholarship shall be awarded to a full-time student with a minimum GPA of 3.0 (for incoming freshmen, high school GPA is acceptable). First preference will be given to students majoring in equestrian studies; however, if an eligible student majoring equestrian studies is not available, other majors can be considered. Preference will be given to students demonstrating financial need.

The **Lucille Heydorn Digges Scholarship** was established and endowed by alumna, Lucille H. Digges, '55. This scholarship is awarded to a full-time, female, freshman student who is a music major or music minor. Preference is given to a Virginia resident.

The **Alma McManaway Dillon Scholarship** was established by the Estate of Alma McManaway Dillon. Two annual awards of \$2,500 each are awarded to full-time, undergraduate juniors and/or seniors. Students shall demonstrate Virginia residency for one year prior to enrollment.

The **Ruth Walton English Scholarship** was established and endowed by Averett alumna, Ruth Walton English, '32. The recipient shall maintain at least a 2.5 grade point average, demonstrate good citizenship and have financial need. Provided the student continues to meet the requirements, this award may be renewable up to four years.

The **Mamie Strickland Farmer Scholarship** was established and endowed by Averett alumna, Mamie Strickland Farmer, '32. This scholarship is awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Tiffany M. Franks Endowed Scholarship** was established in 2014 and made possible through the generosity of current and former members of Averett's Board of Trustees and other interested parties. The recipient shall be a full-time entering freshman demonstrating financial need and possessing a minimum GPA of 3.0 or better and a SAT score of 1000 or better.

The **Mary C. Fugate Award** is for academic excellence. This award goes to the traditional bachelor's program graduate who has earned the highest academic grade point average on all Averett University work undertaken. It is named for the former dean and interim president of Averett College, Dr. Mary Fugate, who for 45 years served the college and was widely recognized for her commitment to scholarship, to students, and to the principles of Christian higher education.

The **Mary C. Fugate Scholarship** was established and endowed by Averett College alumni in memory of former Averett Vice President for Academic Affairs, Mary C. Fugate. This scholarship is not based on financial need and is awarded to a full-time, undergraduate female student majoring in Education who best demonstrates those ideals exemplary of the life of Mary C. Fugate and may be renewable up to four years. Recommendations from the Education Department faculty should be forwarded to the University Scholarship Committee.

The **Dr. and Mrs. Clifford Gaddy Endowed Scholarship** was established and endowed in honor of Inez Gaddy by her husband Dr. Clifford G. Gaddy. Preference shall be given to a student with demonstrated need graduating from a high school in Pittsylvania County, VA, Danville, VA, or Caswell County, North Carolina. Provided the recipient remains in good social standing and maintains a 2.5 minimum GPA, the award may be renewable for up to four years.

The **Galbraith Family Scholarship** was established and endowed by Paula Galbraith '69, and members of the Galbraith family. This scholarship is awarded to students who are natives of Virginia and demonstrate financial need. Awards may be applied to tuition or housing costs.

The **Roy G. and Joan F. Gignac Endowed Scholarship** was established and endowed by Mr. and Mrs. Roy G. Gignac. Preference will be given to a student graduating from a high school in Pittsylvania County, VA, Danville, VA, or Caswell County, NC, who demonstrates financial need. Preference will be given to a student who attends Sacred Heart Catholic Church of Danville, VA. Provided the recipient remains in good social standing and maintains a 2.5 minimum GPA, the award may be renewable for up to four years.

The **Emily Swain Grousbeck Scholarship**, established and endowed by Mrs. Grousbeck, is awarded to deserving, full-time students who demonstrate financial need and who are in good academic and social standing with the University. This award may be renewable for up to four years.

The **John O. and Annie Newman Gunn Scholarship** was endowed through the generosity of John O. and Annie Newman Gunn. This scholarship is awarded to a full-time, deserving undergraduate student. While the scholarship is not restricted, the donors wish to encourage students for full-time Christian service and give preference to students from Caswell County, NC, and may be renewable for up to four years.

The **Haley-Wood Scholarship** was established and endowed by Averett alumna, Josephine E. Wood, '41, in memory of her maternal grandmother, Mrs. Grace Mae Haley. The scholarship is awarded to a female undergraduate student who is a resident of Virginia. The recipient shall have demonstrated academic achievement. A 3.0 GPA is required in any academic program the recipient was enrolled in prior to Averett University. This award may be renewable.

The **Charles Harris Scholarship** is awarded to an African-American, undergraduate student majoring in education or business. The recipient shall possess a 3.0 GPA and demonstrate the greatest financial need. The recipient shall live within a 30-mile radius of First State Bank. This award may be renewable.

The **J. Bryant Heard Scholarship** was endowed by Major Olga S. Heard, '33, in memory of her father. The scholarship is awarded to a Virginia resident majoring in mathematics with first preference given to a student from Danville or Lynchburg.

The **Mrs. Bryant Heard Scholarship** was established by her daughter and Averett alumna, Major Olga S. Heard, and endowed through the generosity of the Heard family. This scholarship is awarded to a Virginia resident majoring in English or voice with first preference given to a student from Danville or Lynchburg.

The **Olga Sheppard Heard Scholarship** was established in 1995 by Olga S. Heard, '33, and shall be awarded to a student majoring in history. The recipient shall demonstrate financial need and have maintained a minimum 3.0 GPA.

The **Thelma Farthing East Herndon Scholarship** was established through the Robert H. Herndon III Estate. This scholarship is to be awarded to a deserving, full-time undergraduate student majoring in pre-law. This award may be renewable for up to four years.

The **Vesa Hiltunen International Student Scholarship** was established by Averett faculty, staff, alumni, and interested parties. This scholarship is to be awarded each year to a deserving, full-time undergraduate international student, and may be renewable up to four years.

The **Vesa Hiltunen Scholarship** was established by Vesa Hiltunen in 1986. First preference shall be given to a full-time undergraduate student-athlete—with priority to an international student. The award may be renewable for up to four years provided the recipient maintains a 2.5 GPA or better.

The **Eliza Patterson Hines Memorial Scholarship** was endowed in May 2015 through the Estate of Averett alumna, Eliza Patterson Hines, '37, the Eliza Patterson Hines Memorial Scholarship is awarded to second or third year students who intend to pursue a career in teaching. Preference is given to students planning to teach in grades 1-7. This scholarship may be renewable.

The **Richard and Louise Hinton Scholarship** was endowed by Averett alumna, Anna Lee Hinton Fetter, '40, in memory of her parents Richard and Louise Hinton. Preference will be given to a worthy, full-time student. Preference will be given to students from the Northern Neck of Virginia and/or from the state of Virginia who demonstrate financial need.

The **Moonja Hong Endowed Scholarship** was established and endowed by Dr. Inja Hong. This scholarship is to be awarded to a deserving, undergraduate, sophomore student demonstrating financial need. Priority is given to students without living parents or to students of a single parent. The scholarship is renewable as long as the student maintains a 3.0 GPA.

The **Hopkins-Bryan Scholarship** is funded annually through the Ira and Bertha Hopkins and Nancy Hopkins Bryan Trust Fund managed and held in perpetuity by the Virginia Baptist Foundation, Inc. The recipient is to be a Virginia Baptist student who was a member of a Virginia Baptist church of the Baptist General Association of Virginia prior to enrolling at Averett.

The **Douglas W. Hosier '83 Memorial Scholarship** was established and endowed by his parents, members of his family, classmates and friends, in memory of Douglas Hosier, Averett College Class of 1983. The

recipient will be a full-time student who has demonstrated financial need and good citizenship. Preference will be given to a qualified student who is related to any deceased Averett University alumni or to any international student who meets the criteria.

The **Lester and Jane Hudson Scholarship** was endowed by Lester and Jane Hudson and is awarded to a junior or senior. The recipient must maintain a 3.0 grade point average.

The **Bonnie Humphreys Scholarship** was established through a bequest from the Estate of Bonnie W. Humphreys. This scholarship is to be awarded to a deserving, full-time undergraduate student and a resident of the city of Danville or Pittsylvania County. This award may be renewable up to four years.

The **Ollie Y. Jennings Memorial Scholarship** was established and endowed by Averett alumna, Ollie Y. Jennings, '36. This scholarship is to be awarded each year to a deserving, full-time undergraduate student and may be renewable up to four years.

The **Jones Family Endowed Scholarship** was established through the estate of Dr. Charles E. Jones. This scholarship shall be awarded to a deserving, undergraduate student with demonstrated need pursuing an education in the area of religious studies, and showing promise for future service to the field.

The **Annic Kania Endowed Scholarship** was established in May 2015 by Vince Kania to honor the memory of his wife, Annice Kania. Recipients shall be full-time students who have completed 30 credit hours at Averett, maintain a minimum GPA of 2.75, and are nursing majors. The scholarship may be renewable through senior year if the recipient continues to meet the criteria.

Keesee Scholars must be United States citizens who are residents of Virginia, North Carolina or South Carolina. Awards are need-based and shall not exceed \$5,000 per student, per year. Students must maintain a cumulative GPA of "C" or higher. First preference is given to students who are Baptist and planning to enter full time Baptist religious work. Second preference is given to other Baptist students. Grants may be awarded to non-Baptist students if there are funds remaining from the annual appropriation.

Yvonne Kelly Scholars are full-time juniors and/or seniors with GPA's of at least 3.5 and financial need.

The **Lovick H. Kernodle Scholarship** was established by the Lovick H. Kernodle Foundation for a graduate of George Washington High School, Danville, VA, who has demonstrated outstanding scholarship and good citizenship and who has financial need. This award may be renewable to full-time, undergraduate students up to four years.

The **Howard and Margaret Lee Scholarship** was established by Averett faculty and staff to honor the contributions of Dr. and Mrs. Howard Lee to Averett University. The recipient shall be a full-time, undergraduate student and demonstrate financial need. This award may be renewable up to four years.

The **Frank Maddux Endowed Scholarship** was established in January 2020 by American National Bank and Trust Company to honor former Board member, Dr. Frank Maddux. This scholarship is awarded to undergraduate students demonstrating financial need with a 3.0 minimum GPA. First preference is given to students from the Dan River Region.

The **Robert J. and Irene W. Mann Scholarship Fund** honors the long-standing and sacrificial efforts of Reverend and Mrs. Mann. Preference is given to students from Patrick and Albemarle Counties and the city of Charlottesville, VA. Based on both need and merit, this scholarship is awarded to deserving, full-time undergraduate students, preferably freshmen. This award may be renewable up to four years.

The **Webster and Elizabeth Marshall Award** is presented to an incoming freshman with first priority given to a full-time graduate from one of Danville's high schools. Second preference is given to an incoming freshman from a Pittsylvania County High School. Providing the recipient maintains at least a 3.0 GPA the award may be renewable for up to three years.

The **MBA Scholarship** was established and endowed by the Averett MBA Cluster-146 and the Estate of Ruth Irene Baker, Averett Class of 1945. Recipients shall be MBA students and cannot be receiving other financial assistance including employer tuition reimbursement. Applicants entering the program must have an overall grade point average of 3.5 from undergraduate study. Previous recipients may reapply, but are not guaranteed a second award.

The **Carroll and Ruth McDowell Scholarship** was established and endowed by Averett alumna, Louise Hall McDowell, '57, and her husband Charles, in memory of his parents. Preference will be given to a traditional or nontraditional student with demonstrated need. Recipients shall be residents of a rural area in Southside Virginia with preference given to a high school graduate residing in a rural section of Halifax County, VA. Preference shall be given to a student pursuing a degree in Religious Studies or in Education. The scholarship may be renewable up to four years providing that the student remains in good social and academic standing (2.0 GPA or above) and maintains demonstrated need.

The **Louise Hall McDowell, '57 Endowed Scholarship** was established by Averett alumna, Louise Hall McDowell, '57. This scholarship is awarded to a full-time student demonstrating financial need who is a high school graduate from rural Southside Virginia to include the counties of Charlotte, Halifax, and Pittsylvania County with preference given to qualified candidates from Charlotte County. The recipient shall be a traditional or non-traditional student demonstrating financial need and pursuing a degree that would lead to a career working with people to benefit mankind, such as public education, social work, physical therapy, medicine, ministerial or religious studies. This award may be renewable up to four years.

The **Suzanne Kennedy McHugh Memorial Scholarship** was established in 2014 through an estate gift from Michael McHugh to honor his late wife, Suzanne McHugh, '58. Preference is given to traditional or non-traditional marketing students demonstrating need, maintaining a minimum 2.5 GPA and demonstrating good citizenship.

The **Clara Barbour Meadows Scholarship** was established and endowed by Charles S. Barbour, '50. This scholarship is to be awarded each year to a deserving, full-time undergraduate student demonstrating financial need and may be renewable up to four years.

The **Dorothea Noonan Mellon Scholarship** was established by Mr. Curtis Mellon in memory of Dorothea Noonan Mellon, '94. The recipient shall be a deserving student demonstrating financial need in the Averett Online Program. The scholarship may be renewable.

The **Evelyn Miller Memorial Scholarship** is an annual scholarship established by current and retired Averett University faculty and staff, family, and friends of Evelyn Miller. Funds are awarded to students majoring in Liberal Studies with PK-6 Teaching Licensure, Music, or any major leading toward Secondary Teaching Licensure with a minimum GPA of 3.0. Recipients shall be chosen based on contributions to the major, overall character, fine virtues and good social standing. This award is need and/or merit-based.

The **Nancy Ferrell Moore '60 Endowed Scholarship** was established in 2018 through an estate gift from Nancy Ferrell Moore, Class of 1960. The recipient shall be a full time, traditional or non-traditional student demonstrating financial need. The successful recipient shall be a US citizen and maintain and possess a minimum GPA of 2.5 or more.

The **Spencer and Mary Elizabeth Morten Scholarship** was established and endowed by Mary Elizabeth Bassett Morten. Preference is given to traditional or non-traditional students who are employees, spouses or children/grandchildren of employees of Bassett Mirror Company and/or Bassett Furniture Industries, Inc. Second preference is given to students who have lived for at least one year in the geographic area of Northern Henry County and Eastern Patrick County, VA. Applicants must have at least a 2.5 GPA and demonstrate traits of good citizenship.

The **Tony and Reva Myers Scholarship** was endowed by Averett alumnus, Dr. Danny C. Myers, '72, in memory of his parents. This scholarship is awarded to a student from Pittsylvania County, VA, majoring in mathematics or science. Preference shall be given to a traditional or nontraditional student from a home where

only one natural parent resides and from whom no financial support is available. The recipient must maintain a 3.2 GPA while in high school and/or college.

The **Neil Andrew Nesterak Scholarship** was established and endowed by his parents, members of his family, Averett College classmates and friends, in memory of Neil Andrew Nesterak, Averett Class of 1983. This scholarship is to be awarded to a full-time, undergraduate student who demonstrates an interest and enjoyment working with young people in sports and outdoor activities. The recipient must maintain a grade point average of 2.5 or above and have demonstrated financial need. This award may be renewable for up to four years.

The **Mildred Fulton Owen Scholarship** was endowed by her son, Claude S. Owen, Jr., and daughter-in-law, Lamar Lewis Owen, '65. This scholarship is awarded to one or more female residents of Pittsylvania County who are full-time students at Averett.

The **Louise Paulsen Scholarship** is awarded to a full-time undergraduate music student and may be renewable.

The **Peoples Mutual Telephone Company Scholarship** was established and endowed by the Board of Directors of Peoples Mutual Telephone Company of Gretna, VA. Preference is given to students who are employees, spouses or children/grandchildren of employees of Peoples Mutual Telephone Company. Second preference is given to traditional or non-traditional students who have lived for at least one year in the geographic area served by the Peoples Mutual Telephone Company. The recipient must maintain at least a 2.5 grade point average and demonstrate traits of good citizenship.

The **Pfau Family Scholarship** was established by Averett's Board of Trustees and interested parties and is awarded to deserving full-time undergraduate students. This award may be renewable provided the student remains in good academic standing.

The **Phifer-Delius Recognition Award** was established in October 2012 by Jean Carol Harper Vernon and sons, Melvin Vernon III, and R. Hutchings Vernon to honor the memory of their husband and father, Melvin C. Vernon, Jr. The recipient shall be a full-time, undergraduate student majoring in music or some facet of the Liberal Arts who possesses scholastic merit or demonstrates financial need.

The **Pi Kappa Phi Memorial Scholarship** was established by the Pi Kappa Phi Fraternity Brothers and funded in 2013. The recipient(s) shall be a current member of the Averett University Chapter of Pi Kappa Phi and have remained in good standing with the Chapter (as defined by the Chapter and the National Organization) for at least two semesters. The recipient(s) shall have held (or currently hold) an Executive Committee office in the Chapter. The recipient(s) shall have maintained a minimum overall GPA of 3.0. The recipient(s) shall have remained in good academic and social standing with the University for at least two semesters. This award is to be awarded over and above any need-based financial aid the recipient(s) may receive. If there is no active chapter of Pi Kappa Phi on campus, the scholarship will be awarded to a student who is related to a member of any chapter of Pi Kappa Phi and meet the academic criteria. If no one is eligible based on the previous criteria or can prove they are related to a member of Pi Kappa Phi, Averett will award the scholarship based on the academic criteria on a needs-basis with preference given to Aviation and Criminal Justice majors.

The **Pittsylvania Baptist Association Endowed Scholarship** is awarded to recipients demonstrating financial need and participating as an intern in the In-Service Guidance program of the Department of Religion. Recipients must also be in good academic and social standing with the college.

The **Prillaman-Davis Endowed Scholarship** was established and endowed by alumna and former Averett staff member, Mary Jo Davis, '55. This scholarship is to be awarded to a deserving, full-time undergraduate student, and may be renewable up to four years.

The **Alfred Hugo Radke and Gerda Else Radke Scholarship** was established and endowed by Averett alumnus, Dr. Danny Myers, '72, and his wife Ingrid, in honor of Mrs. Myers' parents, Alfred and Gerda Radke. As Mr. and Mrs. Radke immigrated to the United States from Germany in 1950, this scholarship is to be awarded to a deserving, full-time, undergraduate, international student or a first generation American student whose intent is to

graduate from Averett University and demonstrates financial need. This award may be renewable for up to four years.

The **Charlotte Read Endowed Scholarship** was established by friends of Charlotte Read. Recipients shall be a full-time, rising sophomore majoring in business and possessing a 2.5 GPA or greater. Providing the recipient continues to meet the criteria, this award may be renewable for two additional years.

The **Herman E. Bond and Cora H. Bond Reid Memorial Scholarship** was established and endowed by the Estate of Cora H. Bond Reid, '82. This scholarship is to be awarded to a deserving, full-time undergraduate student who is at least 30 years of age or older and may be renewable up to four years.

The **David S. Reynolds Theatre Arts Scholarship** was established and endowed by his father and his sister, Claude D. Reynolds and Claudette Reynolds Keeter. This scholarship will be awarded annually to a student majoring in theatre. Awards will be given on the basis of a student audition, academic performance (a minimum 3.0 grade point average) and demonstrated traits of good citizenship.

The **Katherine Payne Rigney '42 Scholarship** was established by alumna Katherine Payne Rigney and is awarded to a resident of Virginia majoring in Education. Preference is given to a transfer student that has completed a community college program. The recipient must have a 3.0 GPA prior to enrolling at Averett.

The **Rippe Scholarship** was established and endowed by A. Benjamin Rippe in honor of Karen Rippe Steinreich, Sonia Lubin Rippe, E. Louis Rippe and David H. Gladstone. First preference shall be given to a full-time, freshman student demonstrating financial need, from the city of Danville, Pittsylvania, Henry, or Halifax Counties, VA, or Caswell or Rockingham Counties, NC. Second preference shall be given to a full-time, freshman student demonstrating financial need at the discretion of the Director of Student Financial Services.

The **O. Lewis Roach Jr. Scholarship** was established and endowed by Alyce Amory Roach in memory of her husband, Averett College trustee emeritus, O. Lewis Roach, Jr. The recipient must major in business administration. A 3.0 GPA or its equivalent is required in any academic program that the recipient completed or was enrolled in prior to Averett University. Preference will be given to a resident of Virginia.

The **Othelia and William Shelhorse Scholarship** was established and endowed by Othelia Shelhorse Anderson. This scholarship is to be awarded to a deserving, full-time undergraduate student who is a resident of Danville or Pittsylvania County. Selection is based on a combination of individual merit and financial need and may be renewable up to four years.

The **George and Leah Shields Endowed Scholarship** was established and endowed by Dr. and Mrs. George H. Shields Jr. The scholarship is awarded to a student graduating from Dan River High School or George Washington High School with preference given to Dan River students and is non-renewable. Not based on academic merit, this scholarship is awarded to students of average or slightly above average academic ability. Preference will be given to students with demonstrated financial need.

The **Shields' Sisters Endowed Scholarship** was established in January 2013 by Barbara S. Collie, '50 to honor Stanley Lester Shields Presto, '36, Ryland Jean Shields Coggins, '37, Ruth Whitney Shields Cobbs, '44, and Barbara Joyce Shields Collie, '50, and Judith Allen Shields Durham, '54. This scholarship is awarded to a full-time, female student demonstrating financial need from the Danville campus majoring in business. The recipient shall possess a 3.0 GPA.

The **Florrie Storey Shultz Endowed Scholarship** was established and endowed by her nephew Robert H. Shultz Jr., and the estate of Florrie Storey Shultz, Averett College Class of 1928. The recipient may be a traditional or non-traditional student, majoring in the field of business, who demonstrates financial need, and must have at least a 3.0 GPA and demonstrate traits of good citizenship. This award is available to incoming freshmen provided they have met the GPA requirements during their senior year of high school.

The **Elizabeth R. Smith/Tom Wilson Theatre Arts Scholarship** was established by Averett's graduates of the Theatre Arts Department and other interested parties. This scholarship is to be awarded to a deserving, full-

time undergraduate student. The recipient shall have maintained an overall grade point average of 2.0 and a 3.0 in their major area of study. This award may be renewable for up to four years. The selection of the recipient(s) shall be made by the Theatre Arts Department in conjunction with the University's Scholarship Committee.

The **Louise G. Snavely Scholarship** was established and endowed by Louise Goodwin Snavely, Averett Class of 1941, in memory of her parents, Nicie B. and John S. Snavely. Preference shall be given to traditional or non-traditional students who have demonstrated need and who reside in the area of Virginia to include, beginning on the east, Giles, Montgomery, Floyd and Carroll Counties and to include all other counties west of these to the western end of the Commonwealth of Virginia. Within this area, preference shall be given to females from Smyth, Washington and Wythe Counties in the order as listed. The recipient shall have maintained at least a grade point average of 2.5 or above and shall demonstrate traits of good citizenship. May be renewable up to four years.

The **Jacqueline D. Stansbury Endowed Scholarship** was established in 2021 through an estate gift from H. Jacqueline D. Stansbury. The recipient shall be a full-time, undergraduate student majoring in business administration or medical laboratory technology. Preference shall be given to a first generation student. The recipient shall possess a 3.0 GPA. The award may be renewable for 3 years.

The **Stratford House Center Endowed Scholarship** was established in May 2018. Recipients shall be regional students pursuing bachelor's of science or master's of science degrees in nursing and demonstrate financial need. (Regional shall be defined as Danville, Martinsville, South Boston, Pittsylvania, Halifax, or Henry Counties, VA or Caswell County, NC).

The **Bessie Myers Suddarth Scholarship** was established and endowed by the members of the Myers family in memory of Averett alumna, Bessie Myers Suddarth. The recipient shall maintain a minimum 2.5 GPA and demonstrate traits of good citizenship and financial need. First consideration is given to qualified students from Danville or Pittsylvania County.

The **Wycliffe Swain Scholarship** was established and endowed by his sister, Emily Swain Grousbeck. Selection of the student is made in conjunction with the faculty of the Music Department and the University's Scholarship Committee. This scholarship is awarded to one or more students majoring in music that demonstrate the greatest financial need and/or at the discretion of the faculty of the Music Department.

The **Bernard C. and Barbara S. Swann Scholarship**, endowed by Bernard and Barbara Swann, is awarded to students based on the following: first choice shall be a Christian student preparing for a church-related vocation recommended by his/her church; second choice shall be a Virginia Baptist student recommended by his/her church; third choice shall be a Christian student in good standing with Averett University recommended by his/her church.

The **Dewey W. Swicegood Scholarship** was established through a bequest of Dewey W. Swicegood and endowed by Mrs. Dewey W. Swicegood in memory of her husband. Preference is given to a female, full-time undergraduate student from Danville or Pittsylvania County and may be renewable for up to four years.

The **Homer "T" Thomasson Scholarship** was established by the Directors of the Homer "T" Thomasson Fund in memory of Homer "T" Thomasson. The recipient must be preparing for a career in the field of communications.

The **Dr. Luther Lee Vann and Ida Rochester Chaney Vann Endowed Scholarship** was established and endowed by Averett alumna, Carolyn Vann Irvin, '24, to honor Dr. Vann, former Averett Trustee, and Ida Vann, Class of 1889. The scholarship is awarded annually to a junior and a senior from the City of Danville or Pittsylvania County. Recipients shall maintain a minimum GPA of 3.2 and demonstrate financial need, traits of good citizenship and promise. Providing the junior recipient continues to meet the requirements, he/she will receive the award in their senior year.

The **Vinson Family Fund Scholarship** was established and endowed by Dr. and Mrs. Richard G. Vinson. Recipients must be enrolled in a division of the Arts & Sciences. Preference is given to a person in need who exhibits strong character and fine virtues. Provided the recipient remains in good academic standing with

Averett University (minimum GPA of 2.8), social standing, and maintains demonstrated need, the award may be renewable for up to four years.

The **Virginia Bank and Trust Company Scholarship** was established by The Virginia Bank and Trust Company. This award is available to a full-time, rising senior student who lives within 30 miles of the bank's main office in Danville. Applicants must be majors in either Business Administration: Management Science, Business Administration: Marketing, or Business Administration: Accounting. The recipient shall possess a GPA of at least 2.75, demonstrate financial need, and have a record of good citizenship.

The **Virginia Collegium Scholar Award** recognizes outstanding academic performance of students enrolled in the Averett Honors Program. This fund was made possible through gifts to the Virginia College Fund of which Averett University is a member institution.

The **Virginia License Plate Scholarship** is an annual award made possible through the sale of Averett University license plates in Virginia. Recipients shall be full-time students, maintain a cumulative GPA of at least 2.5, be bona fide residents of Virginia, and have a zero EFC as determined by completion of the FAFSA (have financial need). This scholarship is not automatically renewable.

The **Dr. Bernice Heard Waddell Scholarship** was established and endowed by Averett alumna, Major Olga S. Heard, in memory of her sister, Dr. Bernice Heard Waddell who served as a professor and as acting President of Stratford College. For twelve years she served as professor of foreign languages at Averett. This scholarship is awarded to an upperclassman who has demonstrated interest and ability in the study of French and/or Spanish and who desires to pursue the study of French and/or Spanish beyond the intermediate level. The Department of Modern Languages Faculty and the University's Scholarship Committee make the selection of the student.

The **Nancy Frazer Wakeman, '31, Scholarship** was established and endowed by her husband, Truman J. Wakeman. This scholarship is awarded to a full-time undergraduate student maintaining a 2.5 GPA, demonstrating traits of good citizenship, and financial need. This award may be renewable up to four years.

The **Grace W. Garrett and Harry B. Waller Memorial Scholarship** was established and endowed through the Harry B. Waller Estate. This scholarship is to be awarded each year to a deserving, full-time undergraduate student, demonstrating financial need and may be renewable up to four years.

The **Warren and Mary Lewis Weddle Scholarship** was established in November 2007 through the generosity of the Mary Lewis Weddle Estate. The scholarship is awarded to full-time, undergraduate students and may be renewable for up to four years providing the student remains in good academic standing and maintains a minimum GPA of 2.5.

The **Lettie Pate Whitehead Foundation** provides scholarships for Christian female residents of Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi, and Louisiana who are studying nursing, medical laboratory technology, or wellness/sports medicine. The student must demonstrate financial need.

The **Alma Nuckles Wellman** annual scholarship was established by Col. Joseph D. Wellman, '51 in memory of his late wife. The scholarship is awarded to a full-time student majoring in nursing and demonstrating financial need.

The **Anna Bowles Ferrell Willeford Scholarship** was established through the Estate of Anna Willeford. The recipient shall be a full-time student demonstrating financial need. The award may be renewable for up to four years provided the student maintains a minimum 2.5 GPA and remains in good academic standing.

The **Dot R. Williamson Scholarship** was established and endowed by The Williamson Family. This scholarship is awarded to a student majoring in music. The selection of the recipient will be determined by audition and will be based on demonstrated skill and financial need. The selection of the student shall be made by the Music Department faculty in conjunction with the University's Scholarship Committee.

The **Jeanette K. Wilson '84 Endowed Scholarship** was established in January 2015 and endowed in memory of Jeanette K. Wilson, '84 by her husband. Preference will be given to a full-time Virginia student majoring in accounting, who demonstrates need, and is who at least a sophomore. A minimum 3.0 GPA is required.

The **Lawrence G. "Lefty" Wilson Memorial Scholarship** was established and endowed by family and friends, in memory of Lawrence G. "Lefty" Wilson. Preference will be given to a graduate of George Washington High School in Danville, VA. If a student is not available from GWHS, preference will be given to a student from Southside VA. The recipient will have demonstrated traits of good citizenship, financial need, and sportsmanship. This award may be renewable up to four years providing the recipient maintains a GPA of at least 2.5.

The **Louise Rowlett Wingo Scholarship** was established by Mrs. Sara Gregory and Mrs. Gene Moore in memory of their aunt, Louise Rowlett Wingo. The recipient must be preparing to teach mathematics, demonstrate financial need, and must teach one year for each year he/she receives the scholarship.

The **Women's Leadership Circle Endowed Scholarship** was established through gifts to the Women's Leadership Circle in November 2020. Recipients shall be full-time, female undergraduate students with demonstrated need. The award may be renewable for an additional three years.

The **Virginia Elizabeth Davis Woody, '73 Scholarship** was established and endowed in August 2007 to honor the memory of Virginia Elizabeth Davis Woody, '73. This scholarship is awarded to students enrolled in Liberal Studies with Teaching Licensure and planning to teach in grades K-6 upon graduation. Recipients must maintain a 2.5 minimum GPA. Preference is given to juniors or seniors from Henry County, VA.

The **Anne Worthington Scholarship** was endowed by Dr. Anne Worthington, '74, and is awarded to one or more non-traditional junior or senior students majoring in the humanities or in science. A grade point average of 3.0 or better and demonstrated financial need is required.

The **Anita J. Wyatt Endowed Scholarship** was established in October 2014 by Anita Wyatt, '77, '88. First preference is given to students who are music majors or minors. Second preference is given to business majors. Traditional and non-traditional students will demonstrate financial need.

The **Garland and Harriet Wyatt Scholarship** was established and endowed by Averett alumni Garland and Harriet B. Wyatt. This scholarship is awarded to student(s) majoring in the field of business.

Educational Loans

Federal Stafford Student Loans (formerly Guaranteed Student Loans) are made available to any college student by private lending agencies or public agencies, depending on the state. Students should apply to their hometown bank. The federal government will pay the interest while they are attending Averett. Repayment of the principal and the interest begins when the student has ceased his course of study. A student must establish eligibility or ineligibility for the Pell Grant by completing the Free Application for Federal Student Aid before the guaranteed student loan can be processed.

Other Loans

Direct Subsidized Loans and Direct Unsubsidized Loans are federal student loans offered by the U.S. Department of Education (ED) to help eligible students cover the cost of higher education at a four-year college or university, community college, or trade, career, or technical school. (You might see Direct Subsidized Loans and Direct Unsubsidized Loans referred to as Stafford Loans or Direct Stafford Loans, but these aren't the official loan names.)

Direct PLUS Loans are federal loans that parents of dependent undergraduate students can use to help pay for college or career school. The U.S. Department of Education makes Direct PLUS Loans to eligible parents through schools participating in the Direct Loan Program. (We also offer PLUS loans for graduate or professional students.) A Direct PLUS Loan is commonly referred to as a parent PLUS loan when made to a parent borrower.

A **Private Loan** is made by a private organization such as a bank, credit union, or state-based or state-affiliated organization, and has terms and conditions that are set by the lender. [Learn about the differences between federal loans and private loans.](#)

AVERETT ONLINE

AVERETT ONLINE (*formerly Graduate and Professional Studies*)

Averett Online classes are normally taught in three, four, or five credit hour courses. These courses are designed to ensure that each student achieves the goals and objectives of the specific degree program. Core courses are required components of the curriculum and are generally offered in sequence. Undergraduate General Education courses are offered as required for students who need to them to meet undergraduate degree requirements. Courses are generally, though not exclusively, taught in accelerated formats.

1. **Course work:** Classes focus on writing and speaking across the curriculum. Students provide a practical approach to academic concepts presented by the instructor, taking advantage of the extensive professional experience the adult learner brings to the classroom. The Averett Online programs generally use the American Psychological Association (APA) style in all coursework.
2. **Computer Accessibility:** All students admitted into the Averett University Averett Online degree programs must have access to a computer with Internet connectivity. The University has adopted Microsoft Office as a standard software program and Canvas to deliver the course outline and enhance learning.

AVERETT ONLINE PROGRAM ASSESSMENT

Program assessment provides Averett Online administration with a means of monitoring the various aspects of our academic operation, furnishing a basis for assessing effects of degree programs on a student's academic and professional progress, and supporting the University's effort to supply compliance data to the accrediting association and to federal, state, and other agencies.

- Student End-of-Course Survey: At the end of each course, students fill out a survey that will rate various aspects of the course, curriculum, and facilitator. These comments are provided to administrators, as well as the facilitator of the course, after grades for the course have been posted.
- Bibliographic Instruction/Library Survey: Upon completion of the bibliographic instruction workshop students will be asked to evaluate the instruction, content, and utility.
- Alumni Surveys: Beyond graduation, students will be asked to reflect and respond to questions about program quality and service.
- Student Satisfaction Survey

Averett University offers the following degrees through Averett Online:

UNDERGRADUATE DEGREES

Bachelor of Applied Science – Averett Online

Averett University offers the Bachelor of Applied Science degree to those individuals who meet the following requirements:

1. Possess an Associate of Applied Science degree from a regionally accredited institution with a 2.0 grade point average on work counted toward the associate's degree.
2. Complete a minimum of 30 semester hours at Averett University, including a minor in a related field.

Examples include:

Associate of Applied Science Degree	Related Field
Office Technology	Business or Computer Science
Printing Management	Business
Administration of Justice	Sociology

3. Complete all Averett requirements for the baccalaureate degree.

NOTE: Because of State licensure requirements, courses in the Department of Education may not be offered for the minor area.

NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Bachelor of Business Administration – Averett Online

The Bachelor of Business Administration program is designed to enable students to work effectively in today's complex business environment. The program includes, but is not limited to, courses in management theory, marketing, finance, economics, and accounting. Designed to provide an effective balance of theory and practical experiences, the program promotes a complementary relationship between job skills and classroom applications. Skill development in the areas of decision-making, business communications, and quantitative analysis are emphasized.

This undergraduate program includes a 45 credit core curriculum (including 3 credits of prerequisite accounting) that constitutes the major course of study. General education and elective credits are also required to fulfill the 120 semester credit requirements for the BBA degree. Courses are offered sequentially. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

The Bachelor of Business Administration degree program has been approved for teach-out effective June 15, 2022. Students currently completing degree requirements are permitted to finish their degree, provided the student does not break continuous enrollment.

Bachelor of Arts, Bachelor of Science

Students may earn a Bachelor of Arts or Bachelor of Science degree by completing the core general education requirements along with a major area of study. Averett Online currently offers undergraduate major disciplines: Business Administration; Computer Science; Computer Information Systems; Criminal Justice; Sociology; and Psychology. A minimum of 120 semester hours is required for graduation.

Requirements for specific majors may be found in departmental descriptions beginning on page 66. The general education requirements begin on page 62. A complete list of the requirements for graduation may be found on page 60. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Bachelor of Science in Nursing

The School of Nursing offers the Accelerated Bachelor of Science in Nursing (ABSN) program for students who hold non-nursing bachelor's degrees or a minimum of 60 non-nursing credits from a regionally accredited university.

Upon successful completion of the ABSN program, the Bachelor of Science in Nursing (BSN) degree is conferred.

GRADUATE DEGREES

Master of Accountancy

The Master of Accountancy program is designed to enhance accounting skills specific to a graduate level of study so that graduates are competitive in public industry, private industry, and teaching careers. The program helps graduates to maintain successful pass rates on the Uniform Certified Public Accounting (CPA) examination. Consisting of 30 credits, the program offers 11 three (3) credit hour courses on a rotational basis including summers. Students are required to take only 10 three (3) credit hour courses. The curriculum focuses on specific areas of the CPA examination and provides a broad basis of competitive skills that can lead to various careers in accounting.

The Master of Accountancy meets the 150 hours requirement of the Uniform Certified Public Accounting (CPA) examination entering directly after or during the undergraduate experience (5 year program). This degree also meets the needs of accounting graduates currently working who need to meet the 150 hour requirement for certification.

The Master of Accountancy degree program has been approved for teach-out effective August 1, 2023. Students currently completing degree requirements are permitted to finish their degree, provided the student does not break continuous enrollment.

Master of Business Administration

The Master of Business Administration program is designed to develop and enhance the management and analytical skills necessary in public and private industry. The program concentrates on the functional areas of business. These include, but are not limited to, management, accounting, finance, economics, and strategic planning. All courses in the Master of Business Administration program are designed to recognize the global impact on business and industry.

The curriculum is structured sequentially with options to take one course at a time or progress more rapidly if desired. The Master of Business Administration program requires the completion of 33 credits.

In addition to the stand-alone Master of Business Administration program, students have the ability to select a concentration of study in six (6) areas of focus: Leadership, Small Business & Entrepreneurship, Human Resources, Marketing, Applied Data Analytics, or Interdisciplinary Business. More information about the MBA program can be found in that portion of the Catalog.

Master of Education

The Master of Education is offered in Curriculum and Instruction, Special Education, Math Specialist, and Administration and Supervision. Graduate certificates are offered in Special Education (PK-6, 6-8, and 6-12), Reading Specialist, Gifted, and Administration and Supervision. To provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. The graduate education program provides both theoretical and practical experiences for teachers who wish to become leaders in their profession. NOTE: Students must have completed ED518 before enrolling in program courses.

Master of Science (Applied Data Analytics)

The Master of Science (M.S.) in Applied Data Analytics degree provides decision-makers in any industry with a broad focus on understanding, transforming and analyzing data to problem-solve, critically consider and develop solutions to organizational problems and opportunities. The program requires 30 semester hours of courses in data analytics including foundational and applied analytics with a capstone course/project. NOTE: Students must complete IDS501 during their first semester of enrollment.

Master of Science (Applied Healthcare Data Analytics)

The Master of Science (M.S.) in Applied Healthcare Data Analytics degree provides decision-makers in the healthcare industry with a broad focus on understanding, transforming and analyzing data to problem-solve, critically consider and develop solutions to organizational problems and opportunities. The program requires 30 semester hours of courses in data analytics including foundational and applied analytics with a capstone course/project. NOTE: Students must complete IDS501 during their first semester of enrollment.

Master of Science (Criminal Justice)

The Master of Science (M. S.) in Criminal Justice expands criminal justice to the graduate level and includes Master of Business Administration offerings to provide opportunities for graduate work and scholarship in the field of criminal justice. The M. S. in Criminal Justice requires 31 credit hours of course work, including 19 credit hours of core courses and 12 credit hours in a required concentration. Students are required to elect either the Administration and Supervision or Disaster Management concentration.

AVERETT ONLINE ADMISSIONS

Students who enroll in all Averett Online programs must have access to a computer with word processing, graphical presentations software, spreadsheet capabilities, email and Internet connectivity for academic use.

UNDERGRADUATE PROGRAMS in Averett Online (EXCEPT NURSING)

The Admissions Committee selects for enrollment those applicants considered best able to benefit from a college education at Averett. In making its decisions, the Admissions Committee considers many factors:

- A high school transcript indicating high school completion with a grade point average (GPA) of 2.0 or a GED of 250 (paper-based) or 500 (computer-based), and a 2.0 GPA on any previous college work. Official transcripts are required from all accredited institutions attended. Applicants with a GPA below 2.0 on a 4.0 grading scale will be required to submit additional materials for review. These materials include a current resume and a written statement that outlines a plan for academic success. These additional materials will be evaluated based on composition, organization, grammar, and professionalism. If admitted, the student must maintain satisfactory academic progress as stipulated by the Academic Warning, Suspension and Probation policy outlined in the academic catalog.
 1. A student may be exempt from submitting a high school transcript if one of the following conditions are met:
 - The student has 12 or more transferable credits with a grade of “C” or better from an accredited college or university.
 - Student is an active member or veteran of American armed forces.
- Credits may be transferred from a combination of the following:
 - 1) Credits earned from regionally accredited colleges or universities
 - 2) Standardized examinations such as College Level Examination Program (CLEP), DANTES Subject Standardized Tests (DSST), Excelsior Examinations
 - 3) Non-collegiate military, professional, or certificate courses and military experience as evaluated for credit by the American Council on Education (ACE) guide.
 - 4) College-level learning through portfolio assessment
- A score of 500 (paper-based total), 173 (computer-based total) or 61 (Internet-based total) on the Test of English as a Foreign Language (TOEFL) for students who native language is not English. However, one of the following will be accepted in lieu of a TOEFL exam:
 - 1) Student has completed 30 or more transferable credits which include an English composition course with a grade of “C” or better from a regionally accredited American college or university where English is the language of delivery.
 - 2) Student is an active member or veteran of American armed forces.

NOTE: International students who plan to attend Averett while living in the United States must have a valid I-20 from Averett and must attend classes on campus at the Danville location.

GRADUATE PROGRAM ADMISSIONS

The Admissions Committee selects for enrollment those applicants considered best able to benefit from a college education at Averett. In making its decisions, the Admissions Committee considers many factors:

- A baccalaureate degree from an accredited college or university.
- Official transcripts for the undergraduate degree. Transcripts must indicate date of undergraduate degree conferred. Official transcripts for ALL graduate work attempted must also be submitted.
- A cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) of undergraduate study toward a baccalaureate degree.

Each Department's Graduate Admissions Committee may consider students who are below a 3.0 GPA for admission by the department graduate admissions committee after the student submits additional materials for review. These materials include a current resume and a written statement that outlines a plan for academic success. These materials will be evaluated based on composition, organization, grammar, and professionalism. If admitted, the student must maintain satisfactory academic progress as stipulated by the Academic Warning, Suspension and Probation policy outlined in the academic catalog.

INTERNATIONAL STUDENTS

International students must submit an application and all required educational documents and test scores to the Averett Online Enrollment Office before an admissions decision can be made. These educational documents include certified English translations of both secondary school transcripts and official transcripts of any college-level work and acceptable TOEFL (Test of English as a Foreign Language) scores of: graduate, 600 (paper-based total), 250 (computer-based total) or 100 (Internet-based total); undergraduate, 500 (paper-based total), 173 (computer-based total) or 61 (Internet-based total). In addition, international students may only take Averett Online classes at the main campus in Danville, and they must be in face-to-face classes. They must also meet with the PDSO for Homeland Security on campus and bring all applicable paperwork for them to be registered with Homeland Security.

The applicant is responsible for having their transcripts evaluated and translated into English and for all costs and fees associated with this service. Averett only accepts transcripts evaluated and translated by: World Education Services, Inc., P. O. Box 745, Old Chelsea Station, New York, NY 10113-0745.

AVERETT ONLINE ACADEMIC POLICIES

Averett Online Attendance Policy

Regular class attendance is an obligation implicit in the agreement between the student who applies for admission and the program that admits the student. Anyone enrolled in a course is responsible for the work done in all class meetings and/or required interactions. Therefore, the University expects the student to regularly attend or participate in all class meetings and/or required interactions of the courses for which the student is enrolled. Each student is provided a schedule outlining meeting dates.

There is no official distinction between an excused and unexcused absence. Absence from class may adversely affect a student's grade. The student should determine with each instructor to what extent absenteeism would affect the grade in that course. Specific attendance requirements for each course are also included in the syllabus provided by the instructor for the course.

The Department of Education (DOE) requires a student who is absent, not attending, or participating in required interactions, during a 14 calendar day period to provide written confirmation documenting expected date of return to class. This documentation must be received by the student's Student Success Coach by the beginning of the third week of an expected absence. Failure to provide this documentation may result in the student being administratively withdrawn from the University.

Students must attend class to receive financial aid funds. Any student with a break in schedule of more than 45 days must have valid documentation on file or risk the return of all or a portion of Title IV funds per federal regulations. Documentation would include an approved Leave of Absence (LOA) and supporting documentation may be required from the student. Not providing this information will result in the student being administratively withdrawn from the institution. Return of funds may leave a student owing Averett University a balance due on the student's account.

Please refer to the Withdrawal Policy to understand options for withdrawing from a course registration or the institution. Additional information regarding the Drop Period, W Period, or WP/WF Period is found in the Grading Policy below. Information on how class attendance may affect a grade is also found in the Grading Policy. Please consult with your Student Success Coach if you have any questions.

Averett Online: Grading Policy

This policy applies to **all** nontraditional Fall 2023 course sections. The updated Spring 2024 AO grading policy will follow.

You should consult with your Student Success Coach to understand the Drop, W, and WP/WF periods for your registered course. There is a distinction between accelerated courses (courses which are 12 weeks in length or less) and non-accelerated courses (courses which are greater than 12 weeks in length).

Each accelerated course has a Drop period. The Drop period is Day 1 to Day 3 (calendar day count) of the registered course calendar dates. During the Drop period, the registered course may have begun; however, the student is allowed to be dropped from the course registration; as the course registration is dropped, a grade will not be assigned. A Drop Form is required to be completed by the student and approved by your Student Success Coach.

Each non-accelerated course has an Add/Drop period. The Add/Drop period is Day 1 to Day 7 (calendar day count) of the registered course calendar dates. During the Add/Drop period, the registered course may have begun; however, the student is allowed to either add or drop the course registration. To add a course registration, please contact your Student Success Coach. If the course registration is dropped, a grade will not be assigned; a Drop Form is required to be completed by the student and approved by your Student Success Coach.

Following the Drop period, a student may request a Course Withdrawal. The Course Withdrawal form must be completed by the student and approved by your Student Success Coach.

Each course has a W period. For an accelerated course, the W period is Day 4 to Day 10 (calendar day count) of the registered course calendar dates. For a non-accelerated course, the W period is Day 8 to Day 30 (calendar day count) of the registered course calendar dates. If a student withdraws from a course during the W period, the student will receive a Grade of W. The student will owe 40% of the current tuition of the registered course. (Course Withdrawal form required)

Each course has a WP/WF period, except courses which are two weeks in length (2-week courses only have Drop and a W periods). For an accelerated course, greater than two weeks in length, the WP/WF period is Day 11 to Day 20 (calendar day count) of the registered course calendar dates. For a non-accelerated course, the WP/WF period is Day 31 to Day 90 (calendar day count) of the registered course calendar dates. If a student withdraws from a course during the WP/WF period, the faculty member assigns a grade of WP/WF, based on the student's status in the course at the point of notification of course withdrawal by the student. A WP does not affect GPA; however, a WF will be averaged into the GPA as an F. The student will owe 100% of the current tuition of the registered course. (Course Withdrawal form required)

If the student must request a course withdrawal following the Drop period for an accelerated course or following the Add/Drop period for a non-accelerated courses due to a circumstance beyond the student's control, the student (or a second party in the event the student is prevented by the circumstance from officially notifying the institution) must be initiated by contacting the student's Student Success Coach. Documented evidence must be submitted to and reviewed by the Director of Student Services. If the request is approved as a circumstance beyond the student's control, a grade of WN will be assigned to the course; otherwise, the assigned grade will follow the other grading periods (Course Withdrawal form and confidential documentation required).

It is the student's responsibility to ensure the institution has received proper notification and all required paperwork has been completed.

In accordance with the attendance policy expectations, absence from a course or required interactions may result in a grade of "F," as detailed below. This is an institutional academic policy and is not left to the discretion of the faculty. Students who stop attending classes without formally withdrawing from the course will receive a grade of "F" and will incur tuition charges for the course. If a student must miss class the student is required to inform the instructor and complete missed assignments in accordance with the syllabus and at the discretion of the instructor.

Any student who has missed the equivalent of more than two (2) weeks in a course of five (5), six (6), or seven (7) weeks' duration will receive an "F." Any student who has missed the equivalent of more than three (3) weeks in a course of eight (8), nine (9), ten (10), or twelve (12) weeks' duration will receive an "F."

Starting with the Spring 2024 semester, students have until 50% of the scheduled course time to request a withdrawal with a grade of W. The policy is applied as follows:

If you are in a class that is sixteen (16) weeks in length, you have from Day 1 to Day 7 (calendar day count) to request a course addition or drop a course. Between Day 8 and the end of Week 8, a student can request to withdraw and receive a grade of W.

If you are in a class that is eight (8) weeks in length, you have from Day 1 to Day 3 to drop a course. Between Day 4 and the end of Week 4, a student can request to withdraw and receive a grade of W.

Should a student stop attending classes after the W period passed, the instructor reserves the right to assign a letter grade for the course(s).

Students should reach out to their Student Success Coach for more information as it applies to the grading and withdrawal policies of Averett Online.

A student earns quality points as well as course credit if the grade in each attempted course is a grade of D or higher (grade of C or higher for graduate students), unless otherwise specified by the institution or program. The letter grades awarded by Averett University, their interpretations, and the quality points per credit are shown in the following table:

<u>Letter Grade</u>	<u>Interpretation</u>	<u>Quality Points (per credit)</u>
A	Excellent Work	4
B	Good/Above Average Work	3
C	Average/Satisfactory Work	2
D	Passing/Below Average Work (Undergraduate only)	1
F	Failure/Unsatisfactory Work	0
I	Incomplete	-
P	Pass (not counted in GPA)	-
@R	Course must be repeated	-
W	Withdrawal, during W period	-
WP*	Withdrawal – Passing	-
WF*	Withdrawal – Failing	0
WN	Withdrawal due to circumstance beyond student’s control	-
NC	No Credit or Audit	-
NP	Not Passing (not counted in GPA)	-
@A, @B, or @C	Passing grade for ENG100 or MTH100	-

*To receive a withdrawal grade (WP or WF), the student must officially withdraw from the University or from the course. Courses with the grade WP are not calculated as hours attempted and do not affect the cumulative grade point average. Courses for which the grade WF is recorded are included in hours attempted and receive no quality points; thus, they affect the GPA in the same manner as a grade of F. Starting with the Spring 2024 semester students are no longer permitted to withdraw from a class or the University and receive a WP or WF grade.

A grade may be appealed. Please refer to the Grade Appeal policy.

Accelerated Course (course which is 12 weeks in length or less)

<u>Period</u>	<u>Transcript Code</u>	<u>Calendar Days</u>	<u>Tuition Charge</u>
Drop Period	Will not appear on Transcript	Day 1 to Day 3	0%
W Period	W	Day 4 to Day 10	40%
WP/WF Period* (<i>Fall 2023 only</i>)	WP or WF	Day 11 to Day 20	100%
W Period (<i>Spring 2024</i>)	W	Day 11 to Day 28	100%
Circumstance beyond a student’s control	WN	Day 4+	0%, if approved

*Excludes courses which are two weeks in length

Non-Accelerated Course (course which is greater than 12 weeks in length)

<u>Period</u>	<u>Transcript Code</u>	<u>Calendar Days</u>	<u>Tuition Charge</u>
Add/Drop Period	Will not appear on Transcript	Day 1 to Day 7	0%
W Period	W	Day 8 to Day 30	40%
WP/WF Period* (<i>Fall 2023 only</i>)	WP or WF	Day 31 to Day 90	100%
W Period (<i>Spring 2024</i>)	W	Day 31 to Day 56	100%
Circumstance beyond a student’s control	WN	Day 8+	0%, if approved

Course Extension

The grade of “Incomplete” (“I”) may be granted by an instructor on very rare occasions. It is a privilege extended by the instructor and is granted only when specific arrangements for completion of course requirements have been made by the student in advance. Instructors are not required to approve requests for “Incompletes.”

The grade of “Incomplete” will give the student a two-week extension. The student must have completed and submitted all work no later than two weeks after the date of the last class. If the student has not completed all requirements by the end of this two (2) week extensions, the grade of “I” will be changed to an “F.” The student will be required to repeat the course at his or her own expense.

In the case of extreme hardship, the student may petition in writing to the instructor and send a copy of the approved petition to his/her Student Success Coach for an additional two-week extension. Written requests are to be approved prior to the expiration of the first extension. In no case, however, will the total time allowed for extensions be greater than four (4) weeks from the last meeting of the course in question.

Course Repeats (Undergraduate)

A student may repeat a maximum of five courses, substituting the new grade and canceling the previous hours attempted. The student must accept the grade on the repeated course even if the grade is lower than the prior grade. After repeating five courses, no other course may be repeated unless the student earned a grade of F in a course required for his or her degree. In that case, the course may be repeated, but the previous grade and hours attempted will not be cancelled. Courses from other institutions will not be counted as repeats for courses at Averett.

Course Repeats (Graduate)

In the event a grade lower than “B” is awarded in a graduate course, the student may elect to repeat the course. The course may be repeated only once, and the second grade will be final. Repeating a course eliminates both the grade and the hours attempted for the first course in calculating the grade point average, but the course will remain on the permanent record. A maximum of two courses may be repeated. Only the new grade is considered in satisfactory progress evaluations. No more than 2 C’s are allowed in any graduate program.

Course Withdrawal

Registration at the University is considered a contract binding the student-university relationship. Financial commitments, on the part of the University, are determined based on enrollment commitments; many of which do not change if a student subsequently withdraws. Therefore, Non-Attendance does not automate an Official Withdrawal, Tuition Refund, or Fee(s) Refund.

To be eligible for a tuition refund/tuition credit, the student must Officially Withdraw from either the Institution or the course by completing a Withdrawal Form, which is available by contacting your Student Success Coach. The student should discuss the possibility of withdrawing with Financial Aid, Averett Online Student Accounts, and the student’s Student Success Coach to understand the potential ramifications which may be caused by the withdrawal. An Official Withdrawal will not always result in a tuition refund/tuition credit and may create a balance due.

Averett Online Withdrawal and Leave of Absence

Official Withdrawal Options

Option 1: Official Withdrawal from Averett University, prior to attending

If the student is new to Averett University, or has been recently re-admitted, and has not yet begun or attended a registered course, the student may decide to Officially Withdraw from the institution, no later than the end of the Drop period. (Please refer to the Grading Policy.) This student would be considered a Non-Matriculant (one who was registered at the institution, but did not begin coursework). The student will be withdrawn from all course registrations.

Option 2: Official Withdrawal from Averett University, after start of course registration

If the student is a Matriculant (one who is registered at the institution), the student may decide to Officially Withdraw from the institution. The student will be withdrawn from all future course registrations, effective as of the date of notification of the withdrawal. Please refer to Options 3 and 4 for more information on course registration withdrawals.

Option 3: Official Withdrawal from course registration, prior to attending a registered course

A student who is registered for a course may elect this option in the event the student is unable to complete the course. If the registered course has not yet begun, or the student has not yet attended the course, the student may decide to withdraw from the course registration, no later than the end of the Drop period. Withdrawals from course registration by the end of the Drop period will result in the student being dropped from the course registration. (The course will not appear on the student's Official Transcript.)

Option 4: Official Withdrawal from course registration, after start of course registration

A student who is registered for a course may elect this option in the event the student is unable to complete the course. If the registered course has begun, and the last day of the Drop period has passed, a student will remain registered for the course. A grade of W, WP, or WF (in accordance with the Grading Policy) will be assigned to the Official Transcript, based on the date of the withdrawal request.

Official Withdrawal due to a circumstance beyond the student's control

A student who either Officially Withdraws from the Institution or from a course registration must provide documented evidence of a circumstance which was beyond the student's control. Documented evidence must be received by your Student Success Coach within 14 calendar days of withdrawal request. The Director of Student Services for the Averett Online Program will determine if the documentation constitutes an approved or unapproved Official Withdrawal due to a circumstance beyond the student's control. If the student is prevented by the circumstance from officially notifying the institution, then a second party may provide notification of the student's withdrawal on the student's behalf, due to this circumstance.

Unofficial Withdrawals

Sometimes, in the event of a circumstance beyond the student's control, a student does not Officially Withdraw from the Institution. In the event of non-attendance with the University for a period of fourteen (14) calendar days, the institution will determine if the student must be withdrawn from the University. The withdrawal date will be the last day of attendance, as determined by the University.

Academic Suspensions

In order to be eligible for graduation, the student must maintain the minimum required GPA by the institution and the student's program. A student who fails to maintain the minimum GPA threshold may be considered for Academic Probation or Academic Suspension. A student may be considered for Academic Suspension for failure to comply with other Academic Policies, Standards, or Integrity (i. e., plagiarism). A decision may be reached to place a student on Academic Suspension; at that time, the student is withdrawn from the institution due to an Academic Suspension. For more information, please consult the Academic Probation and Suspension policy in the catalog. If a student is suspended for a second time for academic reasons, the student will be academically ineligible to return to Averett.

Administrative Suspensions

One mark of an educated individual is personal integrity. While a member of this community, each student is expected to uphold the principles of honesty, fairness, integrity, and respect. A student may be administratively withdrawn from the institution for reasons which are not academic in nature. Examples of an administrative suspension include, but are not limited to, conduct or behavior which is not professional, excessive absences, and/or substance abuse. The student will be notified of the decision by the student's Student Success Coach, as well as in writing. For more information, please consult the Honor Code.

Important Withdrawal Information

All students who withdraw from the institution are required to complete Exit Counseling with the student's Student Success Coach. This process begins with the student's notification of decision to separate from the institution or the separation of the student from the institution due to an Administrative and/or Academic decision (i. e., suspension).

With all withdrawal options, the amount of tuition refund/tuition credit or balance due will be determined based on the last date of attendance, date of notification (or determination) of withdrawal, and use of services provided to the student by the institution for instructional and/or non-instructional services. A student who withdraws after the start of a course, without documented evidence of a circumstance beyond the student's control, may have a grade of W, WP, or WF assigned to the student's Official Transcript. Withdrawing, after the start of course registration, may impact financial aid status. Upon receipt of the Official Withdrawal form, Averett University Student Accounts and the Financial Aid Office will audit the student's account, cancel any financial aid in process, return appropriate funds to the lender, process any refunds that may be due, and/or collect payment for any outstanding balance.

Each course type has a Drop period (please refer to the Grading Policy); please consult with your Student Success Coach to understand the Drop period for your registered course. During the Drop period, the registered course may have begun; however, the student is allowed to be dropped from the course registration.

Each student is admitted to Averett University and/or the student's Program. The institution has Academic Policies which must be followed by all students; however, the student's program may have Academic Policies which are more stringent than those of the institution, which must also be followed by all students enrolled in that program.

Averett Online (Non-term Students Only) Withdrawal and Leave of Absence

A student who must amend his/her Academic Registration Schedule to accommodate an absence or non-completion of a course for which registration has taken place has the option to choose one of the following: course withdrawal, Leave of Absence, or program withdrawal. Election of any of these options may result in the interruption of financial aid benefits. NOTE: Students who are utilizing financial aid must meet satisfactory academic progress (see Academic Probation and Suspension) before financial aid can be applied

Leave of Absence Policy

The Leave of Absence (LOA) policy is applicable to all students enrolled in Averett University's (AU) Adult Averett Online degree programs. If a student is not actively enrolled in a degree seeking program, the student is not eligible to apply for a leave of absence. The Leave of Absence policy assists and encourages undergraduate and graduate students to return and graduate after an absence up to 160 days within a 12 month timeframe from Averett. A student may request a Leave of Absence in writing by submitting the Leave of Absence form from the student's Student Success Coach (SSC).

A student must contact his/her Student Success Coach to request a Leave of Absence(s). Averett will grant a Leave of Absence(s) of up to 160 days in any 12-month period during which the student is not considered withdrawn from the University, and, if using financial aid, no return of funds calculation is required. A student must notify his/her Student Success Coach by email or phone no later than 6 p. m. on the first night of class. The Leave of Absence (LOA) request must include the reason for the request, be signed, dated, and returned to his/her Student Success Coach prior to second week of said course in order to receive approval by student services and financial aid. Averett will not approve Leaves of Absence (LOAs) that are requested after 6 p. m. of the first week of the course except as the result of unforeseen circumstances (see Unplanned Leave of Absences/Unforeseen Circumstances below). The student will not incur additional tuition charges from Averett while on an approved Leave of Absence.

If unforeseen circumstances prevent a student from contacting his/her Student Success Coach prior to 6 p. m. on the first day of the course of the requested leave, then Averett may grant the Leave of Absence(s) provided the student submits appropriate documentation that substantiates the unforeseen circumstance. The student must submit the LOA request and appropriate documentation to his/her Student Success Coach within 30 days of the initial request, to be considered for approval. If the student is approved for an LOA in the middle of a course, Averett will credit the student's account for that course to ensure no additional charges are accrued.

Planned Leave of Absence (LOA)

A planned Leave of Absence (LOA), for return of Title IV funds purposes is a temporary interruption in a student's program of study. An LOA refers to the specific time period during a program when a student is not in attendance for more than 45 days but less than 160 days. The request should be made in advance and by 6 pm prior to the first night of the course.

Averett's Face-to-Face/On Campus and Online courses must meet specific guidelines:

- Face-to-Face/On Campus Courses – Students who withdraw prior to 6 pm on the first night of class will not be charged, and the course will be dropped from their registration.
- Online Courses – Attendance for online courses is considered the end of the first full week of the course.

Students that fail to meet the conditions of a Planned LOA are subject to a denied LOA, charges for the course and/or possible program dismissal. An LOA is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during an LOA.

An LOA must meet certain conditions as described below, to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal requiring a school to perform a return

calculation. If an LOA does not meet the conditions listed below to be considered for an approved LOA, the student is considered to have ceased attendance and to have withdrawn from the school, and the school is required to perform a return calculation. Averett's policy requires a student to apply in advance for an LOA unless unforeseen circumstances prevent the student from doing so.

For an LOA to qualify as an approved LOA:

- The student must follow the school's policy in requesting the LOA;
- There must be a reasonable expectation that the student will return from the LOA;
- The school must approve the student's request for an LOA in accordance with the school's policy;
- The institution may not assess the student any additional institutional charges, the student's need may not increase, and the student is not eligible for any additional federal student aid;
- The LOA, together with any additional leaves of absence, must not exceed a total of 160 days in any 12-month period;
- Except in a clock-hour or non-term credit-hour program, a student returning from an LOA must resume training at the same point in the academic program that he or she began the LOA, and
- If the student is a Title IV loan recipient, the school must explain to the student, prior to granting the LOA, the effects that the student's failure to return from an LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.

Returning From a Leave of Absence (LOA)

Students returning from a first leave of absence must attend or have a record of posted attendance for at least the day/night of the agreed and documented return date. Failure to return to school on schedule or a second unapproved interruption of class attendance may result in an exit from the university. An exit may result in cancellation of student loan and/or prior student loan(s) entering the grace/repayment period effective with the last date of attendance.

Unplanned Leave of Absence/Unforeseen Circumstances (LOA)

If unforeseen circumstances prevent a student from providing a request to the campus on or before the start of the LOA, Averett may grant the student an approved LOA if the university has documented the reason and decision. Averett's Student Success Coach must collect the signed LOA request form from the student at a later date and provide it to the Registrar/Student Financial Services within a reasonable amount of time from the student's last date of attendance. Unforeseen circumstances may include, but are not limited to, medical and family emergencies, military, jury duty, business travel, University course cancellation and/or facility closure, and natural disasters. Any additional unplanned LOA's will be documented and evaluated on a case-by-case basis. Final approval is determined by the Student Success Coach and Student Financial Services.

Required Documentation

An LOA may be approved if the University determines there is a reasonable expectation the student will return. Students must follow Averett's LOA Policy and Procedures when requesting an LOA, by providing (on or before the start date of the LOA) a written, signed and dated request, including the reason for the LOA, to the SSC. All requests will be forwarded to the Student Success Coach and Student Financial Services for approval or denial.

Multiple Leaves of Absence

Students may be approved by the University for multiple LOAs in a 12-month period. The total of all approved LOAs may not exceed 160 calendar days in the 12-month period. During an approved LOA, the student is not considered withdrawn and no Return to Title IV (R2T4) calculation is required for financial aid recipients.

Failure to Return from a Leave of Absence

Any student failing to return from a Leave of Absence (LOA) will be considered withdrawn as of the last date of attendance and is required to contact his/her Student Success Coach to complete and sign all withdrawal paperwork. If the student is utilizing financial aid, the Financial Aid Office will explain to the student, prior to the student being granted the Leave of Absence, the effect that his/her failure to return from the leave may have on student loan repayment terms, including the exhaustion of some or all of their grace period. A student on an approved Leave of Absence will be considered enrolled at Averett and will be eligible for an in-school deferment for his or her student financial assistance loans. If a student does not return from an approved Leave of Absence, the withdrawal date and beginning of the grace period will be the last date of class attendance.

HEROES Act

The Higher Education Relief Opportunities for Students (HEROES) Act of 2003 was created to ensure students who are receiving federal financial aid are not adversely affected because of their military status, a natural disaster or a national emergency, and to minimize the administrative burden placed on such individuals. If an affected student has difficulty providing a written LOA request because of affected status, a verbal LOA request may be approved.

Affected students include those who:

- Are serving on active duty during a war or other military operation or national emergency.
- Are performing qualifying National Guard duty during a war or other military operation or national emergency.
- Reside or are employed in an area that is declared a disaster area by any federal, state or local official in connection with a national emergency.

Extending an LOA (Medical Purposes Only)

Averett permits a student to request an LOA extension as long as the request is made before the scheduled end date. Additionally, the reason for the request must be medical or health-related and the LOA form must be accompanied by acceptable documentation from the student and health provider / medical facility / physician. Students must follow the University LOA Policy when requesting the LOA extension, by providing on or before the scheduled end date, a written, signed, and dated requested, including the reason for the LOA extension to the Office of Student Success. All requests must be forwarded to the Registrar and Student Financial Services.

Disbursements During an LOA

Averett's Student Financial Services department may disburse Pell, IASG and FSEOG funds to a student on an LOA during certain times of the year. Federal financial aid funds that are part of a credit balance created before a student began an LOA may be paid to a student, since those funds were disbursed before the student went on the LOA.

Financial Impact for a Returning Federal Student Financial Aid

Students who are granted a leave of absence and fail to abide by Averett's LOA policy and procedures – failed to return on agreed academic scheduled return date – will be treated as withdrawn unless the LOA is extended due to medical reasons.

Averett's Student Financial Services will be required to process a Return of Title IV funds calculation to determine the amounts of earned and unearned funds student will qualify for based on his/her attendance/days in class. The Title IV Refund Policy (below) applies to Federal Student Financial Aid Students.

Title IV Refund Policy

The following federal policies will apply to Federal Student Financial Aid Students:

If a student received federal student aid before withdrawing, being dismissed, or being granted a leave of absence, any tuition refund calculated will be returned to the federal aid programs first. Federal regulations mandate that the percentage of the semester the student did not complete will be the percentage of available federal aid the student did not earn. If the student received more federal student aid than they earned, the school must return the unearned funds to the student's lender in a specified order.

Once the student has completed 60% of the semester, the student has earned 100% of their aid, and no federal refund is required. When a refund is required, the amount of the student's aid that the school is required to return to the student's lender is determined by multiplying the amount of the student's tuition and fees by the percentage of the payment period the student did not complete. Once institutional and federal refunds are complete, the student may accrue a balance on his or her tuition account and will be required to pay any remaining balance due to Averett's Accounting Department within 30 days. Student's failure to meet a past due financial obligation may result in their tuition balance being forwarded to a collection agency thereby creating an adverse credit report for the student.

Grade Appeal

Students have a right to expect fair and impartial treatment by faculty and administration at Averett University. Faculty members are expected to set forth course requirements, including grading standards and procedures, in a syllabus that is provided to each student at the beginning of the course. Any deviation from the requirements in the syllabus must be applicable to each student. Any review of exceptions to regulations and questions regarding fairness of grading and other matters pertaining to the evaluation of student performance should be resolved by those most closely related to the problems and issues.

Grades earned in Averett Online programs may be appealed under the following conditions:

1. The faculty did not apply the grading criteria equitably among all students.
2. The faculty changed the grading criteria, without written notification, after the course began.
3. If changes to the grading criteria were necessary, they were not communicated to all students and were punitive to many students.
4. The instructor did not grade according to the plan outlined in the syllabus.
5. Calculation errors were made in computing a grade.

From time to time, a student may believe that his/her rights have not been observed by faculty with respect to specific course policy. Therefore, an appeals process is in place, and the procedures are outlined below.

Procedures:

While every student has the right to question a grade they have received, all students should appreciate the difference between questioning a grade and charging an instructor with a violation of good teaching practices. In the absence of compelling reasons, the grade determined by the instructor of record is to be considered final. A student who believes an appropriate grade has not been assigned should follow the procedures described below to appeal the grade.

1. A student who believes an appropriate grade has not been assigned shall first discuss the matter with the instructor involved. If the student does not receive satisfaction in dealing with the instructor, the following appeal system is in place.
2. If the student does not receive satisfaction after discussion with the faculty member, then a written grade appeal, using the Averett University Averett Online Grade Appeal Form (obtained from your Student Success Coach) must be submitted to the area Department Chair within 30 days of the end of the course.
 - a. Included with the Grade Appeal Form, students must produce explanation of all appeal conditions (see policy above), all graded work for the course in question and evidence of discussion with the instructor. Inaccurate and/or incomplete documentation will not be accepted and will be returned to the student, resulting in a delay in the processing of the appeal.
3. The Department Chair will initiate action within 3 days of receipt of the appeal.
 - a. At his or her discretion, the Department Chair may establish a review committee to study the issue and make recommendations for action.
 - b. The review committee shall be composed of two or three faculty members who have not taught the student and who teach in the same discipline as the faculty member who issued the grade in question.
 - c. The review committee will provide a non-binding recommendation to the Department Chair within 14 days of appointment.
 - d. The Department Chair may choose to rule on the issue without such advice.
4. The ruling of the Department Chair is considered final. The Vice President for Academic Affairs will accept and review appeals to rulings in the case where evidence exists that this policy has not been followed.
5. The grade appeal process duration period is 30 – 90 days.

AVERETT ONLINE ACADEMIC PROBATION AND SUSPENSION

Academic Probation (Undergraduate)

In order to meet degree requirements, a student must maintain a grade point average (GPA) of 2.0 or “C” average. The GPA is determined by dividing the total quality points earned at Averett University by the number of GPA credits attempted. Whenever the resultant figure is less than 2.0, a student is considered to be on academic probation, which may lead to academic suspension.

Academic Suspension (Undergraduate)

Academic suspension will result when a student fails to clear academic status within the probationary period of two courses. Suspended students are administratively withdrawn from the program and will be eligible for readmission six months from the date they failed to clear probationary status. After this period, a student may request readmission into the program. This request must be made in writing to the Vice-President of Academic Affairs (VPAA) and should include a rationale for being considered for readmission. This letter should reach the University at least six weeks prior to the date sought for readmission. Averett will consider accepting credits from another regionally accredited higher education institution during the period of academic suspension if the student earns a 2.5 GPA or higher in the coursework. Readmission is neither automatic nor certain. If readmitted, the student will be governed by the regulations and degree requirements current at the time of readmission.

At the time of readmission, the student will be on probation, which will remain in effect for two consecutive courses. If, at the end of the two consecutive courses, the student’s cumulative GPA is at least 2.0, the student’s status will be removed from probation, and he or she will be allowed to continue in the program. If the cumulative GPA is below 2.0, the student will be automatically academically dismissed from the program, and he or she will not be readmitted to Averett University. A second suspension is final and permanent.

Academic Probation (Graduate)

Whenever a student’s cumulative graduate grade point average (GPA) falls below the 3.0 level, the student will be placed on academic probation. The student must achieve a cumulative GPA of 3.0 within the next two courses of enrollment or face dismissal from the program. If the student’s cumulative GPA falls below 3.00 for a second time, academic dismissal will be automatic and permanent.

Academic Suspension (Graduate)

A student who is dismissed from a program for academic reasons will not be readmitted on any status for a period of six months. After this period, a student may request readmission into the program. The request must be made in writing to the Department Chair and should include a rationale for being considered for readmission. This letter should reach the University at least six weeks prior to the date sought for readmission. Before making a final decision, the Department Chair may request a personal interview. Readmission is neither automatic nor certain. If readmitted, the student will be governed by the regulations and degree requirements current at the time of readmission.

At the time of readmission, the student will be on probation, which will remain in effect for two consecutive courses. If, at the end of the two consecutive courses, the student’s cumulative GPA is at least 3.0, the student’s status will be removed from probation, and he or she will be allowed to continue in the program. If the cumulative GPA is below 3.0, the student will be automatically academically dismissed from the program, and he or she will not be readmitted to graduate study at Averett University.

AVERETT ONLINE UNDERGRADUATE DEGREE PROGRAMS

DEGREE REQUIREMENTS

Listed in the section are the requirements for each major offered through the Averett Online program, Adjustment in these requirements must be approved by the Department Chair and the Vice President for Academic Affairs as well as some changes that require approval of the University Curriculum Committee and the Faculty. The requirements described here are in addition to the Core and General Education requirements. A student may, however, meet some of the General Education requirements automatically through the completion of the selected area of concentration.

GENERAL EDUCATION AND CORE CURRICULUM

The Averett University curriculum seeks to develop students as lifelong learners with the appropriate skills and knowledge to become creative and critical thinkers, effective communicators, and to serve and lead as catalysts for positive change. Moreover, we encourage students to examine a variety of cultural expressions and values so that they may develop an appreciation of the contributions of others and acquire knowledge that may serve as a foundation for continuing development. We foster a spirit of discovery, problem solving and critical thinking and incorporate liberal arts with professional preparation in our teaching and learning.

Specific requirements are in the section General Education starting on page 62. Core and general education requirements may be met through transfer work if they meet the requirements as listed in the sections on General Education and the section on Transfer and Other Credit beginning on page 28. Students entering any Averett Online undergraduate program must take IDS 104, Introduction to Adult Learning. Averett Online Student Success Coaches can assist applicants and enrolled students in determining their remaining requirements.

IDS 104 Introduction to Adult Learning (3)

This is a foundation course for students entering an Averett Online undergraduate program who may or may not have previous higher education experience. Emphasis is on planning and skills for success in the academic environment. Topics include adult learning concepts, academic program planning, personal and professional growth, work behavioral styles, team dynamics, conflict resolution, time management, and information resources and research. The introduction course is designed to provide the student with an overview of the most important concepts and an understanding of the most effective methods for achieving academic goals.

BACHELOR OF APPLIED SCIENCE

Bachelor of Applied Science – Averett Online

Averett University offers the Bachelor of Applied Science degree to those individuals who meet the following requirements:

1. Possess an Associate of Applied Science degree from a regionally accredited institution with a 2.0 grade point average on work counted toward the associate's degree.
2. Complete a minimum of 30 semester hours at Averett University, including a minor in a related field.

Examples include:

Associate of Applied Science Degree	Related Field
Office Technology	Business or Computer Science
Printing Management	Business
Administration of Justice	Sociology

3. Complete all Averett requirements for the baccalaureate degree.

NOTE: Because of State licensure requirements, courses in the Department of Education may not be offered for the minor area.

NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Students interested in pursuing the Bachelor of Applied Science through Averett Online should consult with Averett Online admission staff to determine specific pathways for completing the degree. The following degree is supported by Averett Online course offerings on a rotating basis.

BACHELOR OF ARTS, BACHELOR OF SCIENCE

Students may earn a Bachelor of Arts or Bachelor of Science degree by completing the core general education requirements along with a major area of study. Averett Online currently offers undergraduate major disciplines: Business Administration; Computer Science; Computer Information Systems; Criminal Justice; Sociology; and Psychology. A minimum of 120 semester hours is required for graduation. Requirements for specific majors may be found in departmental descriptions beginning on page 66. The general education requirements begin on page 62. A complete list of the requirements for graduation may be found on page 60. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Students interested in pursuing the Bachelor of Arts or Bachelor of Science through Averett Online should consult with Averett Online admission staff to determine specific pathways for completing the degree.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Vince Decker, Chair
Tonitta McNeal, AO Business Program Director
Thomas Perugini, AO Hospitality Management & Tourism Program Director

The mission of the Business Administration Department of Averett University is to offer students a broad-based and student-focused, business education grounded in the University's liberal arts tradition that provides students with a solid foundation in pursuing their careers, in furthering their education and in contributing to a rapidly changing global economy. Through courses of instruction, the department is dedicated to providing quality business programs by enhancing students' knowledge and helping them develop their full potential in communication, critical thinking, and problem solving skills.

The department provides programs for business students to succeed in for-profit, non-profit, and government organizations, or to enter graduate programs. Students may earn a Bachelor of Arts or a Bachelor of Science degree in Business Administration by completing core requirements and one or more concentrations. Students choosing to complete this program through Averett Online have concentration options available in Applied Data Analytics, Hospitality Management & Tourism, Management Science, and Small Business & Entrepreneurship.

Students with a major in Business Administration must have a minimum of 120 semester hours for graduation and must also achieve a 2.0 GPA for all courses in the major. Business students are required to take business core courses in order to obtain common body knowledge.

All students majoring in Business Administration must satisfactorily complete MTH160, Introduction to Statistics, and BSA109, Business Reporting in Excel or CSS113, Microcomputers & Application Software. Students considering graduate studies in Accounting, Business, Finance or Economics are strongly encouraged to take MTH 171, Applied Calculus, or MTH 201, Calculus I.

To be eligible for graduation, all business seniors are required to participate in the Major Field Test (MFT) in Business. The test is used as a tool to assess the quality of the program and the students' learning outcomes for improvement purposes.

Core Requirements for All Concentrations in Business Administration

In addition to the general education requirements, the following courses are required:

Core Requirements

	Semester Hours
MTH 160, Introduction to Statistics	3
BSA 109, Bus Rptg in Excel or CSS113, Microcomputers & App Software	3
BSA 206, Business Communications	3
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
BSA 310, Principles of Marketing	3
BSA 325, Managerial and Cost Accounting	3
BSA 370, Principles of Finance	3
BSA 434, Business Law	3
BSA 493, Entrepreneurship with Focus on Small Business	3
ECO 201, Principles of Microeconomics	3
ECO 202, Principles of Macroeconomics	3

The student will take 9 hours from the following courses:

	Semester Hours
ADA 363, Intro to Data Analytics and Big Data	3
BSA 343, Int Accounting I (req. for acct concentration)	3
BSA 362, Personal Financial Planning	3
BSA 374, Leadership Theory and Application	3
BSA 375, Management Information Systems	3
SBE 301, Entrepreneurial Thinking	3
Total	45

Requirements for Business Administration: Applied Data Analytics

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, ADA 363, Introduction to Data Analytics and Big Data must be taken as part of the core requirement by all students concentrating in Applied Data Analytics.

	Semester Hours
Business Core Courses	45
CSS 375, Data and Information Management	3
ADA 364, Applied Descriptive Analytics	3
ADA 365, Applied Predictive Analytics	3
BSA 456, Business Forecasting *	3
ADA 400, Applied Analytics Capstone	3
Total	60

Sample Four-Year Course Sequence for Business Administration: Applied Data Analytics

Freshman Year:

- BSA 109, Business Reporting in Excel
- BSA 206, Business Communications
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 310, Principles of Marketing
- BSA 305, Principles of Management

Junior Year:

- ADA 364, Applied Descriptive Analytics
- BSA 325, Managerial and Cost Accounting
- CSS 375, Data and Information Management
- BSA 370, Principles of Finance
- BSA 434, Business Law

Senior Year:

- ADA 365, Applied Predictive Analytics
- ADA 400, Applied Analytics Capstone
- BSA 375, Management Information Systems
- BSA 456, Business Forecasting * (or other approved BSA elective)
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Hospitality Management & Tourism

In addition to the general education requirements and business “core” courses, the following courses are required:

	Semester hours
Business Core Courses	45
BSA 390, Lodging Operations Management	3
BSA 391, Food & Beverage Management	3
BSA 392, Dynamics of Tourism	3
BSA 477, Practicum in Hospitality Operations Management	3
Choose two (2) of the following:	
BSA 376, Casino, Resort, and Club Management	3
BSA 377, Meeting & Event Management	3
BSA 379, Operations and Supply Chain Management	3
BSA 478, Hospitality Financial Management & Analysis	3
BSA 449, Internship (Hospitality)	3
Total	63

** For Averett Online, students will enroll in BSA449 in lieu of Practicum BSA477. Traditional on-campus students may do both with advisor permission.

Sample Four-Year Course Sequence for Business Administration: Hospitality Management & Tourism

Freshman Year:

BSA 109, Business Reporting in Excel
 BSA 206, Business Communications
 MTH 160, Introduction to Statistics

Sophomore Year:

BSA 221, Principles of Accounting I
 ECO 201, Principles of Microeconomics
 ECO 202, Principles of Macroeconomics
 BSA 305, Principles of Management
 BSA 310, Principles of Marketing
 BSA 212, Introduction to Hospitality & Tourism

Junior Year:

BSA 325, Managerial and Cost Accounting
 BSA 374, Leadership Theory and Application
 BSA 370, Principles of Finance
 SBE 301, Entrepreneurial Thinking
 BSA 391, Food and Beverage Management
 BSA 390, Lodging Operation Management

Senior Year:

BSA 434, Business Law
 BSA 375, Management Information Systems
 BSA 493, Entrepreneurship with Focus on Small Business
 BSA 376, Casino, Resort, and Club Management
 BSA 392, Dynamics of Tourism
 BSA 477, Practicum in Hospitality Operations Management or BSA 449, Internship (in Hospitality Mgt. & Tourism)

Requirements for Business Administration: Management Science

In addition to the general education requirements and business “core” courses, the following courses are required:

Semester hours

Business Core Courses	45
BSA 354, Human Resources Management	3
BSA 326, Organizational Behavior, Theory and Leadership	3
BSA 444, Management Strategy	3
BSA 480, International Business.....	3
Choose two (2) of the following:	
BSA 374, Leadership Theory and Application	3
BSA 456, Business Forecasting	3
BSA 458, Operations and Supply Chain Management	3
BSA 400 level Business Elective.....	3
BSA 449, Internship, (Management)	<u>3</u>
	Total 63

Sample Four-Year Course Sequence for Business Administration: Management Science

Freshman Year:

- BSA 109, Business Reporting in Excel
- BSA 206, Business Communications
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- ECO 201, Principles of Microeconomics
- ECO 202, Principles of Macroeconomics
- BSA 305, Principles of Management
- BSA 310, Principles of Marketing

Junior Year:

- BSA 325, Managerial and Cost Accounting
- BSA 354, Human Resources Management
- BSA 326, Organizational Behavior, Theory and Leadership
- BSA 370, Principles of Finance
- BSA 375, Management Information Systems
- BSA 362, Personal Financial Planning
- ADA 363, Intro to Data Analytics and Big Data

Senior Year:

- BSA 434, Business Law
- BSA 444, Management Strategy
- BSA 449, Management Internship
- BSA 456, Business Forecasting
- BSA 480, International Business
- BSA 493, Entrepreneurship with Focus on Small Business

Requirements for Business Administration: Small Business & Entrepreneurship

In addition to the general education requirements and business “core” courses, the following courses are required: As noted above, SBE 301, Entrepreneurial Thinking must be taken as part of the core requirement by all students concentrating in Small Business & Entrepreneurship.

	Semester Hours
Business Core Courses	45
SBE 302, Entrepreneurial Marketing Strategy	3
SBE 303, Small Business Case Studies	3

SBE 400, Entrepreneurial Persuasion and Communications	3
SBE 401, Social Entrepreneurship	3
Choose two (2) of the following:	
BSA 354, Human Resources Management	3
ECO 300, Money and Banking	3
SBE 304, Small Business and Economic Development	3
SBE 305, Business Plan Competition I *	3
SBE 402, Business Plan Competition II *	3
	Total 63

*If SBE305 is taken, SBE402 must be taken. It is a continuation course in a pitch contest.

Sample Four-Year Course Sequence for Business Administration: Small Business & Entrepreneurship

Freshman Year:

BSA 109, Business Reporting in Excel
MTH 160, Introduction to Statistics
BSA 206, Business Communications

Sophomore Year:

BSA 221, Principles of Accounting I
ECO 201, Principles of Microeconomics
ECO 202, Principles of Macroeconomics
BSA 310, Principles of Marketing
BSA 305, Principles of Management

Junior Year:

ECO 300, Money and Banking
ADA 363, Intro to Data Analytics and Big Data
SBE 302, Entrepreneurial Marketing Strategy
SBE 303, Small Business Case Studies
SBE 304, Small Business and Economic Development
BSA 325, Managerial and Cost Accounting
BSA 370, Principles of Finance
BSA 354, Human Resource Management
BSA 434, Business Law

Senior Year:

BSA375, Management Information Systems
SBE 400, Entrepreneurial Persuasion and Communications
BSA 493, Entrepreneurship with Focus on Small Business
BSA 362, Personal Financial Planning
SBE 401, Social Entrepreneurship
SBE 305, Business Plan Competition I*
SBE 402, Business Plan Competition II*

*If SBE305 is taken, SBE402 must be taken the following semester. It is a continuation course in a pitch competition.

Courses of Instruction in Business Administration

ADA 363 Introduction to Data Analytics and Big Data (3)

A first course in applied analytics. Topics include: the purpose of data analytics and its role in decision-making and problem-solving. Further, this course introduces students to the most widely used methodologies and the BADIR method for decision-making.

ADA 364 Applied Descriptive Analytics (3)
The course allows students to provide insight into the past by using common and new tools in analytics. Specifically, this course addresses how aggregate analysis, data visualization, and text and video analysis are used to investigate questions among various disciplines. Prerequisite: ADA 363, CSS375, and MTH160.

ADA 365 Applied Predictive Analytics (3)
The course allows students to provide insight into the future by using common and new tools in the field of analytics. Specifically, this course addresses how correlation analysis, regression, and time series is used to investigate future questions (e.g. what could happen) within various disciplines. SAS University Edition software will be used in the course. Prerequisite: ADA 363, ADA 364, and MTH160.

ADA 400 Applied Analytics Capstone (3)
Using data in a field relating to their primary area, students will conduct a real-world data project. Students will apply the BADIR Framework method, and tasks of cleaning and analyzing the data. It is expected that projects are well-defined, professional in manner and use the data analysis tools of this course. SAS University Edition software will be used in the course. Prerequisites: ADA 363, ADA 364, ADA 365, BSA456, and MTH160.

BSA 109 Business Reporting in Excel (3)
This course provides a basic knowledge of the development and production of basic business documents and reports in Excel. Students will learn to manage data, create standard financial documents, design worksheets for use in data analysis, financial calculations and reporting, organization charts, and to integrate Excel documents into reports prepared in Word or PowerPoint. Students will learn to write formulas, use built-in functions, create tables and graphs, link worksheets, format worksheets, and practice financial modeling.

BSA 206 Business Communications (3)
This course is designed to improve written and oral communication skills within the context of the business environment. Students will learn to prepare various business letters, reports, and other forms of written communication. Decision-making and problem-solving techniques are emphasized through an introduction to case study methods. Students are introduced to electronic presentation media and encouraged to use other technological means to communicate with the professor and with each other. Prerequisite: ENG111 or permission of instructor.

BSA 212 Introduction to Hospitality & Tourism (3)
This course is a comprehensive introduction to the diverse field of hospitality and tourism. Students will be introduced to various aspects of the hospitality industry including, lodging and accommodations, food and beverage, cruises, and recreation. The course will also provide a broad overview of tourism, including destinations, transportation, attractions, and the positive and negative impacts on economies, socioeconomics, cultures, and environments.

BSA 221 Principles of Accounting I (3)
An introduction to elementary accounting concepts and procedures used in the accounting cycle and preparation of financial statements in accordance with Generally Accepted Accounting Procedures (GAAP) for business entities. Theoretical and “real world” treatment of financial statement elements and their impact on business decisions will be discussed in detail. Prerequisite: Sophomore standing or permission from the instructor.

BSA 305 Principles of Management (3)
This course introduces management and managerial functions. The subject matter is concepts, principles, policies, and practices necessary to accomplish managerial tasks. The theory of management, the application of theory to managerial situations, and the basic classification theory of the principles of management are emphasized. Prerequisites: BSA221 and BSA206 or permission from the instructor

BSA 310 Principles of Marketing (3)
Upon completion of this course, students will understand: the environment of marketing and consumer behavior; distribution; pricing; and promotion. They will acquire, demonstrate, and apply knowledge and theory of marketing techniques, both domestically and internationally, and will be able to demonstrate understanding

and appropriate utilization of the principles, methods, and problems involved in the marketing and distribution of goods and services to both industrial and ultimate consumers. They will recognize present-day problems and policies connected with the sale and distribution of products, including the legal, social, and ethical issues in marketing. Prerequisite: BSA206 or permission from the instructor.

BSA 320 Taxation of Individuals (3)

An analysis of federal income tax law and its application to individuals. Includes income, exclusions, deductions, gains, losses, itemized deductions, depreciation, and passive income including rents, investment income, tax credits and tax computations. Prerequisite: BSA221.

BSA 325 Managerial and Cost Accounting (3)

A study of accounting principles applied to planning, controlling and decision making at the operations level of management. Topics in cost accounting such as costs systems, analysis and behavior, and cost-volume-profit relationships will be covered. Other topics such as budgeting, decision-making techniques and capital budgeting and investment analysis will be discussed as well. Prerequisites: BSA221.

BSA 326 Organizational Behavior, Theory and Leadership (3)

A study of how people operate in organizations, how the structure of the organization can affect their performance and the key elements to organizational leadership. Case studies illustrating concepts regarding human behavior and development in individual, group and complex organizational settings will be used. Different leadership styles and approaches and their impact on organizational behavior will be studied also. Prerequisites: BSA305 or permission from the instructor.

BSA 343 Intermediate Accounting I (3)

The course presents the basic assumptions that underlie modern accounting in relation to the principles, procedures and methods that are applied in the preparation of financial statements and the role of accounting as an information system. The course examines the environment and structure of financial accounting, the accounting process, the proper presentation of financial statements and disclosures and income measurement and profitability analysis. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisite: BSA221

BSA 344 Intermediate Accounting II (3)

The course continues to build on the basic assumptions that underlie modern accounting in relation to the principles, procedures, and methods that are applied in the preparation of financial statements as covered in Intermediate I. The course also examines in detail economic resources including inventories, operational assets and investments. Current liabilities, bonds, and long term debt will be discussed at length. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisites: BSA221 and BSA343

BSA 345 Intermediate Accounting III (3)

The course continues to build on the basic assumptions that underlie modern accounting in relation to the principles, procedures, and methods that are applied in the preparation of financial statements as covered in Intermediate I and Intermediate II. The course also examines in detail complex liability and equity transactions including leases, income and deferred taxes, retirement benefits, common and preferred stock transactions, dividends and share based compensation (grants, options). The topic of how to address changes in accounting principles and errors is addressed and also the Statement of Cash Flow is covered in great detail in the final chapter. International Financial Reporting Standards (IFRS) are integrated by topic throughout the course as well. Prerequisites: BSA221, BSA343, and BSA344 or permission of instructor.

BSA 352 Sales Management (3)

The purpose of this course is to enable the student to understand critical management issues in the field of sales management. This will be accomplished, in part, through an applied managerial approach. Applications will aid in understanding the complexity of decision-making and will also aid in sharpening critical thinking skills. Emphasis will be on the roles and techniques of sales managers, as well as their impact on the organization, the employee, and society. Prerequisites: BSA310 or permission of instructor.

BSA 354 Human Resources Management (3)

This course studies the direction of organizational systems that ensures human talent is used effectively and efficiently in reaching organizational goals. All organizations, both large and small, require employees to be recruited, selected, assessed, trained, and managed. They will be compensated, and in most cases, provided with benefits. These issues and the legal environment as it relates to our human resources, provide the framework for this constantly evolving course. Prerequisites: BSA305 or permission of instructor. .

BSA 359 Marketing Research and Planning (3)

The purpose of marketing research is to help organizations make better marketing decisions. This class involves the exploration and hands-on application of a variety of marketing research techniques with the goal of collecting data in an efficient and effective manner. Emphasis on process-related issues with a focus on matching the information sought with an appropriate research method. Students will design, plan, execute, and evaluate a basic marketing research study. Prerequisites: BSA310, and MTH160 or permission of instructor.

BSA 362 Personal Financial Planning (3)

The course presents in detail the steps that comprise the personal financial planning process for individuals. The course covers the process as a whole, step by step, and outlines how to incorporate the goals and objectives of specific individuals in to a comprehensive financial plan that takes in to consideration the income, lifestyle and other factors of the individual. The course examines career planning, budgeting, personal financial statement preparation and usage, income tax planning, cash and debt management, credit usage including credit report consequences, major purchase management, insurances coverage needs and strategies, equity and debt investments, and retirement planning. Prerequisite: Sophomore standing, and BSA221 or permission from the instructor.

BSA 370 Principles of Finance (3)

This course provides a basic knowledge of the finance discipline, including the different ways that businesses can be formed, the types of financial markets available, and how capital investments and funding decisions are determined in a way to maximize a firm's value. Topics include a review of the time value of money; valuation techniques, such as net present value and internal rate of return; financial ration analysis; weighted average cost of capital; and divided policies. Prerequisites: BSA221 or permission of instructor.

BSA 371 Intermediate Finance (3)

This course will review and extend the concepts covered in principles of Finance (BSA 370). A corporate analysis project will be used to integrate the concepts covered in the course. Long term and short term finance decisions will be discussed as well as special financial topics. Prerequisites: BSA 370

BSA 374 Leadership Theory and Application (3)

In this service-learning course, students have the opportunity to apply leadership concepts during a supervised on-campus or off-campus activity. Students will review and analyze past and current theories of leadership with a focus on the application of leadership principles to environments such as the workplace and educational institutions. The experiences in this course will contribute to the development of interpersonal skills for handling conflict with individuals and groups within an organization. Perquisite BSA305.

BSA 375 Management Information Systems (3)

The course introduces students to the managerial aspects of information systems in business organizations. Planning, implementing, evaluation, budgeting and management of information systems is a focal point, as well as the application of critical thinking and problem solving approaches to business problems. The course also addresses the role, usage and impact of information systems in business today. The course will introduce students to topics involving infrastructure components, hardware and software trends, enterprise systems, database management, electronic commerce and network security. Prerequisite: Sophomore standing.

BSA 378 Principles of Digital Marketing (3)

This course is a survey of the digital marketing concepts, terms, tools, and techniques necessary to create and manage successful digital marketing campaigns. Students will understand how digital marketing is a key component in a comprehensive integrated marketing communications strategy. Topics include social media, mobile marketing, web page design, digital marketing analytics, search engine optimization (SEO), pay-per-

click marketing research, UX, online advertising, digital copywriting, viral marketing, electronic payment systems, and other digital marketing concepts. This course provides a broad overview of the profession and prepares students for advanced digital marketing courses.

BSA 379 Facility Design & Management (3)

This course is an in-depth look at design and layout of hotels, restaurants, bars, and kitchens. Students will learn the importance of visual appeal, functionality, layout and traffic flow, customer needs, and profitability. The course will review design layout and its impact of customer comfort, sustainability, and ergonomics. In a group setting, students will design their own concept and layout of a hospitality facility.

BSA 381 Search Engine Marketing & Search Engine Optimization (3)

Search Engine Marketing (SEM) and Search Engine Optimization (SEO) encompass the interrelated techniques for developing high-quality website content that will cause search engines to prominently feature a website in online search results. Students will learn techniques for acquiring web traffic using paid ads (SEM) and generating organic/unpaid traffic (SEO). Prerequisite: BSA378.

BSA 390 Lodging Operations Management (3)

This course will introduce students to the various types of lodging operations in the hospitality industry, including, limited and full-service hotels, resorts, and vacation clubs. Students will learn the various departments within lodging operations, and how they interact and depend on each other. Students will identify the various stakeholders involved in running operations including owners, managements companies, and franchise management.

BSA 391 Food and Beverage Management (3)

This course will introduce students to the food and beverage segment of the hospitality and tourism industry. Topics include a review of the history, progression, and future of food and beverage offerings. The course will illustrate various food and beverage products, procurement, handling, trends, safety and sanitation, food and beverage laws and legalities, and service management.

BSA 392 Dynamics of Tourism (3)

This course is a detailed overview of the business of tourism. The course will illustrate various sectors of tourism including destinations, accommodations, transportation, tours, and attractions. Topics include tourism's impact on demographics, governments, socio-cultural, economies, infrastructures, and the environment. Students will be able to identify various countries and regions around the world.

BSA 400 Accounting Information Systems (3)

The course presents the fundamental topics and information technology aspects of Accounting Information Systems (AIS). The course examines basic concepts in AIS such as its role and purpose, its relationship with information technology, transaction processing, internal controls, documentation, data base design, modeling, decision making and knowledge management. The course also incorporates the use of packaged accounting software utilized for general ledger maintenance and report generation as well as the application of Microsoft Excel. Prerequisites: BSA221, and BSA 343 or permission of the instructor

BSA 402 Quantitative Decision Making (3)

An analysis of problems, quantification of data, and presentation of results, using the more advanced quantitative techniques for decision making. Included are quantitative model building, decision theories, inventory control models, forecasting models, Markov analysis, and linear programming and its application. Prerequisites: BSA366 and MTH160 or permission from instructor.

BSA 416 Taxation of Corporations and Other Business Entities (3)

The course will cover federal income tax laws relating to Corporations and other entities. Topics will include formation, operation, and dissolution of corporations as well as compliance and planning issues. Issues relating to S Corporations, Partnerships, and to a lesser extent, other business entities such as trusts and estates, will also be discussed. Prerequisites: BSA221, BSA343, and BSA320 or permission of the instructor

BSA 418 Marketing Management (3)

This is the core course in marketing and it gives students a chance to apply marketing concepts in a variety of ways. The student must begin the class with a good foundation in the principles of marketing. The class will consist of a simulation, cases, and readings that will provide a practical approach to analyzing, planning, and implementing marketing strategy. Prerequisites: BSA221, BSA310, and MTH160

BSA 420 Auditing (3)

The course presents a study of the world of auditing and other attest services using the conceptual, theoretical, and practical approach. The course introduces the student to the concept of being judgmental in conclusions in addition to using analytical and quantitative approaches to audit and other attest engagement issues. The balance sheet approach and cycle approaches are both discussed. Prerequisites: BSA221 and BSA343 or permission of instructor.

BSA 421 Governmental and Not-for-Profit Accounting (3)

An examination of the accounting process peculiar to government agencies—the methods, systems, and procedures involved in appropriating funds from the general fund, encumbered funds, unencumbered funds, and specialty funds, as well as the preparation of financial statements of governmental units. The processes and financial statements unique to not-for-profit organizations will be covered as well. Prerequisites: BSA221, and BSA 343.

BSA 422 Advanced Accounting (3)

An application of the fundamentals of accounting to complex transactions ranging from partnership organization and operation, liquidation, joint ventures, segment reporting, bankruptcy, corporate reorganization and consolidation. Prerequisites: BSA221, BSA 343, and BSA344 or permission of the instructor

BSA 434 Business Law (3)

A study of the fundamentals of legal applications in the framework of business, laws of contracts, negotiable instruments, property, agency, and bankruptcy. Prerequisites: BSA305 or permission of instructor.

BSA 444 Management Strategy (3)

A study of the application of business problem-solving and decision-making across the functional areas of business. Case studies and business simulations are used to explore the sources and varieties of complex problems confronting contemporary businesses. The focus of this course is on the business entity in its various environments. Prerequisites: BSA221, BSA305, and BSA310 or permission of instructor.

BSA 449 Internship (1-12)

An opportunity to integrate the knowledge and skills gained in the classroom with an actual work experience. For each credit hour earned, the student spends a minimum of 45 hours of approved work experience with a cooperating organization. Each student develops, in cooperation with his instructor and workplace supervisor, a learning contract for the work experience and for the academic project associated with this course. Available with permission of instructor and a 2.0 cumulative grade point average. Graded Pass/Fail only.

BSA 458 Operations & Supply Chain Management (3)

This course will study quantitative techniques of operations and decision science as well as the concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. Emphasis is placed on project management, operations decision making tools, TQM, Lean, Six Sigma, statistical sampling, demand forecasting, inventory control, and design/control of supply chains. Prerequisites: MTH 160, BSA 305, and BSA 310.

BSA 461 Digital Marketing Analytics (3)

This course has a focus on tools, techniques, software, and platforms used to capture, measure, and analyze online consumer, business, and organizational marketing data to generate the information necessary to develop successful digital marketing strategies. Prerequisite: BSA378.

BSA 466 Digital Marketing Project & Portfolio (3)

This course serves as a capstone for students wishing to begin a career or a business venture in the digital marketing profession. Incorporating and building upon work completed in prerequisite digital marketing

courses, students will create a digital marketing portfolio to demonstrate their competencies in a variety of creative and analytic skills that may include samples illustrating the following: web design, digital content creation and copywriting, graphic design, photography, creative writing, search engine optimization, email and digital marketing campaign development, web traffic analysis, and other digital marketing competencies. Prerequisites: BSA378, BSA381, COM208, and BSA461.

BSA 475 Investment Analysis & Portfolio Management (3)

This course will examine the basics of the investments field and the securities market. Fixed income instruments, security analysis, derivatives, portfolio theory, and investment management strategy will be the focus of the course. Prerequisites: BSA 370 and BSA 371 or permission of instructor.

BSA 477 Practicum in Hospitality Operations Management* (3)

This course serves as a capstone experience transforming theory learned into reality. The operational experience course will provide a hands-on exposure to real life operational departments of hotels, restaurants, and other hospitality organizations. Students will observe and engage in actual hotel and restaurant front and back of the house departments. Prerequisites: BSA212, BSA390, BSA391, senior status and/or permission of instructor.

BSA 478 Hospitality Financial Management and Analysis (3)

This course is an introduction to the various reports and data used by hospitality professionals for improving financial and operational performance in lodging and food and beverage. Students will review case studies, analyze accounting and statistical data, review reports, and make practical business decisions based on what they have learned. Prerequisite: BSA221.

BSA 480 International Business (3)

An introduction to the global aspects of international business. This course integrates the basic concepts and skills of global finance, marketing, operations, trade, and management in an international environment. Students are expected to consider the impact of environmental issues, sociological-cultural factors, legal-political factors, economic factors, and the application of various techniques developed to meet these challenges. Prerequisites: BSA221, BSA305, BSA310 or permission of instructor.

BSA 493 Entrepreneurship with Focus on Small Business (3)

The goal of the course is to prepare the student to start-up a brand-new small business venture, from the initial idea for the business, through the completion of a comprehensive business plan. By working with this comprehensive process, learning will occur in evaluating various options on what business to start up; and on how best to enter that business so that there is a reasonable chance of success in the longer run. The learning is achieved from active listening and participation in classroom lectures and discussions, from reading periodicals, from reading and discussing the textbook materials, from taking two quizzes and a final essay exam, and from participation in a Project Team business planning project to start a hypothetical new business. Prerequisites: BSA221, BSA305, BSA310, BSA 325 and BSA370 or permission of instructor.

Courses of Instruction in Small Business & Entrepreneurship

SBE 301 Entrepreneurial Thinking (3)

Entrepreneurship is more than just a solution to a problem and the drive to succeed. An entrepreneurial method approach is that effectual entrepreneurship is learnable and teachable and not just an inherent talent or skill. The course explores the basic mindset, skills, thinking processes, and the five principles of effectual logic to make entrepreneurial decisions. It also examines how one starts with ideas, and in the process of creatively developing them, goals gradually emerge.

SBE 302 Entrepreneurial Marketing Strategy (3)

This course is a practical, applied overview of marketing strategies, tools, and technique utilized in entrepreneurial environments. Traditional marketing mix strategies are examined from the perspectives of both small, resource-challenged start-up ventures and more-established organizations engaged in expansion, new product development, and innovation. Course work requires the development of a detailed plan for successfully

marketing an entrepreneurial idea, service, or product using a combination of digital marketing (e-commerce, social media, SEO, viral) techniques, guerilla (creative low-cost) marketing ideas, and relationship building sales tactics. The resulting marketing plan may be utilized in subsequent entrepreneurship courses as the cornerstone for a complete business plan.

SBE 303 Small Business Case Studies (3)

A study of entrepreneurial cases that explores successes and failures of others. Students will examine well-known companies and the entrepreneurs who started them. Analysis of various companies and business situations will increase analytical skills and expose students to the key steps of launching an entrepreneurial idea as well as the components of an effective business plan. Written business communication skills will be emphasized. Prerequisites: BSA 206 and BSA 221, or permission of instructor.

SBE 304 Small Business and Economic Development (3)

The challenges associated with embarking on an entrepreneurial journey can be daunting. A review of the academic scholarly literature reveals that successful entrepreneurial ventures are rooted in the questions of 1) why entrepreneurship (purpose of the entrepreneurial venture) and 2) how to start and grow an entrepreneurial firm. This course yields a scholarly-practitioner analytical framework/guide for entrepreneurial decision-making. Through case studies and a review of the academic-scholarly literature, students will engage in "in-depth" analysis of the foundational pillars of "why" entrepreneurship (purpose of starting the entrepreneurial venture) and "how" to engage in entrepreneurship.

SBE 305 Business Plan Competition I (3)

A study in entrepreneurship that helps to build entrepreneurial skills in developing an idea or passion into a prospective business while developing the skills to pitch the attributes of the prospective business. Students will work with real world entrepreneurs to develop necessary skills in developing their own ideas, collaborating with classmate(s), evolving an idea that already exists, or making up a fictional idea. This is the first class in a two-class series with the continuation class offered the next semester.

SBE 400 Entrepreneurial Persuasion & Communications (3)

This course prepares students to appropriately influence and inspire stakeholders within the framework of small business ownership, planning, and strategic development. The course explores the necessary skillsets for effective communication in addition to sound principles of collaboration and negotiation as it pertains to leading and managing their entrepreneurial pursuits. Students complete the course with a broader knowledge and understanding of themselves as leaders and entrepreneurs.

SBE 401 Social Entrepreneurship (3)

As awareness continues to grow about social entrepreneurship and its importance, so does the need for understanding it. This course explores entrepreneurship as it relates to social or public benefit rather than entrepreneurship to generate a financial profit and how to develop a social mindset. Mission-driven organizations that produce goods or services for some defined social purpose or social issue are analyzed as well as the four types of social entrepreneurs.

SBE 402 Entrepreneurship with Focus on Small Business (3)

This course is a continuation of SBE305, Business Plan Competition I, to build entrepreneurial skills in developing an idea, passion or solving a problem into a prospective business. Students will finalize the business development idea from the previous semester to prepare for the pitch competition with students from other institutions. Students will collaborate with classmates, real world entrepreneurs, coaches, and faculty. Prerequisite: SBE 305.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS

Coordinator

Averett Online offers the Bachelor of Arts and Bachelor of Science degrees in Computer Information Systems. In addition, Averett offers minors in Computer Information Systems, Computer Science, Cyber Security, and IT Project Management to complement any major.

Requirements for a Major in Computer Information Systems

In addition to the general education requirements, the following courses are required:

	Semester Hours
BSA 221, Principles of Accounting I	3
BSA 305, Principles of Management	3
CSS 202, I. T. Infrastructure	3
CSS 211, Introduction to Programming	4
CSS 212, Intermediate Programming, or CSS 200 Web Programming	3-4
CSS 306, Systems Analysis and Design.....	3
CSS 307, I. T. Project Management	3
CSS 309, CIS & DSS for Business Intelligence.....	3
CSS 372, Data Communication and Internets	3
CSS 375, Data & Information Management	3
CSS 404, Business Process Engineering	3
CSS 405, Design, Development, and Impl. Of Enterprise Architecture.....	3
CSS Electives at 200 – 400 level*.....	6
<i>*Students in Averett Online program will take CSS 312 and CSS 407</i>	
MTH 160, Introduction to Statistics, or MTH 403 Probability & Statistics	3
BSA 325, Managerial Accounting, or BSA 370, Principles of Finance	<u>3</u>
Total 49-50	

Sample Four-Year Course Sequence for Computer Information Systems

Freshman Year:

- CSS 202, I. T. Infrastructure
- MTH 160, Introduction to Statistics

Sophomore Year:

- BSA 221, Principles of Accounting I
- CSS 211, Introduction to Programming
- CSS 212, Intermediate Programming
- CSS 306, Systems Analysis and Design
- CSS 372, Data Communication & Networks
- CSS 375, Data & Information Management

Junior Year:

- BSA 305, Principles of Management
- BSA 370, Principles of Finance
- CSS 307, I. T. Project Management
- CSS 404, Business Process Engineering
- CSS elective 200-400 level

Senior Year:

- CSS 309, CIS & DSS for Business Intelligence

CSS 405, Design, Development, and Impl. of Enterprise Architecture
CSS elective 200-400 level

BACHELOR OF SCIENCE IN SOCIOLOGY/CRIMINAL JUSTICE

Adrienne Brune, Chair
James F. Hodgson, AO Criminal Justice Program Director

Bachelor of Science in Sociology/Criminal Justice

The Bachelor of Science in Sociology/Criminal Justice program allows students to prepare themselves for entry or advancement in any of the many human services and public safety occupations. This program is designed to give the student a broad-based professional preparation to empower them to make the right decisions and choices, not just within a professional framework, but also within a humanistic context of demonstrating integrity, respect for others, compassion, empathy, ethics, fairness, and embracing and developing positive community relationships within the human services and public safety professions.

Learning objectives for students are to develop the appropriate skills and knowledge to become creative and critical thinkers, in order serve their communities as effective communicators, community problem solvers, community builders, and aspire for positive social change in their work environment and in the communities they serve. Students must communicate effectively both in oral and written forms.

This undergraduate program includes a 39 credit core curriculum that constitutes the major course of study. There are also 30 general education credits and 51 elective credits required to fulfill the 120 semester credits needed to complete this degree. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Core Requirements

In addition to the general education requirements and IDS 104, Intro to Adult Learning, the following courses are required:

	Semester Hours
CRJ 301, Criminal Justice	3
SOC 216, Criminology	3
CRJ 387, Criminal Law	3
MTH 160, Introduction to Statistics	3
SOC 101, Introduction to Sociology	3
SOC 470, Research Methods.....	3
SOC/CRJ440, Senior Seminar or SOC/CRJ445, Internship	3
Sociology or Criminal Justice electives	15
	Total 36

Bachelor of Science in Sociology Degree

The Bachelor of Science in Sociology Degree is an interdisciplinary program provides students with a strong foundation in the basic principles, techniques of analysis, and social theories for understanding and working with the multi-dimensional aspects of social life in our contemporary world. This program is designed to give the student an appreciation of their own social world, a broader understanding of different ways of life, and a more complete perspective of the world and their place in it.

The Bachelor of Science in Sociology offers students an understanding of the complex nature of social lives, social problems, social change, social structure, social stratification, diverse communities, social behavior and social challenges. Students will apply real-world research methods and theoretical analysis to evaluate social policy, social structure and programs and find practical solutions to complex social problems. Learning objective for students are to develop skills in creativity, innovation, critical thinking, community problem solving, and community building. Courses in this program focus on the study of the structure and changes of social life and relationships, and on contemporary issues in areas such as the family, crime, religion, race and ethnic relations, urban communities, aging, gender and law.

The Bachelor of Science in Sociology Degree prepares students for careers in government employment, secondary teaching, social services, and research with agencies in human services, industry, business, public safety, and pre-law. This program also enables students to work as data analysts, office managers, sales directors, labor managers, city planning directors, public safety officers, parks and recreation directors, community organizers, social workers, management consultants, advertising executives, and insurance agents.

This undergraduate program includes a 33-credit core curriculum that constitutes the major course of study. There are also 30 general education credits and 57 elective credits required to fulfill the 120 semester credits needed to complete this degree. NOTE: Students must successfully complete IDS 104 during their first semester of enrollment.

Core Requirements

In addition to the general education requirements and IDS 104, Intro to Adult Learning, the following courses are required:

	Semester Hours
MTH 160, Introduction to Statistics	3
SOC 101, Introduction to Sociology	3
SOC 401, Social Theory.....	3
SOC 470, Research Methods.....	3
SOC 440, Senior Seminar	3
SOC Electives	<u>15</u>
	Total 30

Homeland Security Minor/ Concentration

The horrific events of 9/11 struck fear into the heart of every American and for the first time, many Americans realized just how vulnerable America was to terrorist attacks. In an effort to find answers as to why the United States was targeted, what could have done differently, and what should be done to preclude such events from happening again, many different approaches to protecting the homeland from further threats of terrorism have been developed. A major part of the responses to the terrorist attacks of September 11, 2001, has been the increasing involvement and the planning of strategies by local, state and federal law enforcement officials to detect, prevent, and appropriately respond to terrorist threats and events. Law enforcement agencies continue to participate as the front line of defense to prevent terrorist attacks in communities. The Federal Department of Homeland Defense was created to facilitate the centralization of law enforcement efforts to respond to terrorism. Local, State, and Federal Criminal Justice practitioners are required to have a significant working knowledge and understanding of terrorism related issues. This minor/ concentration provides students with the opportunity to significantly enhance their knowledge, skills, and abilities regarding Homeland Security and Emergency Preparedness issues and subsequently they will be more effective in providing professional comprehensive law enforcement services. This minor/ concentration will better prepare students to meet the many needs of the communities that they serve. This minor/ concentration will assist in developing increased levels of public trust and confidence in police agencies to respond effectively to Homeland Security and Emergency Preparedness issues in their communities.

The concentration in Homeland Security is offered through Averett Online to support interest from Sociology/Criminal Justice majors but may also be available to other Averett Online students as a minor.

Homeland Security Concentration for Sociology/ Criminal Justice Majors
Homeland Security Minor for all Majors except students enrolled as Sociology/ Criminal Justice Major

Minor/ Concentration in Homeland Security:

SOC 216	Criminology	(3)
CRJ 301	Criminal Justice	(3)
CRJ 306	Homeland Security and Emergency Preparedness.....	(3)

CRJ 307	Terrorism	(3)
CRJ 412	Comparative Criminal Justice Systems	(3)
CRJ 413	Legal and Constitutional Issues in Homeland Security	(3)
Total for Homeland Security Concentration/ Minor:		18 Credits

Courses of Instruction in Criminal Justice

CRJ 301 Criminal Justice (3)

An overview of the criminal justice system in the United States. Emphasis is placed on the profession of police officer and the problems encountered in crime scene analysis, police discretion, and relationships with the larger society. The workings of the courts are examined with reference to the roles of the attorneys, judges, and defendants. The basic problems of the prison system and possible alternative are explored.

CRJ 304 Police in America (3)

A course that examines the role of the police in American society. Topics include the history of the police, development of different police agencies, police discretion, police administration, police organizations, deadly force, and community policing.

CRJ 305 Crisis Intervention (3)

This course is designed to develop knowledge and understanding of the nature of human crisis and develop effective intervention strategies. This will provide a theoretical and applied foundation for working with people in crisis. Students will examine the dynamics of various situations and developmental crises, consider family and cultural influences on coping and explore methods for intervening in crisis situations. The course will provide students with the intrapersonal and interpersonal skills necessary to be an effective law enforcement practitioner. Special attention will be given to non-violent conflict resolution and crisis intervention methods. Human crisis models will be studied with priority given to various conflict patterns requiring involvement of the law enforcement community.

CRJ 306 Homeland Security and Emergency Preparedness (3)

This course offers an introduction to the public and private sector dimensions of the broad range of theoretical and practical aspects of homeland security and emergency preparedness. This course includes the analysis of the origins of natural and terrorist caused disasters; local, state, and federal emergency management planning and operations; health infrastructure capabilities; public communication strategies; business community concerns; ethical, legal, and constitutional questions; as well as the social and cultural dimensions of disasters.

CRJ 307 Terrorism (3)

This course provides a survey of the modern problem of terrorism with an emphasis on the political nature of terrorist acts. The course will examine the rise of terrorism in the United States and across the world. This course will analyze the waves of terrorism the world has faced and its impact on national security in America. This course examines the history of terrorism, domestically within the U. S. and internationally, the role of religion, the structures and operations of terrorist organizations, as well as counterterrorism policies and policy making. The course offers the background students need to understand major issues in terrorism and offers in-depth coverage of domestic and international terrorism. The course also reviews the controversial aspects of counter-terrorist policies and actions.

CRJ 308 Tactical Communication for Criminal Justice Professionals (3)

This course is designed provide students with the skills to improve their ability to generate voluntary compliance through the art of persuasion while utilizing the tools of interpersonal communication. The student will receive an overview/refresher of Tactical Communications within the use of force scale, communications elements, inappropriate language, questioning techniques, and other communication principals. This Tactical Communications course teaches students how to stay calm and professional under verbal assault and how to generate voluntary compliance from even the most difficult people. This course also teaches students to identify when their words have failed and how to transition, through tactics, into the escalation of force. The ability to communicate effectively is an officer's greatest asset. This course will enhance officer safety and promote public confidence in law enforcement. This course will help law enforcement practitioners decrease the use of

violence, decrease citizen complaints, decrease vicarious liability, enhance professionalism, and lessen personal stress on the job and at home.

CRJ 309 Customer Service Strategies for Criminal Justice Professionals (3)

This course will explore the role of service and support in creating great consumer experiences of police services. The service goals law enforcement leaders need to use to enhance customer experiences will be examined to empowering new service experiences strategies, and how effective customer service solutions can help law enforcement agencies create and manage their own great customer experiences across all channels, touchpoints, and devices. Eight-nine percent of customers lose confidence and stop doing business with an organization after a single bad experience. With the increased public expectations of law enforcement agencies and the increased level of visibility of police- community exchanges, customers not only discuss and post their experiences publicly but also discuss how well they are treated after the exchange through social media and other mediums. This course outlines that the public's service and support experiences are affected by how well law enforcement agencies address customer service inquiries and provide a consistent and professional personal experience across police service channels. This course examines how law enforcement agencies respond to these challenges can differentiate against good or poor community relations and determine whether the public continue to engage their police agency to resolve community issues.

CRJ 329 Drugs and Substance Abuse (3)

An examination of drugs and substance abuse in American society. The student will examine the social, physical, and mental effects that drugs have on the user, as well as the impact they have on the family and society. Major issues include addiction, recovery, treatment, rehabilitation, and relapse prevention.

CRJ 340 Juvenile Delinquency and Justice (3)

An examination of the causes of juvenile delinquency, sociological theory, and the responses of the legal system. The extent of juvenile delinquency, the organization of police, judicial, and correctional response to juvenile offenders, the legal developments in statutory and case law, and the future of this system are examined.

CRJ 352 Criminal Investigation (3)

An overview of criminal investigation techniques with an emphasis on crime scene investigation and crime laboratory developments. Recent developments in the field include DNA research, trace physical evidence, fingerprint developments, and specific crime analysis techniques.

CRJ 375 Corrections (3)

A survey of prisons, jails, and correction alternatives in the United States. Topics include federal, state, and local correctional facilities, sentencing, the prison experience, community correctional programs, probation, and parole.

CRJ 387 Criminal Law (3)

An examination of the elements of criminal laws and the defenses associated with them. Specific crimes of murder, burglary, robbery, rape, traffic offenses, larceny, embezzlement, arson, and other crimes are discussed. Basic criminal procedure questions of search and seizure are examined. The new changes and trends in criminal law are discussed.

CRJ 400 Problem Solving Strategies for CRJ Professionals (3)

This course will explore theoretical perspectives and practical skill sets for effective communication, intervention, and problem solving within a criminal justice context. This course will introduce strategies for negotiation, mediation, crisis intervention, conflict de-escalation, re-direction, and problem management. Practical approaches for assessing, managing and intervening in various criminal justice situations will be explored. Challenges with difficult client groups will be identified and appropriate interventions surveyed. Student will have ongoing opportunities to develop and practice skills and interventions through this course.

CRJ 407 Courts and Trials (3)

A detailed examination of the courtroom procedures and the roles and responsibilities of the judge, the prosecutor, defendant, and police officer. Topics discussed include the structure of the courts, the steps in prosecution, the trial, and sentencing.

CRJ412 Comparative Criminal Justice Systems**(3)**

This course provides a worldview of cultural and legal traditions that are related to crime and terrorism. This course will also discuss philosophies, practices and institutions of selected countries. In a world of growing interdependence, the political economy of crime and terrorism is no longer confined by national boundaries. In this context, potential conflicts of jurisdiction, and the need of international cooperation have highlighted the necessity to better understand different criminal justice systems. This course offers a cross-cultural perspective to the comparative study of different criminal justice systems operating worldwide. It analyzes the societal responses to various conceptions of justice and describes and contrasts the major aspects of the organization of criminal justice. This course provides a worldview of cultural and legal traditions that are related to crime. This course will also discuss philosophies, practices, and institutions of selected countries.

CRJ413 Legal and Constitutional Issues in Homeland Security**(3)**

Since September 11, 2001, leaders in the U. S. Government have focused significant resources to preventing another terrorist attack against U. S. citizens, both in the U. S. and abroad. Along with a massive realignment of government organizations, Federal law enforcement authority was appreciably expanded by the USA PATRIOT Act. These changes are not without constitutional challenges. The balance between protecting national security and recognizing personal freedoms has been difficult to achieve. This course offers an analysis of the legal and civil liberties changes and challenges brought on by terrorist attacks. Topics addressed may include surveillance issues, federal legislation passed in the aftermath of the terrorist attacks, the rights of foreign nationals, the rights of U. S. citizens, the governmental infrastructure for decisions concerning legal rights and the difficulties of prosecuting terrorist suspects, such as jurisdictional issues, rules of evidence and prosecution strategies.

CRJ 445 Criminal Justice Internship**(3)**

A supervised work experience in a setting that requires the student to observe and participate in one field of criminal justice. The student uses the knowledge and skills acquired in the classroom and applies them within a criminal justice agency. Prerequisite: 2.0 cumulative grade point average and permission of instructor.

CRJ 488 Criminal Procedure**(3)**

A course that examines the main criminal procedure law and search and seizure issues in modern criminal justice. The major procedures and laws that relate to upholding the criminal justice system, including the U. S. Constitution and federal and state legislation are examined. Court cases and legal analysis are applied to the reading of appellate court decisions.

Courses of Instruction in Sociology**SOC 101 Introduction to Sociology****(3)**

A scientific study of social behavior examining the topics of culture, socialization, social organization, social class, minority groups, social power and conflict, patterns of social interaction, the environment and social change.

SOC 216 Criminology**(3)**

An examination of criminal behavior and crimes against society. The crimes surveyed include murder, burglary, robbery, fraud, embezzlement, confidence games, and business crimes. The course provides an analysis of the social and legal factors affecting the nature of crime and the development of social responses to it.

SOC 309 Society and the Individual**(3)**

An examination of the individual in a changing society and the dynamic relationship between the person and society at large. Particular attention is paid to the topics of personality development, perception, symbolic communication, drug addiction, mental health issues, social control, and deviant subcultures. Several theoretical perspectives are employed to analyze these topics.

SOC 317 Race and Ethnicity**(3)**

An examination of the conditions and problems of minority groups with particular emphasis on the social and psychological processes involved in prejudice. The focus is on racial, ethnic, class, and religious minorities, but

consideration is given to women, the elderly, homosexuals, and the mentally and physically disabled as minority groups. (Prerequisite: SOC 101)

SOC 401 Social Theory (3)

A review of the growth and development of sociology, the major theories of symbolic interactionism, conflict, functionalism, and the fundamentals of theory construction. Prerequisites: SOC 101 and six additional hours in sociology.

SOC 440 Senior Seminar (3)

A capstone course for the major. The student will complete a project combining theory, research, and evaluation methods on a selected topic in the major. A portion of the course will be devoted to career development. Prerequisite or co-requisite: SOC 470.

SOC 445 Sociology Internship (3)

A supervised work experience in a setting that requires the student to use sociological skills in a practical, applied program. A qualitative analysis and report are required. Prerequisite: 2.0 cumulative grade point average and permission of the instructor.

SOC 470 Research Methods (3)

An examination of the methods sociologists use in gathering and evaluating scientific facts. Topics include surveys, participant observation, content analysis, questionnaire construction, and interviewing. (Prerequisites: SOC 101 and 6 credits of Sociology)

BACHELOR OF SCIENCE IN PSYCHOLOGY

David Hanbury, Co-Chair
David I. Rosenberg, Co-Chair
Jennifer Wagstaff, AO Psychology Program Director

Bachelor of Science in Psychology

The Psychology Department at Averett University offers a major in Psychology with either a concentration in Human Services or Substance Abuse Counseling through Averett Online. Majors may pursue either a Bachelor of Arts or a Bachelor of Science degree.

Psychology students develop the knowledge, skills and values consistent with the science and application of psychology. The psychology curriculum develops students who are prepared for graduate education in psychology or related fields and for careers in service industries where they can apply psychological methods and principles.

Requirements for a Major in Psychology

Students must complete the following courses in addition to the general education requirements. All students must attain at least a 2.0 grade point average in the major in order to graduate.

Introductory Courses (3-4 hours)

	Semester Hours
PSY 110, Psychology as a Social Science or	3
PSY 120, Psychology as a Natural Science.....	4

Survey Courses (12 hours)

Psychology majors develop an understanding of behavior from various psychological perspectives.

PSY 200, Effective Behavior	3
PSY 323, Learning	3
Two additional psychology electives (excluding PSY110 and PSY120) Outside the student's chosen area(s) of concentration.	6

Research Methods in Psychology (6 hours)

PSY 308, Statistics in the Social Sciences	3
PSY 342, Research Design & Analysis.....	3

Ethics (3 hours)

PSY 306, Principles of Professional Conduct in Psychology.	3
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Areas of Concentration

Majors satisfy the concentrated study in psychology requirement by completing at least one of the following clusters of courses:

Human Services Concentration

PSY 205, Developmental Psychology.....	3
PSY 219, Social Psychology	3
PSY 309, Personality Psychology	3
PSY 207, Multicultural Issues and Considerations	3

Total Hours in Health Services Concentration: 12

Substance Abuse Counseling Concentration

PSY 207, Multicultural Issues and Considerations	3
PSY 315, Physiological Psychology	3
PSY 311, Group Counseling	3
PSY 313, Skills in Addiction Counseling	3
PSY 402, Clinical Interviewing.....	<u>3</u>
Total Hours in Substance Abuse Counseling Concentration:	15

Senior Capstone (6 hours)

This year-long endeavor ensures majors understand the history of psychology, know the major theoretical systems proposed, and integrate successfully the various facts and theories of psychology learned to this point. Students enrolled in the Substance Abuse Counseling concentration must complete PSY 402, Clinical Interviewing with a minimum grade of “B” prior to enrolling in PSY425.

PSY 445, History and Systems.....	3
PSY 446, Senior Seminar or	3
PSY 425, Field Education in Psychology.....	<u>3</u>
	6

Courses of Instruction in Psychology

PSY 110 Psychology as a Social Science (3)
A survey of major problem areas in psychology emphasizing the application of psychological principles to the improvement of the human situation. Students are encouraged to analyze human problems and everyday behavior to discover how psychology can explain and improve these situations. This course may be used to satisfy three semester hours of the Social Sciences portion of General Education requirements.

PSY 120 Psychology as a Natural Science and Lab (4)
A survey of major problem areas in psychology emphasizing the scientific process involved in gaining new knowledge. Students study the classic experiments in psychology and participate in the research process. This course may be used to satisfy four semester hours of the Natural Sciences portion of General Education requirements.

PSY 200 Effective Behavior (3)
An applied course with a central focus on the area of personal adjustment. Working from the assumption that individuals encounter a variety of problems in life, and must work effectively with others, the course examines issues of personality and social adjustment, stress and coping, interpersonal relationships, and behavior in groups.

PSY 204 Health Psychology (3)
An examination of the psychological, physiological, social and behavioral factors in the maintenance of health and well-being, as well as the role these factors play in the development of physical illness.

PSY 205 Developmental Psychology (3)
A survey of the theories and research pertaining to human development across the life span. Special attention is given to the changes in cognitive and social behavior during development and to factors responsible for these changes.

PSY 207 Multicultural Issues and Considerations (3)
This course provides an introduction to diversity and multiculturalism and will explore the influence that race, culture, ethnicity, gender, sexual orientation, and abilities can have on the helping relationship. Special emphasis will be placed on becoming aware of one's own culture in order to gain a new perspective for the purpose of becoming more effective when working with diverse populations.

- PSY 210 Human Sexuality (3)**
A course utilizing reports, discussion, and lectures to explore the biological, social, and personal aspects of human sexual identity and behavior.
- PSY 219 Social Psychology (3)**
An examination of the ways in which behavior, feelings, and thoughts are affected by others through their physical presence and interaction with us, through the media, or through the environmental changes they make. Students study various theories of social behavior, learn about classic experiments in social psychology and their interpretations, and apply the discoveries in social psychology to human problems.
- PSY 303 Stress Management (3)**
This course is designed to provide a broad overview of the nature of stress, as well as selected approaches for effectively managing and coping with stress.
- PSY 305 Abnormal Psychology (3)**
A study of the concepts of normal and abnormal behavior. Emphasis is on the causes and patterns of expression of maladaptive behavior throughout the life span, as well as the problems in assessment and intervention.
- PSY 306 Principles of Professional Conduct in Psychology (3)**
This course explores the professional standards and ethical considerations pertinent to the use of varying practice approaches in psychology.
- PSY 307 Complementary Healthcare (3)**
This course provides an overview and examines the principles and outcomes of complementary therapies and alternative healing approaches that are being used with increasing frequency by Americans to improve their physical and emotional well-being. Through lectures, readings, discussions, and experiential activities, students will be provided with current topical information and analysis of a range of complementary therapeutic approaches to health and illness.
- PSY 308 Statistics for the Social Sciences (3)**
This course is an introduction to the principles and techniques of statistics commonly employed in the behavioral sciences. The course will focus on both descriptive and inferential statistics. Lectures will focus heavily upon teaching students to identify and conduct appropriate statistical techniques for scenarios relevant to the social sciences and on conducting data analyses using the popular statistical computer program Statistical Package for the Social Sciences (SPSS). Prerequisites: 12 hours of psychology or sociology.
- PSY 309 Personality Theory (3)**
A comparative survey of the major theories of personality with emphasis on different theorists' models for understanding and predicting human behavior.
- PSY 311 Group Counseling: Theories and Technique (3)**
This course introduces students to the theory and practice of group counseling. This includes theoretical approaches to group counseling, stages of group development, dynamics within a group, leadership styles, and facilitation techniques. Ethical and legal issues related to group interventions are also discussed..
- PSY 313 Skills in Addiction Counseling (3)**
Examines the processes of client screening, intake, assessment, treatment planning, crisis interventions, case management, record keeping, and client education in addiction counseling. The importance of the clinical continuum of care is discussed with additional emphasis on prevention, assessment, intervention, treatment and aftercare.
- PSY 315 Physiological Psychology (3)**
A study of the physiological events that underlie behavior. Students learn the physiology of individual cells in the nervous system, neurotransmitters, the general structure of the nervous system, and brain structures and physiological processes underlying psychologically important behaviors.

- PSY 323 Learning (3)**
An introduction to the principles of learning fundamental to the analysis and interpretation of human conduct in the clinic, the classroom, the workplace, and social situations. The course acquaints students with the structure of behavioral science and serves as a tool for lifetime analysis of human behavior.
- PSY 325 Helping Relations (3)**
An experience which provides the foundation for understanding the helping process. Students develop an understanding of the nature of the helping/therapeutic relationship and develop and practice basic interpersonal communication skills that are the core of the helping process. Prerequisites: PSY 200 (minimum grade of “C”) and permission of instructor.
- PSY 342 Research Design and Analysis (3)**
A study of the methods or research in psychology. Students learn typical research design and statistical procedures encountered in psychology and learn to prepare APA-style research reports. Learning takes place in the context of the major content areas of psychology.
- PSY 373 Memory and Cognition (3)**
An examination of cognitive psychology as an approach to the study of psychology and a study of the major issues and problems considered by cognitive psychologists. Attention is given to the history and perspective of cognitive psychology, as well as to theories and data pertaining to information processing, memory and representation of knowledge, language, and problem-solving.
- PSY 387 Sensation and Perception (3)**
A study of the behavior and physiological approaches to the study of sensory systems and the perceptions they stimulate.
- PSY 395 Animal Behavior (3)**
A study of the behavior of animals emphasizing the role of evolutionary processes in the development of species-typical behavior.
- PSY 396 Sleep and Behavior (3)**
A study of the behavioral and physiological aspects of sleep, dreaming, and nocturnal sleep disturbances.
- PSY 402 Clinical Interviewing (3)**
This course places emphasis on the specialized skills that are inherent within the helping relationship. The primary purpose is to provide students with the opportunity to learn and practice a skills-based model for helping others. Qualities of the therapeutic relationship will be explored and factors that interfere with the therapeutic process will be discussed. Attention is given to the acquisition of interviewing, counseling, and case management skills. Considering the expansion of crisis and trauma related events in the world in which we live, a special focus will be placed on best practices that are currently evolving to reduce the impact of these events. This course is highly experiential. As a result, self-exploration and moderate self-disclosure are required considering effective counseling requires self-awareness.
- PSY 425 Field Education in Psychology (3)**
A supervised experience in a community mental health agency. Open to selected students with at least a 2.5 grade point average. Prerequisites: PSY325 with a minimum grade of “B,” and permission of instructor required.
- PSY 434 Research Practicum (3)**
A practicum in which students conduct a literature review, design and conduct original research either in a laboratory or community setting, and present their findings in an APA-style report and in a poster session open to the college community. Prerequisite(s): PSY 308 Statistics for the Social Sciences grade of C and PSY342 grade of B; requires permission of department chair.

PSY 445 History and Systems

(3)

A systematic overview of the development of the discipline of psychology from its philosophical origins through contemporary laboratory-based theories. Attention is given to the major attempts at theory development in psychology.

PSY 446 Senior Seminar

(3)

A seminar in which senior psychology students bring together their diverse perspectives about the nature of psychology for an integrating experience. Students will demonstrate their critical and analytic abilities and their command of the facts and theories of psychology through presentations of their significant works to psychology faculty and fellow students.

PSY 466 Psychological Measurements

(3)

An introduction to the theories and practice of psychological test construction, interpretation, and use. This course develops skills in evaluating tests, interpreting test results, and understanding test manuals.

SCHOOL OF NURSING (NUR): ABSN PROGRAM

Teresa Beach, Dean, School of Nursing
Kathy Cline, Director, ABSN Program, Associate Dean
Chawndel Edmonds

The School of Nursing offers the Accelerated Bachelor of Science in Nursing (ABSN) program for students who hold non-nursing bachelor's degrees or a minimum of 60 non-nursing credits from a regionally accredited university. Upon successful completion of the ABSN program, the Bachelor of Science in Nursing (BSN) degree is conferred.

The ABSN Program is offered in a hybrid format. The didactic coursework is offered online, while the labs, simulations and testing are offered onsite at our Norfolk campus, located at 6230 North Center Drive, Building 15, Second Floor, Norfolk, VA 23502. Students attend clinical rotations at healthcare facilities around Norfolk and Hampton Roads, VA.

The ABSN Program offers three start dates each year, in January, May and August. The non-clinical courses are offered in an accelerated format, with a 3-credit hour course offered over an 8-week period. Clinical courses are offered over 16 weeks.

The AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the *Regulations Governing the Practice of Nursing* (September, 2018) from the Virginia Board of Nursing are used to guide program curriculum and practices.

Nursing courses build on a foundation in the liberal arts to prepare the nurse graduate for generalist practice in a variety of healthcare settings. Supervised clinical components are included throughout the nursing curriculum to allow students an opportunity to engage in evidence-based patient care.

The School of Nursing prepares and empowers outstanding nurse leaders and providers of care to nurse greatly. This is accomplished by educating students from diverse backgrounds, cultures, and nations in a personal, collegial and interdisciplinary environment.

Undergraduate Nursing Program Vision

The Undergraduate Nursing Program will prepare nurses to be catalysts for change in healthcare in Virginia, the United States and globally.

Undergraduate Nursing Program Goals

The goals of the Undergraduate Nursing Program are to:

- Prepare generalist nurses who provide excellent nursing care for individuals, families and communities at all developmental levels, in illness and wellness, and across all healthcare settings.
- Produce excellent student and faculty scholarship.
- Collaborate with clinical agency partners using evidence-based best practice for the improvement of patient care outcomes.
- Serve communities to improve healthcare in Virginia, the United States and globally.
- Promote a collegial environment that supports lifelong learning, leadership and development of student, staff and faculty.

Undergraduate Nursing Program Values

Averett University pursues its mission based upon specific core values. The Undergraduate Nursing Program embraces and models the following characteristics:

- Integrity in thought, deed, and action;
- Excellence using creative and innovative approaches to teaching, scholarship and service;

- Leadership to promote strategic change in an evolving health care system;
- Diversity of thought, cultures, religions and the uniqueness of the individual;
- Discovery through critical thinking, lifelong learning and a commitment to the application of evidence-based practice;
- Collaboration with all members of the healthcare team in providing quality and safe nursing care;
- Stewardship of all resources with a commitment to fiscal responsibility.

Undergraduate Nursing Program Outcomes

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

1. Exhibit a broad knowledge of the liberal arts and nursing science in utilizing critical thinking and decision-making to deliver safe, quality, professional care to individuals, families, groups and communities across the continuum of care. (Liberal Education)
2. Use leadership skills to design improved healthcare models of care for individuals, families, groups, organizations and community arenas. (Leadership)
3. Incorporate evidence-based practice in the care of individuals, families, and groups across the lifespan in healthcare settings. (Evidence-Based Practice)
4. Demonstrate excellence in information technology management skills to support delivery of safe, quality care globally. (Information Technology Management)
5. Participate in the improvement of healthcare policy for diverse populations. (Health Care Policy)
6. Apply enhanced communication and collaboration skills when working with interprofessional healthcare teams to produce safe, quality healthcare outcomes. (Interprofessional Team)
7. Apply the nursing process to promote, maintain and restore health for diverse populations and groups. (Health Promotion and Disease Prevention)
8. Apply the principles of ethical self-regulation and accountability for the individual generalist nursing practice grounded in professional engagement and a commitment to life-long learning. (Professionalism)
9. Incorporate the knowledge gained from the art of nursing and nursing science to deliver compassionate nursing care across the healthcare continuum to individuals, families, and communities in Virginia, the United States and globally. (Generalist Patient Care Management)

Accreditation and Memberships:

The baccalaureate nursing program (which includes the ABSN Program) at Averett University is accredited by the Commission on Collegiate Nursing Education, , 655 K Street, Suite 750, Washington, DC 20001 (202) 887-6791.

On February 7, 2018 the Virginia Board of Nursing granted full program approval for the Baccalaureate Degree Registered Nurse Program.

On July 27, 2020 the Virginia Board of Nursing granted initial program approval for the Accelerated Baccalaureate Degree Registered Nursing Program. Full approval will be sought in compliance with VBON regulations.

The School of Nursing memberships include: the National League of Nursing (NLN), the American Association of Colleges of Nursing, the Virginia Association of Colleges of Nursing, the Virginia State Simulation Alliance, Inc., and the National Organization of Nurse Practitioner Faculties.

Admission to the ABSN Program:

Students wishing to be admitted to the ABSN Program must be admitted to the university as a degree-seeking student. Admission to Averett University does not guarantee acceptance into the School of Nursing. The School of Nursing faculty approves admission to the ABSN Program. The review of the ABSN applicant is based on the following criteria:

- A bachelor's degree from a regionally accredited university **OR** completion of a minimum of 60 credit hours
- No prior nursing program dismissals (grades below C in nursing courses of program)
- Minimum cumulative GPA of 2.8 across all prior regionally accredited institutions
- Pass all math and science courses with a grade of C or better
- TEAS V exam with a score of 65% or higher within one year of application
- Students with a pattern of withdrawals from science coursework, repeated sciences, poor math grades, etc. may be denied based on this criteria
- Successful completion of all prerequisite requirements (these will be determined in our combined launch sessions)
- Successful completion of all application steps and requirements
- Complete the Test of English as a Foreign Language (TOEFL) if applicable
- Complete a certified criminal background check
- If the undergraduate degree is not from a US institution, transcripts must be evaluated by World Education Services to determine regional college and Averett Online equivalencies consistent with those required for all students.

Upon acceptance into the ABSN Program, the following items must be completed prior to the start of the first nursing course:

1. Completion of health appraisal form
2. CPR certification
3. PPD skin test or x-ray
4. Flu vaccination
5. MMR vaccine or immunity
6. Varicella vaccine or demonstration of immunity
7. Hepatitis B vaccination series or waiver
8. 12-panel drug screen urine
9. Proof of current health insurance

Progression in the ABSN Program

Progression is monitored by the ABSN Program Director, the Assistant Dean Undergraduate Nursing Programs and the AUSON faculty. Students must meet the following requirements to maintain continuous progression/enrollment in the ABSN Program:

1. Maintain a cumulative GPA of 2.8 in their current degree program;
 - a. This means that transfer credit hours and/or courses from previous Averett degree(s) will not be included when computing your GPA in the ABSN Program.
2. Criminal background check remains satisfactory per VBON regulations;
3. Satisfactorily meet both didactic and clinical elements of each clinical course
 - a. If a student fails a nursing clinical course during the semester, s/he will be removed from that course and any other nursing course in which s/he is enrolled. The student will be allowed to remain enrolled in non-clinical nursing courses for the remainder of the semester.
4. Satisfactory lab performance;
5. Continued health clearance;
6. Current CPR certification.

Failure to meet any of these requirements may result in dismissal from the ABSN Program. If a student earns a grade below a "C" for any course required for the ABSN Program, she/he will be dismissed from the ABSN Program. Students who have been dismissed may reapply after one semester away. Readmission is not guaranteed; however, all applications will be reviewed by the nursing faculty.

When a student is dismissed from the ABSN Program, s/he is required to meet with their academic advisor before leaving. The purpose of the meeting is to advise the student how to best prepare for applying for readmission.

Note: Any interruption in matriculation through the major (i.e. withdrawal, leave of absence, dismissal, etc.), may impact a student's eligibility for financial aid. Each student is responsible for contacting the Office of Financial Aid with regard to his/her eligibility.

Additional program policies are listed in the *ABSN Student Handbook*.

Clinical Requirements

Criminal Background Checks

Clinical institutions may deny access to the clinical practice area based on the results of a criminal background check, and drug screen. Clinical experience is a required component of the majority of nursing courses. A course with a clinical component cannot be completed without a passing grade for the clinical portion of the course.

The student is required to undergo an annual criminal background check and drug screen. If the clinical agency finds the results of the drug screening or criminal background check to be unacceptable, the School of Nursing at Averett University may not be able to provide further educational experiences, which could impede the student's progression and completion of the nursing program.

Students will be subject to criminal background checks and drug screenings at any time throughout the duration of the program as per the request from the program's clinical affiliates. The AUSON requires students to perform clinical rotations for hands-on training. It is at the discretion of each medical facility with which the program has a clinical affiliation agreement, to implement a standard protocol regarding student admittance for educational purposes.

Students should be prepared to abide by set protocols and incur any associated fees that may arise in the safety screening process to which the program's clinical affiliates adhere. Once the student has been accepted into the ABSN Program it will become the responsibility of the program to assign the student clinical placement. However, should the student become involved in criminal activity after program acceptance, in which the initial criminal background clearance status becomes compromised, the student may be withdrawn from the program. The program and the University will not modify the curriculum for students who have an unsatisfactory criminal background status. The program only guarantees student clinical placement for students who have maintained their originally approved criminal background status upon which core program acceptance was determined.

Statement of Essential Attributes

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on an understanding that practicing nursing as a student involves an agreement to uphold the trust which society has placed in us (ANA Code of Ethics for Nursing Students, 2001). The following statements are standards that comprise four core essential student nurse competencies. *In addition to academic qualifications, the Averett University School of Nursing (AUSON) considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in and graduation from its nursing degree programs.* Students are expected to sign this statement at the beginning of each academic year to indicate their commitment to consistently demonstrate these attributes.

Physical Attributes

Nursing students must possess sufficient motor and sensory skills to provide safe nursing care and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards. Students must be able to:

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.

- (Vision) See and accurately read print, computer screens and handwriting, including patient care orders and other documents, and demonstrate the ability to differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care such as medical equipment/devices, syringes/needles, stethoscope and computers.

Cognitive Attributes

Nursing students must exhibit sufficient knowledge and clarity of thinking to process information and apply it appropriately to situations in classroom and clinical experiences. Students must be able to:

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family or community needs and problems.
- Write and comprehend both spoken and written English.
- Speak English well enough to understand content presented in the program, adequately complete all oral assignments and meet objectives of assigned clinical experiences.
- Accurately apply basic mathematical skills such as ratio/proportion concepts, use of conversion tables and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

Interpersonal Attributes

Nursing students must possess the ability to identify behaviors and attitudes in themselves and others, as well as the ability to self-regulate their own behaviors and attitudes, in order to ensure professional practice and delivery of care. Students must be able to:

- Establish rapport with individuals, families and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age and sexual orientation.
- Relate effectively to other students, faculty, university/hospital staff and patients/families to fulfill ethical obligations of the nursing profession including altruism, autonomy, human dignity, integrity and social justice.
- Negotiate interpersonal conflicts effectively.
- Maintain sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, maintain objectivity and recognize personal strengths and limitations consistent with safe clinical practice so as to ensure no direct threat to the health or safety of others.
- Sustain safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.
- Preserve confidentiality in regard to collaboration and patient care.
- Maintain professional relationships and expectations in all areas of student life, including academic, work and personal.
- Critically examine and self-edit social media content posted and hosted with the understanding that they impact both educational and professional opportunities while refraining from posting distasteful, offensive, immoral, unethical or confidential content.
- Accept appropriate ownership of responsibility for their own actions and for the impact of these actions on others.
- Abide by the American Nurses Association Code of Ethics (located at <http://www.nursingworld.org/codeofethics>).

Performance Attributes

Nursing students must be able to maintain clinical agency, university and nursing program performance standards while upholding and enhancing the reputation of the nursing programs and the university at large. Students must be able to:

- Continuously exhibit a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.
- Perform multiple assignments/tasks concurrently and in a timely manner.
- Provide patient safety in various stressful situations and settings which may be physically and emotionally demanding.
- Arrange travel to and from academic and clinical sites, both local and distant.
- Tolerate the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads and fatigue.
- Timely submit required medical and certification documents to online database.
- Critically think and concentrate with ability to respond quickly to changes in patient and unit conditions.
- Maintain integrity of the Averett University nursing uniform, which is to be worn only in its entirety in approved clinical and academic settings.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Averett University does not discriminate; however, the School of Nursing believes that all students enrolled must possess these attributes in order to be successful and achieve the level of competence necessary for safe, professional practice. If an applicant believes that he/she cannot meet one or more of these abilities/skills without accommodations or modifications, determination will be made, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

Additional clinical information can be found in the *ABSN Student Handbook*.

School of Nursing Graduation Requirements

- Students must satisfactorily complete all Core General Education requirements.
- Students must achieve satisfactory completion of a specified major area of study.
- Transfer students must complete a minimum of 60 semester hours at a senior college or university, at least 25% of which must be from Averett University
- Students who are first admitted to Averett University as special students must earn a minimum 25% of their credit hours at Averett University after obtaining degree-seeking status.
- Students must complete a minimum of 120 credit hours.
- Student must have a cumulative GPA of 2.75 or higher.
- Student must meet all financial obligations to the University. All tuition, fees, bookstore charges, and other bills must be paid in full prior to participating in graduation.
- Students must file an application for graduation with the Registrar's Office by designated date in the semester in which graduation is planned. Go to: <https://www.averett.edu/academics/registrar-office/senior-year/>
- If the student exits from the University the student must graduate under the catalog that is current upon his/her readmission.
- Students must complete all requirements for graduation in order to participate in commencement exercises.

ATI Testing

The AUSON has chosen to utilize the ATI (Assessment Technologies Institute) testing platform and materials to help students prepare for the National Council Licensure Exam (NCLEX). The cost of ATI is included in nursing student fees.

Students are expected to utilize the printed materials, the practice tests/quizzes and the remediation activities to assist in their learning as well as their NLCEX preparation. ATI requirements will be included in relevant nursing courses.

ABSN Courses

The following general education courses are required for the student who has a baccalaureate degree in another discipline, and wishes to enroll in the ABSN Program to earn the BSN degree:

Course Number	Course Name	Credit Hours
BIO204	A&P I	4
BIO205	A&P II	4
BIO301	Microbiology	4
MTH160	Introduction to Statistics	3
PSY205	Developmental Psychology	3
TOTAL GEN ED CREDIT HOURS		18

The following general education courses are required for the student who has 60 college credits and wishes to enroll in the ABSN Program to earn the BSN degree:

Course Number	Course Name	Credit Hours
BIO101	Introduction to Biology	4
BIO204	A&P I	4
BIO205	A&P II	4
BIO301	Microbiology	4
ENG111	Introduction to Writing	3
ENG112	Introduction to Literature	3
ENG390 OR TH103	Origin & Structures of English Human Communication	3
MTH103	Principles of Mathematics	3
MTH160	Introduction to Statistics	3
PSY205	Developmental Psychology	3
REL212	Death & Dying	3
TBD	Humanities & Fine Arts	3
TBD	Humanities & Fine Arts	3
TOTAL GEN ED CREDIT HOURS		43

The following nursing courses are required for the ABSN program for all students:

Course Number	Course Name	Credit Hours
NUR210	Client Centered Care: Introduction	5
NUR211	Health Assessment	2
NUR213	Clinical Management of Disease I	3
NUR214	Contemporary Issues in Healthcare	3
NUR215	Client Centered Care: Adult I	5
NUR216	Improving Patient Outcomes	3
NUR325	Client Centered Care: Adult II	5
NUR326	Clinical Management of Disease II	3
NUR327	Client Centered Care: Mental Health	4
NUR328	Client Centered Care: Maternal Health	5
NUR329	Evidence Based Practice	3
NUR330	Cultural Care of the Client	3
NUR438	Ethics for the Health Sciences	3
NUR439	Client Centered Care: Public Health	5
NUR440	Healthcare Economics	2

NUR441	Client Centered Care: Complex Problems	5
NUR442	Transition to Practice I	5
NUR443	Transition to Practice II	2
TOTAL NURSING CREDIT HOURS		66

ABS N Plan of Study

The nursing coursework for the ABSN Program is a 16-month program of study. Students complete general education courses, then apply to the ABSN Program. The ABSN Plan of Study is shared below and does not include the general education courses.

Semester	Term	Course#	Course Title	Credits	Clinical Hours	#Weeks
1	1	NUR438	Ethics for the Health Sciences	3	0	8
1	1 & 2	NUR210	CCC: Introduction Didactic	4	0	16
1	1 & 2	NUR210	CCC: Introduction Practicum	1	45	16
1	1 & 2	NUR211	Health Assessment w Lab	2	0	16
1	1 & 2	NUR216	Improving Patient Outcomes	3	0	16
1	2	NUR330	Cultural Care of the Client	3	0	8
TOTAL				16	45	16
2	1	NUR329	Evidence-Based Practice	3	0	8
2	1 & 2	NUR213	Clinical Management of Disease I	3	0	16
2	1 & 2	NUR215	CCC: Adult I Didactic	3	0	16
2	1 & 2	NUR215	CCC: Adult I Practicum	2	90	16
2	1 & 2	NUR439	CCC: Public Health Didactic	3	0	16
2	1 & 2	NUR439	CCC: Public Health Practicum	2	90	16
TOTAL				16	180	16
3	1	NUR327	CCC: Mental Health Didactic	3	0	8
3	1	NUR327	CCC: Mental Health Practicum	1	45	8
3	1 & 2	NUR326	Clinical Management of Disease II	3	0	16
3	1 & 2	NUR325	CCC: Adult Health II Didactic	3	0	16
3	1 & 2	NUR325	CCC: Adult Health II Practicum	2	90	16
3	2	NUR328	CCC: Maternal & Child Didactic	4	0	8
3	2	NUR328	CCC: Maternal & Child Practicum	1	45	8
TOTAL				17	180	16
4	1	NUR440	Healthcare Economics	2	0	8
4	1 & 2	NUR441	CCC: Complex Problems Didactic	3	0	16
4	1 & 2	NUR441	CCC: Complex Problems Practicum	2	90	16
4	1 & 2	NUR442	Transition to Practice I Didactic	3	0	16
4	1 & 2	NUR442	Transition to Practice I Practicum	2	90	16
4	1 & 2	NUR443	Transition to Practice II	2	0	16
4	2	NUR214	Contemporary Issues in Healthcare	3	0	8
TOTAL				17	180	16
TOTALS				66	585	64

ABSN COURSE DESCRIPTIONS

NUR210

Client Centered Care: Introduction – 5 cr.

Course Description:

Guides application of theory and principles for basic nursing interventions for individuals with common health alterations and begins socialization into the professional nursing role. **45 hours of clinical; 45 hours of skills lab.**

NUR211

Health Assessment – 2 cr.

Course Description:

Prepares students to integrate observations, systematically collect data and communicate effectively in the comprehensive health assessment of clients. **45 hours of lab.**

NUR213

Clinical Management of Disease I – 3 cr.

Course Description:

Examines the pathophysiologic basis for alterations in health across the lifespan. Applies principles of drug action and nursing implications within the framework of the nursing process. Study is centered on the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses.

NUR214

Contemporary Issues in Nursing – 3 cr.

Course Description:

Explores the nurse's role in addressing emerging issues in healthcare.

NUR215

Client Centered Care: Adult I – 5 cr.

Course Description:

Focuses on application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute or chronic illness. Study is centered on the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses. **90 hours of clinical.**

NUR216

Improving Patient Outcomes – 3 cr.

Course Description:

Introduces foundational principles, concepts and methods to provide safe, quality patient care, improve patient outcomes and improve the healthcare practice environment.

NUR325

Client Centered Care: Adult II – 5 cr.

Course Description:

Continues application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute and chronic illness. Study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems. **90 hours of clinical.**

NUR326

Clinical Management of Disease II – 3 cr.

Course Description:

Continues to examine the pathophysiologic basis for alterations in health across the lifespan. Applies principles of drug action and nursing implications within the framework of the nursing process. Study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems.

NUR327

Client Centered Care: Mental Health – 4 cr.

Course Description:

Application of the nursing process in the compassionate care of individuals and families experiencing acute or chronic psychiatric/mental health illnesses. **45 hours of clinical.**

NUR328 **Client Centered Care: Maternal & Child – 5 cr.**

Course Description:

Utilization of the nursing process in the assessment and management of healthcare for the childbearing and childrearing family. Emphasizes the nurse's role in health promotion and disease prevention for families. **45 hours of clinical.**

NUR329 **Evidence-Based Practice – 3 cr.**

Course Description:

Develops skills necessary to identify, appraise and apply best evidence to support nursing practice and improve client health. Examines how technology and informatics can be used to leverage change in healthcare.

Prerequisite: Improving Patient Outcomes

NUR330 **Global Health Perspectives – 3 cr.**

Course Description:

Prepares the healthcare professional to provide culturally appropriate physical and spiritual care for diverse clients.

NUR438 **Ethics for the Health Sciences I – 3 cr.**

Course Description:

Provides knowledge and skills for healthcare professionals to address common ethical and legal issues encountered in their roles as citizens, members of a profession, providers of care, and managers of care.

NUR439 **Client Centered Care: Public Health – 5 cr.**

Course Description:

Explores the nurse's role in managing healthcare for communities. Focus will be on utilizing the framework of Healthy People 2020 to promote and improve health within a defined community. **90 hours of clinical.**

NUR440 **Healthcare Economics – 2 cr.**

Course Description:

Introduces healthcare policy, finance and regulatory environments, including trends from the local to national level.

NUR441 **Client Centered Care: Complex Health Problems – 5 cr.**

Course Description:

Synthesizes all prior nursing knowledge in the management of care of critically ill clients and their families. Focuses on complex nursing decisions and interventions across a variety of environments. **90 hours of clinical.**

NUR442 **Transition to Practice I – 5 cr.**

Course Description:

Develops skills in interprofessional leadership and management expected of an entry-level nurse. Explores current theories of management, leadership and change, and the internal forces of the healthcare system affecting delivery of care. Begins the transition from student nurse to professional practitioner. **90 hours of clinical**

NUR443 **Transition to Practice II – 2 cr.**

Course Description:

Synthesizes knowledge from all prior nursing courses to help prepare students to take the NCLEX-RN and transition into the nurse generalist role.

GRADUATE DEGREE PROGRAMS AND COURSES

Graduate Course Levels and Numbering

Averett University has graduate programs which use numbers above the 400-level. Master of Business Administration, Master of Science degrees (Applied Data Analytics, Applied Health Care Analytics, and Criminal Justice) use 500-level courses as the content is above that of the undergraduate curriculum.

Master of Education degrees (Curriculum and Instruction, Reading Specialist, Special Education, Math Specialist, and Administration and Supervision) use 500-level course but also include 600-level course numbers for higher level courses in graduate certificates. The Master of Science in Nursing (MSN) degree with a Family Nurse Practitioner (FNP) focus uses 500-600 level courses for most courses but also uses 700-level courses for the FNP courses in the degree program as well as in the FNP and Emergency Nurse Practitioner (ENP) post graduate certificate. The graduate Education and Nursing programs are both nationally accredited. Nursing by CCNE (Commission on Collegiate Nursing Education) and Education by CAEP (Council for the Accreditation of Educator Preparation) which review and approve the programs helping to ensure that content and sequencing are appropriate for these.

MASTER OF BUSINESS ADMINISTRATION

Vince Decker, Chair
Tonitta McNeal, AO Business Program Director

The Master of Business Administration program is designed to develop and enhance the management and analytical skills necessary in public and private industry. The program concentrates on the functional areas of business. These include, but are not limited to, management, accounting, finance, economics, and strategic planning. All courses in the Master of Business Administration program are designed to recognize the global impact on business and industry.

In addition to the MBA, there are six (6) concentrations students may elect to choose to study:

Master of Business Administration: Leadership
Master of Business Administration: Small Business & Entrepreneurship
Master of Business Administration: Human Resources
Master of Business Administration: Marketing
Master of Business Administration: Applied Data Analytics
Master of Business Administration: Interdisciplinary Business

Master of Business Administration Admissions Requirements

- A baccalaureate degree from a regionally accredited college or university.
- Official transcripts for the last 60 credits of the undergraduate degree. Transcripts must indicate date of undergraduate degree conferred. Official transcripts for ALL graduate work attempted must also be submitted.
- A cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) over the last sixty semester hours of undergraduate study toward a baccalaureate degree. The Graduate Admissions Committee may consider students who are below a 3.0 GPA for admission. If accepted, the student will be required to maintain a minimum grade of “B” in each of the first four business courses attempted.
- A score of 600 (paper-based total), 250 (computer-based total) or 100 (Internet-based total) on the Test of English as a Foreign Language (TOEFL) for students who native language is not English. However, one of the following will be accepted in lieu of a TOEFL exam:
 - Student has completed 30 or more undergraduate credits which include an English composition course with a grade of “C” or better from a regionally accredited American college or university where English is the language of delivery.
 - Student is an active member or veteran of the American armed forces.

Master of Business Administration

The Master of Business Administration program is designed to develop and enhance the management and analytical skills necessary in public and private industry. The program concentrates on the functional areas of business. These include, but are not limited to, management, accounting, finance, economics, and strategic planning. The curriculum is structured sequentially with options to take one course at a time or progress more rapidly if desired. The Master of Business Administration program requires the completion of 33 credits – 18 will be completed in the MBA core, while 15 additional credits will be taken in a concentration of the student's choosing.

Course Sequence

Course	Title	Credits
BSA 529	Marketing Strategies	3
ADA 501	Thinking Analytically	3
BSA 510	Managerial Accounting	3
BSA 551	Managerial Economics	3
BSA 514	Financial Administration & Management	3
BSA 555	Strategic Management	3
TOTAL		18

Traditional Concentration

The Master of Business Administration Human Resource Traditional Concentration is a graduate level program for those seeking competency at the graduate level for business administration. Students interested in this pathway will not have to declare a concentration prior to enrollment.

The Traditional Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Traditional Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
BSA 541	Org Behavior & Leadership	3
BSA 504	Human Resources	3
BSA 519	Operations Management	3
BSA 535	Legal Aspects	3
BSA 545	International Business	3
TOTAL		15

Leadership Concentration

The Master of Business Administration Leadership Concentration is a graduate level program for those seeking competence in the field of leadership. Students interested in this concentration must declare it prior to enrollment. The concentration will provide students with an understanding of the theory, concepts, and applications of leadership in a global and increasingly competitive economy. This program focuses on theory and practical application in different cultures.

The student will learn the difference in managing and leading and how to do each. Students interested in international business will benefit from the concept of leadership based on culture, in other cultures. Students will learn how to apply leadership and management concepts to achieve greater productivity, increased quality, less employee turnover, and fewer disciplinary problems. This program is firmly grounded in research and will focus not just on theory but also on achieving measurable improvements in the careers of students.

The Leadership Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Leadership Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
BSA 555	Strategic Management	3
BSA 539	HRM/Legal Aspects	3
BSA 572	History, Theories, and Concepts	3
BSA 573	Cultural Leadership in a Global Economy	3
BSA 574	Leadership in Groups & Teams	3
TOTAL		15

Small Business and Entrepreneurship Concentration

The Master of Business Administration Human Resource Management Concentration is a graduate level program for those seeking professional competence in the field of small business and entrepreneurship. Students interested in this concentration must declare it prior to enrollment.

The Small Business and Entrepreneurship Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Small Business and Entrepreneurship Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
SBE 510	Creative Capital Generation	3
SBE 529	Digital Marketing for Early Stage Business	3
SBE 535	Legal Environment for Entrepreneurs	3
SBE 541	Entrepreneurial Innovation	3
SBE 555	Small Business & Entrepreneurship Project and Portfolio	3
TOTAL		15

Human Resource Management Concentration

The Master of Business Administration Human Resource Management Concentration is a graduate level program for those seeking professional competence in the field of human resource management. Students interested in this concentration must declare it prior to enrollment.

The Human Resources Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Human Resources Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
BSA 541	Org Behavior & Leadership	3
BSA 539	HRM/Legal Aspects	3
BSA 562	Compensation and Benefits	3
BSA 563	Labor and Employment Law	3
BSA 564	Recruitment and Selection	3
TOTAL		15

Marketing Concentration

The Master of Business Administration Marketing Concentration is a graduate level program for those seeking professional competence in the field of marketing. Students interested in this concentration must declare it prior to enrollment. This program provides advanced and specialized learning about theory and practice for the marketing

professional. The Marketing Concentration is ideal for business leaders who define and implement the marketing functions of a firm.

The Marketing Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Marketing Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
BSA 541	Org Behavior & Leadership	3
BSA 539	HRM/Legal Aspects	3
BSA 567	Marketing Research	3
BSA 569	Product & Services Brand Management	3
BSA 570	Global Marketing Management	3
TOTAL		15

Applied Data Analytics Concentration

The Master of Business Administration Applied Data Analytics Concentration is a graduate level program for those seeking professional competence in the field of data analytics. Students interested in this concentration must declare it prior to enrollment.

The Applied Data Analytics Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and the Applied Data Analytics Concentration for a total of 33 credits.

Course Sequence

Course	Title	Credits
ADA 502	Foundations of Analytics	3
ADA 504	Advanced Applied Descriptive Analytics	3
ADA 503	Applied Data Mining	3
ADA 505	Advanced Predictive Analytics	3
ADA 5XX	Approved ADA Elective (500+ level)	3

TOTAL 15

Interdisciplinary Business Concentration

The Master of Business Administration Interdisciplinary Business Concentration is a graduate level program for those seeking professional competence in one or more areas of study in applied data analytics, human resources, marketing, leadership, or small business and entrepreneurship. Students interested in this concentration must declare it prior to enrollment.

The Interdisciplinary Concentration is a series of five three-credit courses. Students will complete the MBA core curriculum and build their own Interdisciplinary Business Concentration with the help of their Student Success Coach. Students must select courses from three of the following concentrations: Leadership, Small Business & Entrepreneurship, Human Resources, Marketing, or Applied Data Analytics. They must choose two (2) courses from two separate concentrations and one (1) final course from a third concentration for a total of 33 credits (includes MBA core).

Courses of Instruction in Business Administration

BSA 504 Contemporary Issues of Human Resource Management (3)

This course is a study of the contemporary issues facing managers. While the course will draw heavily on the field of human resource management, it is meant not just for HRM practitioners but also for managers and future

managers in their dealings with their human resources. Although, presuming students have a fundamental awareness of the field, it will provide sufficient reading material for those who do not. It is designed as a readings course, interspersed with cases and experiential exercises designed to promote understanding. In addition to assigned readings, students are asked to regularly report on outside readings from the business press that support or amplify concepts and issues discussed in class. As a contemporary issues course, it is expected to evolve as the issues evolve.

BSA 510 Management Accounting (3)

The use of accounting information in making management decisions is the main emphasis of this course. Financial planning, decision making, and controls are highlighted as important parts of the company's information system and data analysis. (Prerequisites: IDS501, BSA 500)

BSA 514 Financial Administration and Management (3)

A study of the concepts of corporate financial administrations and their role in planning, acquisition, and management of funds in modern business and industry and problems associated with the financial management of business firms. (Prerequisites: IDS501, BSA 500)

BSA 519 Operations Management (3)

Examines advanced quantitative decision techniques as powerful tools for solving management problems in both the public and private sectors. Application and interpretation of techniques.

BSA 529 Marketing Strategies (3)

A study of advanced marketing management, both domestically and internationally. Product, price, promotion, and distribution concepts and issues will be analyzed through case studies and practical exercises. The importance of quality and customer service will be stressed. The global, legal, social, technical, economic, and competitive environments of marketing will also be studied.

BSA 535 Legal Aspects (3)

A review of the legal and ethical issues directly affecting practicing managers in the organizational structures, regulatory environments, and societal expectations encountered today. Beginning with a review of the American Legal System, and a framework for ethical decision making, the course focuses on the major areas of management where management decision making and commercial activities are proscribed by the expectations and regulations of society.

BSA539 Human Resource Management/Legal Aspects (3)

This course is a study of the human resource and legal and ethical issues facing managers. It aims to prepare managers and future managers for dealing with human resources, organizational structures, regulatory constraints, and societal expectations. The course will draw heavily on the field of human resource management, a rich source of legal and ethical issues. The course will then present the American Legal System. Major legal topics are: civil and criminal law, contracts, liability, torts, legal reasoning, corporate policies and procedures, and level of courts and jurisdiction in the American system. Finally, the course will present a framework for ethical decision making based on utilitarianism and deontology. In addition to management of the human resource, the course focuses on other topic areas where management decision making and commercial activities are proscribed by the expectations and regulations of society. These may include any or all of: product liability, advertising, antitrust law, privacy and loyalty in business relationships, negotiable instruments, and intellectual property.

BSA 545 International Business (3)

An introduction to the opportunities and constraints posed by the expanding business environment. Topics include, but are not limited to, the following: An overview of the global economy, a discussion of trading blocs, a review of legalities/trade regulations and cooperative working arrangements, financing and currency exchange, the significance of cultural/regional/political influences, and international trade theories and guiding principles.

BSA 551 Managerial Economics (3)

Contemporary economic theory, relating to theory of demand and supply, consumer choice, firm theory, market structure, distribution of income, and effects of government policy on individual economics units are considered and analyzed in the course. Emphasis will also be placed on the application of these theories. (Prerequisite: BSA500)

BSA 555 Strategic Management**(3)**

An in-depth analysis and evaluation of the organization's corporate and business strategies. As the capstone course in the MBA program, it requires the integration and synthesis of knowledge acquired in the program via application of acquired functional skills to strategic decision making. The emphasis is to engender within the Averett University MBA graduate a futurist perspective on comprehensive strategic decision-making. BSA555 is the last course in the program and cannot be taken until the last semester of study. BSA555 is the last course in the program and cannot be taken until the last semester of study.

BSA 562 Compensation and Benefits Management**(3)**

This course explores the development and use of various strategic choices in managing compensation and benefits in today's highly competitive business environment. Today, as never before, human resource professionals and executives must develop compensation systems that align strategically with the organization's mission and vision, while facilitating the recruitment and retention of qualified and productive employees. Major compensation issues are analyzed and discussed in the context of current research, theory and practice, covering both new and well established approaches. (Prerequisites: BSA539, 532)

BSA 563 Labor and Employment Law**(3)**

This course provides an in-depth analysis of the laws governing labor relations and employees rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations, and enforcement of collective bargaining agreements, including the use of economic pressure. The second half surveys additional issues of rights in the employment relationship, including such topics as occupational safety and health, employment discrimination, pay equity, disability discrimination, contractual and tort theories in employment, and plant closings and unemployment issues. Prerequisites: BSA539 and BSA541.

BSA 564 Recruitment and Selection**(3)**

This course provides an overview of the processes and systems with which organizations staff positions with both internal and external applicants. Because staffing is one of the primary human resource activities, it is critical for human resource professionals to understand how theory, research, and legal foundations can impact staffing decisions. This course focuses on theories, research, policies, and practices concerning job recruitment and selection. Topics include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, and internal and external resource planning, recruitment and job choice, and internal and external selection practices. Prerequisites: BSA 539, 532.

BSA 567 Marketing Research**(3)**

This course provides an overview of the qualitative and quantitative information needs of marketing decision-making. Emphasis is placed on designing effective research projects and the techniques used for collection and analysis of primary data. Major topics include: design of research projects, survey research, observational research, questionnaire design, sampling, data collection, data analysis, and interpretation of findings. Prerequisites: Earned a grade of "B" or above in both ADA501 and BSA529.

BSA 569 Product & Services Brand Management**(3)**

The class covers the management of branded products and services. The class also covers corporate identity (e. g., government, non-profits, and individual entities that may lack defined branding). The class deals with firms that manage multiple brands as well as entrepreneurial firms that rely upon a single product/service. Key areas of investigation include brand equity, channel maximization, private-label branding, and the creative requirements for brand identification. Prerequisites: Earned a grade of "B" or above in ADA501 and BSA529.

BSA 570 Global Marketing**(3)**

This course examines the major marketing issues and opportunities facing companies who market products and services outside their domestic borders. Students will gain knowledge in the theories, strategies, and influences that drive marketing in foreign environments as well as the analytical tools required in practicing global marketing strategies. The course will concentrate on strategic decisions companies make about the 4P's (product, price, place, and promotion) in international markets. Students will acquire knowledge on global marketing environment, development of competitive strategy, global marketing strategy development and managing global operations. Prerequisites: Earned a grade of "B" or above in ADA501 and BSA529.

BSA 572 History, Theories, and Concepts**(3)**

This class will ground the student in the theories and concepts of traditional leadership. This course is the foundation for understanding leadership theories and concepts. The purpose of this course is to provide the student with leadership and management concepts and theories that can be used to increase productivity, reduce disciplinary problems, provide strategic leadership, and lower employee turnover. This course will introduce the student to leadership and management in the United States or other cultures. Management and leadership will be clearly defined as different roles in the organization. A unifying theory of leadership and management will be offered for the first time and is necessary for the student to understand concepts and theories in subsequent courses. Prerequisites: BSA541 and BSA539.

BSA 573 Cultural Leadership in a Global Economy**(3)**

Using the unifying theory of leadership and management introduced in BSA 532 and BSA 538, the student will learn how differences in culture affect leading and managing in different cultures or with a culturally diverse workforce. Research in comparing cultures pioneered by Geert Hofstede is the foundation for this course. The purpose of this course is to provide the student with an understanding of management and leadership in other cultures and to suggest ways to manage and lead a workforce from different cultures or a culturally diverse workforce. Prerequisites: BSA541 and BSA 539.

BSA 574 Leadership in Groups and Teams**(3)**

This course will provide the student with a focused and practical approach to leading and managing small groups and teams. There is an emphasis on conflict resolution, team building, disciplining and rewarding team members, developing a vision and working values, self-managed teams, and identifying and solving specific problems among team or group members. This is a very practical course. The purpose of this course is to provide the student with the specific skills and abilities necessary to resolve conflicts, develop team purpose, perform self-analysis, and maintain team function. Prerequisites: BSA541 and BSA539.

MASTER OF EDUCATION

Nancy Riddell, Chair, Nancy Riddell, Chair, Director of Teacher Education, Assessment Coordinator, AU
Verification Officer

Leslie Kapuchuck, AO Education Program Director

Donna Barker, Administrative Assistant

Students wishing to obtain a Master of Education may select from the following degree programs: Curriculum and Instruction, Reading Specialist, Special Education, Math Specialist, and Administration and Supervision. Graduate certificates are offered in Special Education (PK-6, 6-8, and 6-12), Reading Specialist, Gifted, and Administration and Supervision. To provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. The graduate education programs provide both theoretical and practical experiences for individuals who wish to advance in their profession.

NOTE: Students must have completed ED518 before enrolling in program courses.

Admissions Requirements

Master of Education in Curriculum & Instruction: Non-licensure Program

- Complete and submit the Averett Online application for Admission.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Have at least one year experience as a primary or secondary classroom teacher.
- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License. (Provisionally licensed teachers may be accepted into the Educational Foundations concentration on a conditional basis)

Note: The Curriculum and Instruction Program requires students to complete core coursework, and then select and complete coursework from one of the following concentration areas: Gifted (Endorsement), Reading Specialist (Endorsement), ESL (Endorsement), or Educational Foundations (Not for Endorsement).

Master of Education in Administration & Supervision – Virginia Endorsement for Licensed Teachers

- Complete and submit the Averett Online application for Admission.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Have at least one year experience as a primary or secondary classroom teacher.

- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License.

Master of Education – Special Education for Provisionally Licensed Teachers

- Complete and submit the Averett Online application for Admission.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended. Transcript should also reflect completion of the “Characteristics” course required by VDOE.
- Submit evidence the applicant is currently employed in a school division as a special education teacher and that the applicant holds a K-12 Special Education General Curriculum Provisional License
- Have at least eighteen (18) months before the provisional license expires

Master of Education - Special Education: Initial Licensure Track

- Complete and submit the Averett Online application for Admission.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit Praxis Core Academic Skills Test for Educators (or an equivalent)
 - Virginia Communications and Literacy Assessment 470
- Three letters of recommendation are required to be submitted from current or former professors and employers who have knowledge of the applicant’s academic or professional performance and potential.

Master of Education – Special Education: Virginia Endorsement for Licensed Teachers

- Complete and submit the Averett Online application for Admissions.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit evidence that the applicant holds a Virginia Collegiate Professional teacher License.

Master of Education – K – 8 Math Specialist: Virginia Endorsement for Licensed Teachers

- Complete and submit the Averett Online application for Admissions.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit evidence that the applicant holds a Virginia Collegiate Professional teacher License.

Graduate Certificate Programs

- Complete and submit the Averett Online application for Admission.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
 - Transfer credit may not be accepted for certificate programs
- Submit evidence that the applicant holds a Virginia Collegiate Professional teacher License.

Education Recertification Courses – Special Studies Students

- Complete an Averett online application form.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning.
 - No more than 12 semester hours of study completed while on special student status may be applied to a degree program.
 - Special Studies Students may enter the degree program by completing the admission requirements for the Master of Education program.

*** Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from former professors and employers who have knowledge of the applicant's academic or professional performance and potential.

Course Sequences

Master of Education – Curriculum & Instruction: Non-licensure Program

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 501	Research in Education	3
ED 503	Fundamentals of Teaching English Learners	3
ED 505	Curriculum Development	3
ED 555	Models and Theories I	3
ED 556	Models and Theories II	3

Students must select and complete coursework from one of the below concentrations

Gifted Education (Endorsement)

Course	Title	Credits
ED 567	Math Curriculum and Instruction Adaptation	3
ED 563	Content Area Literacy for Diverse Populations	3
ED 536	Characteristics of Education for Gifted Students	3
ED 537	Identification and Assessment of Gifted Students	3
ED 538	Teaching Gifted Learners	3
ED 539	Differentiating Curriculum for the Gifted	3

Reading Specialist (Endorsement)

Course	Title	Credits
ED 532	Language Development	3
ED 534	Teaching Literacy in the Content Area	3
ED 540	Survey of Reading	3
ED 554	Diagnosis and Prescriptions of Literacy Interventions	2
ED 558	Practicum in Literacy Interventions	1
ED 546	Organization and Supervision of Reading Program Development	3

Choose one (1) elective from the following:

ED 508	The Exceptional Student	3
ED 553	Second Language Acquisition and Learning	3
ED 579	Assessment of Learning	3

English as a Second Language (Endorsement)

Course	Title	Credits
ED 567	Math Curriculum and Instruction Adaptation	3
ED 563	Content Area Literacy for Diverse Populations	3
ED 540	Survey of Reading	3
ED 532	Language Development	3
ED 579	Assessment of Learning	3
ED 553	Second Language Acquisition and Learning	3

Educational Foundations (Not for Endorsement)

Students must select six (6) of the below courses:

Course	Title	Credits
ED 504	Philosophy of Education	3
ED 508	The Exceptional Student	3
ED 502	Adolescent and Child Psychology	3
ED 516	Transition Planning and Services	3
ED 534	Teaching Literacy in the Content Area	3
ED 540	Survey of Reading	3
ED 554	Diagnosis and Prescriptions of Literacy Interventions	2
ED 558	Practicum in Literacy Interventions	1
ED 567	Math Curriculum and Instruction Adaptation	3
ED 569	Class Management and Positive Behavior Supports	3
ED 571	Curriculum and Instruction for Students with Learning Disabilities	3
ED 573	Practicum in Special Education	2
ED 576	Collaboration in Special Education	1
ED 579	Assessment of Learning	3

Students electing to take a two-credit course in the Educational Foundations pathway must take the one-credit practicum which accompanies it.

TOTAL 34

Master of Education – Administration & Supervision: Virginia Endorsement for Licensed Teachers

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 624	Organizational Management	3
ED 612	Education Law	3
ED 625	Human Resources and School Finance	3
ED 626	Admin & Supervision of Special Education & ESL Programs	3
ED 618	Instructional Leadership & Student Academic Achievement	3
ED 634	School Climate and School Improvement	3
ED 636	Professionalism: Ethics, Policy, & Professional Development	3
ED 610	Communication and Community Relations	3
ED 616	Curriculum Development and Evaluation	3
ED 691	Internship	3
TOTAL		31

Students who do not complete the required 320 internship hours by the end of their coursework will need to take ED630, Internship Extension, a 1 credit course during the semester they plan to have all hours completed.

Master of Education – Special Education General Curriculum K-12 (Endorsement Only)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 501	Research in Education	3
ED 508	The Exceptional Student	3
ED 516	Transition Planning and Services	3
ED 540	Survey of Reading	3
ED 554	Diagnosis and Prescriptions of Literacy Interventions	2
ED 558	Practicum in Literacy Interventions	1
ED 567	Math Curriculum and Instruction Adaptation	3
ED 569	Class Management and Positive Behavior Supports	3
ED 571	Curriculum & Instruction for Students with Learning Disabilities	3
ED 579	Assessment of Learning	3
ED 573	Practicum in Special Education	1
ED 576	Collaboration in General and Special Education	2
Total		31

Optional Reading Specialist Add-On (for Endorsement Only)

ED 532	Language Development (in-lieu of ED 569)	3
ED 534	Teaching Literacy in the Content Area	3
ED 546	Organization/Supervision of Reading Program Development	3
Total		9

Required Coursework for Initial Licensure in Special Education K-12

ED 502	Adolescent and Child Psychology	3
ED 504	Philosophy of Education	3

ED 515	Internship/Seminar	6
Total		12

Master of Education – Special Education General Curriculum K-12 (for Provisionally Licensed Teachers)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 502	Adolescent and Child Psychology	3
ED 504	Philosophy of Education	3
ED 516	Transition Planning and Services	3
ED 540	Survey of Reading	3
ED 554	Diagnosis and Prescriptions of Literacy Interventions	2
ED 558	Practicum in Literacy Interventions	1
ED 567	Math Curriculum and Instruction Adaptation	3
ED 569	Class Management and Positive Behavior Supports	3
ED 571	Curriculum & Instruction for Students with Learning Disabilities	3
ED 579	Assessment of Learning	3
ED 573	Practicum in Special Education	1
ED 576	Collaboration in General and Special Education	2
Total		31

Optional Reading Specialist Add-On (for Provisionally Licensed Teachers)

ED 532	Language Development (in-lieu of ED 569)	3
ED 534	Teaching Literacy in the Content Area	3
ED 546	Organization/Supervision of Reading Program Development	3
Total		9

Master of Education – K – 8 Mathematics Specialist (VA Endorsement Program)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 501	Research in Education	3
ED 505	Curriculum Development	3
ED 567	Math Curriculum and Instruction Adaptation	3
ED 541	Instructional Methods in Number Systems and Theory	3
ED 543	Instructional Methods in Statistics and Probability	3
ED 545	Instructional Methods in Geometry and Measurement	3
ED 547	Instructional Methods in Functions and Algebra	3
ED 548	Diagnosis and Prescriptions in Math Difficulties	3
ED 549	Empowering Excellence and Equity in Math Instruction	3
ED 551	Math Instructional Leadership Internship	3
Total		31

Graduate Certificate (Endorsement) Programs

Graduate Certificate in Reading Specialist (VA Endorsement)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 532	Language Development	3

ED 534	Teaching Literacy in the Content Area	3
ED 540	Survey of Reading	3
ED 554	Diagnosis and Prescriptions of Literacy Interventions	2
ED 558	Practicum in Literacy Interventions	1
ED 546	Organization and Supervision of Reading Program Development	3
Total		16

Graduate Certificate in Gifted Education (VA Endorsement)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 536	Characteristics of Education for Gifted Students	3
ED 537	Identification and Assessment of Gifted Students	3
ED 538	Teaching Gifted Learners	3
ED 539	Differentiating Curriculum for the Gifted	3
Total		13

Graduate Certificate in Special Education: PK-6, 6-8, or 6-12 (VA Endorsement)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 508	The Exceptional Student	3
ED 563	Content Area Literacy for Diverse Populations	3
ED 567	Math Curriculum and Instruction and Adaptation	3
ED 573	Practicum in Special Education	1
ED 576	Collaboration in General and Special Education	2
<u>For PK-6 Endorsement</u>		
ED 579	Assessment of Learning	3
<u>For 6-8 and 6-12 Endorsement</u>		
ED 516	Transition Planning and Services	3
Total		16

Graduate Certificate in Administration and Supervision: PK-6, 6-8, or 6-12 (VA Endorsement)

Course	Title	Credits
ED 518	Orientation to Graduate Education	1
ED 618	Instructional Leadership and Student Academic Achievement	3
ED 624	Organizational Management	3
ED 625	Human Resources and School Finance	3
ED 610	School-Community Relations	3
ED 634	School Climate and School Improvement	3
ED 636	Professionalism: Ethics, Policy, and Professional Development	3
ED 691	Internship	3
Total		22

Students who do not complete the required 320 internship hours by the end of their coursework will need to take ED630, Internship Extension, a 1 credit course during the semester they plan to have all hours completed.

Courses of Instruction in Education

ED 500 Comprehensive Exam (1 week – 0 credits)

Comprehensive exam required for Master of Education candidates. (Pass/Fail)

ED 501 Research in Education

(3)

This course is an introduction to the fundamental methods, procedures, and materials of educational research. Emphasis will be placed on the basic designs, interpretation and recording of the information, and on the critical consumerism of research in education.

ED 502 Child and Adolescent Psychology

(3)

This course is a study of the basic concepts of the physical, mental, and personality development of the student from early childhood through adolescence. Special attention will be given to the continuous transaction between the child as a biological organism and the social-physical environment.

ED503 Fundamentals of Teaching English Learners

(3)

This course is designed for the practicing educator, and serves as an introduction to the process of providing and managing instruction and assessment for English Language Learners. Additionally, participants will be provided with an overview of the foundations of linguistics and language learning as well as the cultural, legal and professional aspects of teaching English as a second or other language.

ED 504 Philosophy of Education

(3)

An examination and evaluation of varying philosophies and their influence on education. The student will have the opportunity to clarify his/her position concerning basic philosophical issues in education.

ED 505 Curriculum Development

(3)

A study of the principles and processes that govern curriculum planning. Students will examine sociological, philosophical, psychological, and research foundations which impact curriculum development. Special emphasis will be given to the role of the professional staff in the process of curriculum development and evaluation.

ED 508 The Exceptional Student

(3)

ED 508 is an overview of special education. Students will study the theories, characteristics, and needs of exceptional students. Course content will include the historical background and legal aspects of special education, general practices for instructional programming, and guidelines for evaluating students for exceptionalities.

ED 515 Internship/Seminar in Special Education

(6)

This course is designed to fulfill six semester hours of study by providing study and student teaching field experiences in support of VDOE Professional Studies Requirements. Students are teaching field experiences in support of VDOE Professional Studies Requirements. Students are placed in public or accredited non-public schools for special education directed teaching experience and are supervised by school personnel and university supervisors. Internships may include secondary, middle or elementary levels facilitated by the Education Department. Students gain supervised direct teaching experience with students who have disabilities and within the general curriculum K-12. Students participate in weekly seminars concurrently with the internship. This course is a requirement for teaching licensure in special education general curriculum K-12.

ED 516 Transition Planning and Services

(3)

This course provides study and field experiences designed to fulfill competencies outlined by the VDOE Special Education General Curriculum. Students complete field experiences to include observations in K-12 inclusion settings and site-based interviews with general educators and special educators. Placements will be facilitated by the professor. This course fulfills a three-semester hour requirement leading toward endorsement in Special Education General Curriculum PK-12.

ED 517 Technology in the 21st Century Classroom

(3)

Students in today's schools have a digital mindset such that they expect to be entertained, receive immediate feedback and allowed multiple attempts to achieve success. In order to teach these students, teachers must find methods of instruction that capture the students' attention, allow students to think critically and give students an opportunity to create meaningful products that demonstrate mastery of the content. Participants in this course will

create a performance assessment and leading lessons which will include multiple forms of digital media, resources and applications to increase student mastery.

ED518 Orientation to Graduate Education (1)

This seminar is the foundation for adults enrolled in the Graduate Education programs at Averett University. It must be taken prior to enrollment in any of the graduate degree programs. The seminar is designed to help new and returning students make the transition to the academic world and stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

ED 532 Language Development (3)

This course will involve exploring theories of how children learn language. Special attention will be given to promoting creative thinking and expression when instruction children of all ability levels. Educators will study effective strategies for facilitating the learning of Standard English by speakers of other languages and dialects as well as understanding the unique needs of students with language differences. Practical application of research information in the school setting will be stressed in various assignments and study.

ED 534 Teaching Literacy in the Content Area (3)

The course provides for study and application of literacy to teach all content area courses across the curriculum when applying Virginia Standards of Learning. Topics include development of study and independent reading habits, reading comprehension, vocabulary, written expression, motivation, attitude, and self-assessment.

ED 540 Survey of Reading (3)

A study of the development and techniques of the major approaches to the teaching of reading. The student will develop planning strategies for reading at any level and will examine skills, methods, and materials which are appropriate for each reading approach.

ED 536 Characteristics and Education of Gifted Learners (3)

This course will provide students with an understanding of the principles, issues and research of gifted education and general education as well as an understanding of the characteristics of gifted students.

ED 537 Identification and Assessment of Gifted Learners (3)

This course will provide students with an understanding of local, state, and national data gathering processes and procedures; as well as an understanding of specific techniques to identify gifted students using a variety of diagnostic and prescriptive approaches to assessment. Students will participate in a practicum experience.

ED 538 Teaching Gifted Learners (3)

This course will provide students with an understanding of a variety of curricular and instructional models which support the needs of gifted students. Students will participate in a practicum experience.

ED 539 Differentiated Curriculum for the Gifted (3)

This course will provide students with an understanding of theories and principles of appropriately differentiating curriculum specifically designed to accommodate the accelerated learning aptitudes of gifted students. An understanding of the fundamental principles of differentiated curricula for effective program planning and evaluation will also be provided. Students will apply principles taught throughout the course during a practicum experience.

ED 540 Survey of Reading (3)

A study of the development and techniques of the major approaches to the teaching of reading. The student will develop planning strategies for reading at any level and will examine skills, methods, and materials which are appropriate for each reading approach.

ED 542 Diagnosis and Prescription of Reading Difficulties (3)

The purpose of this course is to examine reading assessments using both formal and informal procedures to help teachers plan instructional strategies appropriate to diverse learners. Focus is placed on building knowledge of reading assessments, including types of assessment tools, procedures in administering assessments, analysis and interpretation of assessment data, and sharing assessment data with different audiences. Students will also learn how

to write IEP goals based upon results and make instructional decisions based on the interpretation of assessments for general and special education. Field experiences are included for students in the Masters of Education with Teaching Licensure programs to include Reading Specialization, Special Education-General Curriculum. Prerequisites: ED540 or ED534

ED 544 Practicum in Diagnoses/Prescriptions of Reading Difficulties (3)

This is an advanced graduate course in the reading specialist program. Focal concepts will include formal, informal, formative, and summative assessments in reading and language arts; current practices and materials in remedial strategies; oral language skills of speaking and listening especially for working with children who are speakers of other languages and dialects; literacy development in areas of concepts of print, phoneme awareness, letter recognition, sound-symbol knowledge, single word knowledge, decoding, word attack skills, word recognition in context, and systematic spelling instruction; research and presentation practices focused on collaborative workshops. For the field experience component, educators will interpret assessment results, plan/provide appropriate instruction, and conduct post-testing for students assessed in the prerequisite course, ED542.

ED 546 Organization and Supervision of Reading Program Development (3)

Students will be able to analyze and develop their own organization and supervision skills and styles in management for reading programs utilizing current methods, materials and technology in the classrooms, schools, and school systems. Students will develop their abilities to instruct and advise teachers in the skills necessary to differentiate reading instruction for all levels of students. Class assignments will give students opportunities to demonstrate effective skills for communicating with a range of constituents. A practicum/field experience is included in the course assignments. Prerequisites: ED 540, ED 542, and ED 544. (May be taken simultaneously with ED 544.)

ED 549 Empowering Excellence and Equity in Math Instruction (3)

This course introduces students to the principles of mathematics instructional leadership through a lens of equity. Students will learn how to determine the needs of diverse learners and their community, and lead appropriate professional development based on those needs.

ED 552 Evaluation of Instructional Procedures (3)

This course examines the role of evaluation in teaching and learning in an educational setting. Students will explore current theories, research, and practices in both teaching and evaluation. They will also examine the relationship between teaching and evaluation in optimizing educational opportunities for students.

ED 555 Models and Theories I (3)

This course is an exploration of the theories underlying instructional strategies appropriate for use in the classroom. Students will examine theories of learning and the models of teaching that relate to those theories. Teaching strategies that have proven successful in a variety of disciplines and with students at various grade levels will be studied.

ED 556 Models and Theories II (3)

A continuation of the topics begun in ED 555. Students will discover ways of implementing appropriate models of teaching strategies at their respective grade levels and in various disciplines. Special attention will be given to ways of interrelating curriculum areas in the instructional process.

ED 563 Content Area Literacy for Diverse Populations (3)

Instruction in this course will impart an understanding of diverse learners, their characteristics and include adapting Virginia Curriculum Standards for instruction to teach comprehension skills in all content areas, including questioning strategies, summarizing and retelling skills, strategies in literal, interpretive, critical and evaluative comprehension, as well as the ability to foster appreciation of independent reading. Vocabulary development, systematic writing instruction strategies, and study skills including time management and transitioning skills across the content curriculum for K-12 will be studied. Pre/in-service teachers will demo content instructional knowledge for diverse students in one level of a K-12 field placement.

ED 567 Math Curriculum & Instruction Adaptation (3)

This course is designed to provide an overview of curricular and instructional adaptations for special education math students, preK-12. Attention is given to educational implications of the various disabilities along with

modifications based on best special education practice. Students will interpret student data from a variety of assessment tools to plan and make appropriate program decisions.

ED 569 Classroom Management and Positive Behavioral Supports (3)

The purpose of this course is to provide study and field experiences designed to fulfill VDOE Professional Studies requirements. Study and application of classroom management and behavior management techniques, individual interventions, techniques that promote emotional well-being, teach and maintain behavioral conduct, skills consistent with norms, standards, and rules of educational environments. Diverse approaches based upon behavioral, cognitive, affective, social, and ecological theory and practice.

ED 571 Curriculum and Instruction for Students with Learning Disabilities (3)

The purpose of this course is to provide study in the development, implementation and evaluation of programs for students with disabilities, with specific attention to the study of students with learning disabilities, intellectual disabilities and emotional/behavioral disabilities. Study will include foundations of special education and legal requirements, identification and characteristics of students with disabilities, assessment, planning curriculum and differentiated instruction, universal design, response to intervention approaches, adapting curriculum, materials, and instruction, effective research-based practice, adaptive technology, communication/collaboration/teaming, creating learning environments, and classroom management. Measurable Annual Goals, Data Collection, and Progress Monitoring will also be covered. Students will complete a practicum experience.

ED573 Practicum in Special Education (1)

This course is designed to provide a capstone field experience in special education. Students will receive 8 weeks of supervised field experience while working with students with disabilities in an instructional setting. Emphasis is placed upon the role of the teacher when collaborating with school personnel and families, providing instruction, and evaluation of Individualized Education Programs. Students must concurrently enroll in ED 576, Collaboration in General and Special Education. (Co-requisite: Completion of 27 semester hours)

ED576 Collaboration in General and Special Education (2)

This course is designed to assist teachers and other personnel to develop consultative/collaborative skills to communicate effectively with students, families, and professionals. This course is to be taken concurrently with ED 573, Practicum in Special Education (Co-requisite: Completion of 27 semester hours)

ED 579 Assessment of Learning (3)

Study and field experiences designed to fulfill VDOE Special Education General Curriculum. Core coursework includes study of assessments and management of instruction and behavior, general curriculum coursework, characteristics, IEP implementation, transitioning, student and field experiences to fulfill VDOE Professional Studies requirements. Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) will also be covered in this course. Field experiences are included in this course.

ED 610 Communication and Community Relations (3)

This course serves as an introduction for prospective administrators to the social and political challenges of the educational environment. School administrators must recognize the impact of political and community factors related to establishing an effective school and community partnership. Focus is placed on key relationships within and external to the school organization. Students examine fundamental elements associated with effective communication with school personnel, media, and the external community. *This is a writing intensive course.

ED 612 Education Law (3)

This course supports future educational leaders by analyzing legal issues that directly affects the American educational system. Focus is placed on understanding constitutional law, federal and state statutes, and case or court decisions. Topics include educational issues, torts liability, and decisions from various courts. Special attention is given to Virginia's public school system.

ED 616 Curriculum Development and Evaluation (3)

This course is a study of the principles and processes that govern curriculum planning. Students examine sociological, philosophical, psychological, and research foundations which impact curriculum development. Special emphasis is given to the role of the professional staff in the process of curriculum development and evaluation. Principles and concepts presented in previous foundation courses (research, philosophy, and

psychology) are applied to this study of curriculum planning. This course also provides an opportunity for students to participate in the planning and presentation of a major team project. *This is a writing intensive course.

ED 617 Learning to Work with Parents and Teachers (For students who began the Administration and Supervision Program prior to May, 2020) (1)

This course will provide an overview of working with parents and teachers who are difficult or challenging. Students will learn about challenging behaviors, ways to handle these behaviors, and how to be politically correct when handling difficult circumstances. Effective communication strategies will be explored along with the opportunity to examine themselves and their own strengths and weaknesses.

ED 618 Instructional Leadership and Student Academic Achievement (3)

This course studies the concept of instructional leadership as a collaborative practice in the school improvement process. Students engage in continuous inquiry and reflection to examine best practices and key challenges of instructional leadership. Topics include setting high academic expectations, monitoring student achievement, analyzing data, developing teacher leaders, and creating learning-centered school cultures. These topics are critically examined to improve systems that enhance student academic progress.

ED 619 Technology and School Leadership (For students who began the Administration and Supervision Program prior to May, 2020) (1)

This course will provide an overview of the impact of technology on leadership in a K-12 environment. Topics include best practices for incorporating technology in leadership, supervision, data collection, analysis and communication with the goal of improving academic progress and community relations.

ED 621 Preparing for the School Leaders Licensure Assessment (For students who began the Administration and Supervision Program prior to May, 2020) (1)

This seminar is designed to provide the student an opportunity to demonstrate knowledge and skills required by the ISLLC standards, complete authentic scenarios and assessments necessary for appropriate preparation for the ISLLC exam, and review the skills required for graduation from the Educational Leadership Program.

ED 622 Portfolio Development (For students who began the Administration and Supervision Program prior to May, 2020) (1)

This seminar is designed to provide the student an opportunity to build a portfolio that demonstrates competency of the Professional Standards for Educational Leaders (PSEL) and VDOE competencies for administrators. The portfolio will also serve as “practice” for building the principal assessment portfolio, a new requirement from the VDOE.

ED 623, Administration and Supervision of Special Education and ESL Program (3)

This course prepares school leaders with the supervision of special education programs including students whose native language is not English (ESL) and will help professionals advance their careers and become directors or coordinators of special education.

ED 624 Organizational Management (3)

This course presents a comprehensive and practical analysis of leadership versus management at three different levels: individual, team, and organizational. It focuses on the modern educational organization that promotes empowering educators through expanding the spectrum of control, setting high expectations, advocating continuous improvement, and emphasizing innovation and creativity. This includes contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Students will explore current leadership and management theories or concepts through case analysis and enhanced personal skill development.

ED 625 Human Resource Management and School Finance (3)

This course focuses on the school administrator’s involvement in generating, allocating and managing human resources and finances for public schools. Emphasis is placed on law and policy regarding school finance and resources managed by the public school. Topics include personnel policies and practices for recruitment, selection, orientation, employment, evaluation, legal issues, dismissal, and teacher-administrator relationships.

Students will explore issues influencing the funding of public schools, factors that go into building a budget in public school, and policy issues for managing school resources, including personnel and physical facilities.

ED 634 School Climate and School Improvement (3)

This course examines how leaders use research to improve schools. Emphasis is placed on designing projects to enhance school culture through the application of assessment and research data. Students will explore the role of instructional leadership within the frameworks of: a standards-based curriculum, culturally responsive teaching, and assessment. They will determine how to work within district supervision and evaluation practices to improve teaching and meet the evolving needs of learners in diverse settings. Topics include data analysis, content standards, policy, and the effect of policy on climate and culture decisions.

ED 636 Professionalism: Ethics, Policy, and Professional Development (3)

This course focuses on analyzing the moral dimensions of the teaching profession, educational policies, and educational practices. It provides a framework for ethical thinking, inquiry, and decision making in a school setting. Students investigate how educational policies, practices, and professional development reflect ethical values and how these values are grounded. This course examines aspects of educational theories, practices, and policies drawn from professional literature and practical issues encountered in field settings. It addresses a broad array of topics including the moral role of educators in a democratic society, issues of justice and caring, reflective stories about teaching and politics and current debates about the future of American education. *This is a writing intensive course.

ED 690 Research in Education and Applications to School Leadership (4)

This course focuses on the practical uses of educational research to empower educators and strengthen leadership in today's school settings. Building on, and reviewing, the core components of research studied in earlier courses, ED690 moves from theory to application by allowing students an opportunity to design and customize educational inquiry based on school and community needs. Further, it supports personal growth and ownership through continued reflection and discussion.

ED 691 Internship (3)

This internship is an intensive, field-based practicum experience in leadership. Students will have the opportunity to provide practical leadership and administrative experience in a mentored and supervised environment. Please note that the internship must include a range of experiences within the K-12 school system. Students will also have the opportunity to reflect on leadership experiences.

MASTER OF SCIENCE IN APPLIED DATA ANALYTICS

MASTER OF SCIENCE IN APPLIED HEALTHCARE DATA ANALYTICS

Peggy Wright, Chair
Tonitta McNeal, AO Business Program Director
Master of Science in Applied Data Analytics, and
Master of Science in Applied Healthcare Data Analytics

The Master of Science in Applied Data Analytics degree supports Averett University's mission and the mission of the department of Business Administration. At the institutional level and department level there are values for problem-solving and critical thinking which are represented as well in the program description for the Master of Science in Applied Data Analytics. The degree uses premier analytics software SAS® and also provides coverage of well-known topics; such as descriptive and predictive analytics. Contemporary topics such as Big Data, sentiment analytics and storytelling are also covered.

Specifically the Master of Science in Applied Data Analytics degree provides decision-makers in any industry with a broad focus on understanding, transforming and analyzing quantitative and qualitative data to problem-solve, critically consider and develop solutions to organizational problems and opportunities.

Students may earn a Certificate in Applied Data Analytics (which also meets the SAS® electronic badge) or in Applied Healthcare Analytics by completing four courses (indicated below) from the Master of Science programs.

Program Goals

- From a managerial perspective, demonstrate analytical thinking in combining foundational concepts of research, statistics and decision-making in the use of data analytics.
- Analyze the current state of Big Data and its impact on jobs and stakeholders within various organizations and industries.
- Evaluate business problems and opportunities using the primary tools in data analytics to include: descriptive analytics, predictive analytics, web analytics, voice and sentiment analytics
- Demonstrate how existing business data is used to find anomalies, patterns and correlations in existing Big Data (or organizational data).
- Examine a real-world problem/opportunity containing Big Data using concepts of analytical thinking, managerial interests in data mining; choosing and applying appropriate analytics tools, and, decision-making.

Master of Science in Applied Data Analytics Admissions Requirements

Applicants to the Master of Science in Applied Data Analytics must have a baccalaureate degree from a - accredited college or university, submit an official undergraduate transcript, and have earned a cumulative grade point average of 3.0 over the last 60 semester hours of undergraduate study toward a baccalaureate degree, Graduate Admissions Committee may provisionally admit students who earned less than a 3.0 as undergraduates if they can maintain a minimum grade of "B" in their first four business courses.

Requirements for Master of Science in Applied Data Analytics

Course Sequence

Course	Title	Credits
ADA 501	Thinking Analytically	3
ADA 502	Foundations of Analytics for Management	3
ADA 504	Advanced Applied Descriptive Analytics for Decision Making	3
ADA 503	Applied Data Mining	3
ADA 505	Advanced Applied Predictive Analytics for Decision Making	3
ADA 506	Applied Web Analytics	3
ADA 507	Applied Sentiment Analytics for Decision Making	3
ADA 508	Voice Analytics in Decision Making	3
ADA 509	Applied Contemporary Issues in Data Analytics	3
ADA 510	Analytics Capstone Course/Project	3
Total:		30 Credit Hours

Requirements for the Certificate in Applied Data Analytics

Course Sequence

Course	Title	Credits
ADA 501	Thinking Analytically	3
ADA 502	Foundations of Analytics for Management	3
ADA 504	Advanced Applied Descriptive Analytics for Decision Making	3
ADA 503	Applied Data Mining	3
Total:		12 Credit Hours

Master of Science in Applied Healthcare Data Analytics Admissions Requirements

Applicants to the Master of Science in Applied Data Analytics must have a baccalaureate degree from a regionally-accredited college or university, submit an official undergraduate transcript, and have earned a cumulative grade point average of 3.0 over the last 60 semester hours of undergraduate study toward a baccalaureate degree. Graduate Admissions Committee may provisionally admit students who earned less than a 3.0 as undergraduates if they can maintain a minimum grade of “B” in their first four business courses.

Requirements for Master of Science in Applied Healthcare Data Analytics

Course Sequence

Course	Title	Credits
ADA 501	Thinking Analytically	3
ADA 502	Foundations of Analytics for Management	3
ADA 504	Advanced Applied Descriptive Analytics for Decision Making	3
ADA 503	Applied Data Mining	3
ADA 505	Advanced Applied Predictive Analytics for Decision Making	3
ADA 511	Introduction to healthcare System Data Analytics	3
ADA 512	Legal, Ethical Aspects of healthcare Data Analytics	3
ADA 513	Visual and Verbal Analytics Communication	3
ADA 514	Healthcare Operational Research	3

ADA 510 Analytics Capstone Course/Project 3

Total: 30 Credit Hours

Requirements for the Certificate in Applied Healthcare Data Analytics

Course Sequence

Course	Title	Credits
ADA 501	Thinking Analytically	3
ADA 502	Foundations of Analytics for Management	3
ADA 511	Introduction to healthcare System Data Analytics	3
ADA 514	Healthcare Operational Research	3

Total: 12 Credit Hours

Courses of Instruction in Applied Data Analytics

ADA 501 Thinking Analytically (3)

This course prepares students to think analytically and quantitatively by review of salient concepts in research, and statistics. Specifically, students will review the steps in the Scientific Method, focusing on clarifying the research question, data collection, preparation and analysis. Statistical concepts include data types, measures of central tendency and variance; correlation, regression, ANOVA, and common tools of data visualization SAS® On Demand software will be used in the course. The course culminates in a class project, where students practice story telling in the context of managerial decision-making. Knowledge of excel is recommended.

ADA 502 Foundations of Analytics for Management (3)

In this course, students will examine the status of Big Data and its impact on the business world, framing analytics challenges using a structured life cycle approach to data analytics problems (SAS®) and the skill of storytelling. Emphasis will be placed upon the verification of data, analytic techniques and open source tools for analyzing data, the role of regulatory organizations, and the privacy and ethics issues that surround its use. Prerequisite: ADA 501.

ADA 503 Applied Data Mining (3)

Information and communication technologies are enabling organizations to accumulate and access vast quantities of both structured and unstructured data. Data mining refers to the methodical preparation and analysis of this data using statistical, mathematical and artificial intelligence techniques and algorithms. This course will focus on data mining concepts, methodologies, models, and tools, and its applications to business for prediction, classification, and forecasting. Emphasis will be placed on storytelling. SAS® On Demand software will be used in the course. Prerequisites: ADA501, ADA 502, and ADA504.

ADA 504 Advanced Applied Descriptive Analytics for Decision Making (3)

The course allows students to investigate the past performance of organizations through interpretation and application of advanced tools in analytics. Specifically, this course addresses how aggregate analysis, data visualization, and text and video analysis are applied to complex, high volume data. Emphasis will be placed on storytelling. SAS® On Demand software will be used in course. Prerequisites: ADA501 and ADA502.

ADA 505 Advanced Applied Predictive Analytics for Decision Making (3)

The course allows students to explore and analyze future operating problems and opportunities by applying advanced tools in predictive analytics. Specifically, this course reviews basic regression and applies correlation analysis, multiple regression and time series analysis to future operating questions (e. g., what could happen) within various disciplines. Emphasis will be placed on storytelling. SAS® On Demand software will be used in course. Prerequisites: ADA501, ADA 502, ADA503, and ADA 504.

ADA 506 Applied Web Analytics (3)

This course focuses on identifying and applying concepts and technologies organizations need to realize the full

potential of their web sites. Emphasis will be placed on: Internet technologies and tools that allow for collection of web data (e. g., web traffic, visitor information), clickstream analysis, search engine optimization, analysis of paid search advertisements, social network analysis of social media sites (e. g., Twitter, Facebook, YouTube) information visualization in relation to web analytics and storytelling. SAS® On Demand software will be used in the course. Prerequisites: ADA501, ADA502, ADA503, ADA504, and ADA505.

ADA 507 Applied Sentiment Analytics for Decision Making (3)

This course will cover the major techniques for mining and analyzing text data to discover interesting patterns, extract useful knowledge, and support decision making, with an emphasis on statistical approaches that can be generally applied to arbitrary text data in any natural language with no or minimum human effort. Prerequisites: ADA501, ADA502, ADA503, ADA504, and ADA505.

ADA 508 Voice Analytics in Decision Making (3)

This course will cover the topic of voice analytics, which is a process of analyzing recorded calls and customer transcripts to gather customer information and insights to improve: communication future interaction, customer service, and strengths and weaknesses with processes and products, and how the marketplace perceives offerings. Voice analytics is known for analyzing voice properties, the topic being discussed, the emotional character of the speech and the amount and locations of speech versus non-speech during the interaction. Voice analytics in contact centers can be used to mine recorded customer interactions to surface the intelligence essential for building effective cost containment and customer service strategies. Emphasis will be placed on storytelling. SAS® On Demand software and internet based freeware will be used in the course. Prerequisites: ADA501, ADA 502, ADA503, ADA504, and ADA505.

ADA 509 Applied Contemporary Issues in Data Analytic (3)

Contemporary issues in the field of analytics will be reviewed and applied to the student's domain of interest. Issues presented in this program will be reviewed for currency and relevancy as well as preparation for capstone course. This course culminates in a final project that utilizes storytelling. SAS® On Demand software will be used in the course. Prerequisites: ADA501, ADA502, ADA503, ADA504, and ADA505.

ADA 510 Analytics Capstone Course/Project (3)

Using data in a field of choice, students will investigate a real-world, complex, organizational problem/opportunity. Real data is required and students must investigate and address the problem/opportunity with descriptive and predictive analytical tools. Students will apply the BADIR[®] Framework method, and tasks of cleaning and analyzing and interpreting data. It is expected that students will emulate effective analysis and problem solving. Also, it is expected that projects are well-defined, professional in manner, use the data analysis tools of this program, and presented using a storytelling techniques. SAS® On Demand and other program software may be used in the course.) ADA510 is the capstone course in the program and cannot be taken until the final semester of study. Prerequisites: ADA501, ADA502, ADA503, ADA504, ADA505, ADA506, ADA507, ADA508, ADA509, ADA511, ADA512, ADA513, and ADA514.

ADA 511 Introduction to Healthcare Systems Data Analytics (3)

Data analytics plays an essential role in the successful operation of modern healthcare organizations, both large and small. The overarching goal of this course is to provide students an awareness and understanding of the essential value of data in healthcare. Students will be provided an overview of the current state and practice of data analytics (both clinical and non-clinical) in healthcare, foundational knowledge of data analytics, and strategies for effectively organizing, communicating, and making decisions from healthcare data/information. Prerequisites: ADA501, ADA 502, ADA503, ADA504, and ADA505.

ADA 512 Legal, Ethical Aspects of Healthcare Data Analytics (3)

Modern analysis and reporting of healthcare data presents both legal and ethical challenges for healthcare practitioners. The legal liabilities and ethical responsibilities of data analytics demand a contemporary awareness and understanding of related law, regulatory requirements, and ethical norms. This course provides students with contemporary cases and discussions of key legal and regulatory issues that are applicable in the management of patient informatics and healthcare operations. In addition, the course emphasizes the examination of key ethical considerations and essential components of responsible practice by healthcare professionals.

ADA 513 Visual and Verbal Analytics Communication**(3)**

This course focuses on essential techniques and methodologies for the communication and presentation of quantitative healthcare data and information that commands interest and understanding on the part of recipients. Students are introduced to: programming languages and software that enhance the delivery of computational analysis in dynamic fashion, and; systematic use of visualization techniques for supporting communication of newly discovered information and known facts. Students will learn how to choose appropriate visual languages to support insights relevant to a particular user's goals. Prerequisites: ADA501, ADA 502, ADA503, ADA504, and ADA505.

ADA 514 Healthcare Operational Research**(3)**

In this course students will develop skills in analyzing and improving healthcare systems and processes by integrating systems analysis, quality management, operations research techniques, exploratory data analytics and data visualization. Students will be exposed to systems-thinking at the community level as a means to work collaboratively across sectors. Emphasis will be placed on formulating, designing, and constructing models, drawing conclusions from model results, and translating results into written end-user reports to support process improvement and quality improvement efforts. Prerequisites: ADA501, ADA 502, ADA503, ADA504, and ADA505.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

Adrienne Brune, Chair
James F. Hodgson, AO Criminal Justice Program Director

The Averett University Averett Online Masters of Science in Criminal Justice is designed to provide an enhanced level of graduate study and education for Public Safety Practitioners who are entering or progressing into administration and leadership positions in public safety or for individuals who aspire to work in public safety. This degree provides progressive professional graduate educational opportunities for those who already work in the field of public safety and are seeking advancement to administrative and leadership roles and responsibilities. This degree also provides progressive professional graduate educational opportunities for those planning to enter public safety occupations. The Averett University Averett Online Masters of Science in Criminal Justice degree is designed to produce professional academics capable of taking leadership roles and responsibilities in community building and community problem solving and further developing the profession of public safety in the 21st century.

Program Goals

The students graduating with a Master of Science in Criminal Justice will demonstrate a thorough understanding of issues impacting public safety agencies; acquire theoretical and applied knowledge of public safety, crime analysis, criminal behavior and solutions to community public safety; demonstrate skills for conducting and assessing research and program evaluation; and develop improved competence in understanding and applying public safety principles.

Master of Science in Criminal Justice Admissions Requirements

- A baccalaureate degree from a regionally accredited college or university.
- Official transcripts for the last 60 credits of the undergraduate degree. Transcripts must indicate date of undergraduate degree conferred. Official transcripts for ALL graduate work attempted must also be submitted.
- A cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) over the last sixty semester hours of undergraduate study toward a baccalaureate degree. The Graduate Admissions Committee may consider students who are below a 3.0 GPA for admission. If accepted, the student will be required to maintain a minimum grade of “B” in each of the first four criminal justice courses attempted.
 - Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Criminal Justice Admission Committee may require students to submit additional documents and letters of recommendation from current or former professors and employers who have knowledge of the applicant’s academic or professional performance and potential.
- A personal statement describing personal characteristics, personal development reasons for seeking this degree, personal and professional experiences that influenced decision to pursue an advanced degree in criminal justice;
- Three professional/academic recommendations addressing character and academic promise.

Requirements for Master of Science in Criminal Justice

Students graduating from the Masters of Science in Criminal Justice Degree in Criminal Justice must meet the following requirements:

- Students are required to complete 31 credit hours of course work, including 16 credit hours of core courses, and 12 credit hours of electives.
- Students must select a concentration to be awarded a Master of Science in Criminal Justice. The concentrations are as follows: Administration and Leadership or Disaster Management. Students should consult with the Program Director and their Student Success Coach to best determine what concentration aligns with their educational and professional goals.

Required MSCRJ Courses:

Course	Title	Credits
IDS 501	Introduction to Adult Studies (Graduate)	1
CRJ 501	Theories of Crime and Criminology	3
CRJ 502	Contemporary Public Safety Services	3
CRJ 503	Research Methods	3
CRJ 504	Administration and Leadership in Public Safety	3
CRJ 505	Strategic Management	3
CRJ 522	Criminal Justice Capstone	3
Total Core Courses		19

Administration and Leadership Concentration

Below are a list of approved electives for the Administration and Leadership Concentration:

Electives (choose four courses – 12 credit hours)

Course	Title	Credits
CRJ 506	Policy Analysis and Evaluation of Public Safety	3
CRJ 507	Ethics in Public Safety	3
CRJ 508	Advanced Seminar in Diversity Centered Admin and Leadership	3
BSA 504	Contemporary Issues in HRM	3
BSA 541	Organizational Behavior & Leadership	3
CRJ 509	Computer Applications and Criminal Justice Administration	3
CRJ 510	Program Assessment and Evaluation in Criminal Justice Admin	3
CRJ 511	Service Excellence Strategies for Criminal Justice Administration	3
CRJ 512	Problem Solving and Criminal Justice Administration	3
CRJ 513	Administration of Social Media, and Public/Media Relations	3

Disaster Management Concentration

Students will complete the MSCRJ core curriculum and complete 12 hours of Disaster Management courses for a total of 31 credit hours. Below are the required courses for the Disaster Management Concentration:

Required Disaster Management Courses:

Course	Title	Credits
CRJ 521	Foundations of Emergency Management Services	3
CRJ 507	Ethics in Public Safety	3
CRJ 518	Homeland Security and Emergency Preparedness	3
CRJ 510	Program Assessment & Evaluation	3
Total Required DM Courses		12

Courses of Instruction in Criminal Justice**CRJ 501 Theories of Crime and Criminology****(3)**

This course provides a survey of the contemporary theories of crime and criminality. Study of the biological, psychological, and sociological perspectives on crime and deviance, and assessment of theoretical advances including integration and general theories of crime are offered in this course. This course moves toward an understanding of the connection between theories and crime policy. This course is an advanced study and critical appraisal of various theories of crime causation, including an examination of biological psychological, economic, and sociological perspective on the etiology of crime. The course focuses on major theoretical approaches to the understanding of crime, and different types of crime and criminal behavior.

CRJ 502 Contemporary Public Safety Services**(3)**

This course will examine the evolving nature of the contemporary public safety system in the United States. The students will gain knowledge about the evolution of the Bill of Rights, competing interpretations of the constitution, Supreme Court cases, and other laws and institutions unique to the American Public Safety System. This course

invites students to participate in a critical analysis of the American Criminal Justice System. Particular attention is given to the front line public safety agencies and actors which serve to reproduce order. Inherent in our examination of the public safety processes are specific inquiries into social, political, and economic struggles that characteristically reflect fundamental issues of social inequality. Institutional structures and their attendant networks are explained in relationships to the state and its differential networks. The nature of the public safety agencies and actors, degrees of enforcement and the interrelationships with coercive agencies will be investigated.

CRJ 503 Research Methods

(3)

This course offers an Introduction to research design as applied to problems in crime and criminal justice. Logic, design analysis and ethical principles in criminal justice research are explored in this course. This course is intended to assist with the design and preparation of the Master's Thesis Proposal and the Comprehensive Exam. This course provides an introduction to the process and practice of research in Criminal Justice. This course will consider the stages involved in conducting research as well as focus on the two intertwining and critical tools social scientists use for research- Theory and Methods. Some attention will be paid to elementary data analysis as well. This course is designed to serve as a general course in criminal justice research methods.

CRJ 504 Crime and Communities- Crime Data Analysis

(3)

This course examines the nature, location, and impact of crime in our communities by exploring a broad range of issues related to Criminology and Crime Data Analysis. Topics focused on within the course include the historical foundations of crime, the theoretical underpinnings of criminality, how we measure criminal acts, the development of criminal careers, the various typologies of offenders and victims, a critical analysis of public policies concerning crime control in society, and the Crime Data Analysis process. Crime analysis is the systematic analysis of data pertaining to police services, criminal incidents, offenders, and targets to identify crime trends, patterns, criminals; inform tactical and strategic operations as well as problem solving and community policing programs; assess planned interventions and theories involving crime and criminality; and, produce administrative and public domain reports.

CRJ 505 Administration and Leadership in Public Safety

(3)

This course provides students with an understanding of the concepts and practices of Administration and Leadership within public safety agencies. This course will examine Administration and Leadership within the fast growing and dynamic field of public safety. This course is designed especially for public safety professionals and those who wish to become public safety professionals. This course provides students with an understanding of Administration and Leadership roles in such areas as policing, courts, corrections, juvenile justice, security and associated support agencies. This course will cover contemporary issues facing the decision-makers of the American public safety system, with an emphasis on the skills necessary to be an effective leader. The course focuses on issues of policy evaluation and ethical leadership strategies as the key to effective and compassionate delivery of public safety services to the community. This course is designed to serve the needs of both experienced and novice professionals in the expanding field of public safety. The course will help enhance the skills and knowledge critical for effective Administration and Leadership in public safety.

CRJ 506 Policy Analysis and Evaluation in Public Safety

(3)

This course will introduce, examine, and provide students with the opportunity to analyze and evaluate public safety policies. This course will emphasize a conceptual approach rather than a statistical focus to studying the creation, implementation, and evaluation of public safety policies. Although this will focus more on the steps involved in the evaluation of public safety policies it will also address the existence of policies and their relevance to the success of the social institution known as the public safety system. This course examines the federalization of public safety policy and the key actors in crime policy making. The course also reveals the enactment of different legislation by federal and state government and the correlation between public and political attitudes towards public safety response. This course will focus on how public safety policy is made, who makes the policies, the influences and the socio-political context of public safety policy. The impact of public safety policy on public safety will be explored. The evaluation and assessment of public safety policy within the Evidence-based context will be explored in this course.

CRJ 507 Ethics in Public Safety

(3)

Ethical dilemmas confronting public safety professionals are far reaching and prevalent in today's public safety system. Inherent within the public safety system is the power to make discretionary decisions that impacts the offenders, victims, communities, and society. This course exposes students to ethical issues associated with public

safety systems. This course is designed to prepare students in identifying and critically examining ethical issues in the public safety system by applying ethical decision models. This course also provides students with the unique opportunity to analyze how they would resolve these issues according to their own values and beliefs while staying within the boundaries of the law and professional public safety codes of ethics. This course will examine the standards and codes of responsibility in public safety professions, such as the Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics, the American Correctional Code of Ethics, Emergency Responders Code of Ethics, First Responders Code of Ethics, and the Public Safety Code of Ethics.

CRJ 508 Advanced Seminar in Diversity Centered Administration and Leadership (3)

This course offers students an opportunity to participate in an advanced seminar in diversity centered administration and leadership within criminal justice agencies. This course will examine diversity centered administration and leadership within the fast growing and dynamic field of criminal justice. This course is designed especially for criminal justice professionals and those who wish to become criminal justice professionals. This course provides students with an understanding of diversity centered administration and leadership roles in such areas as policing, courts, corrections, juvenile justice, security and associated support agencies. This course will cover advanced contemporary issues facing the decision-makers of the American criminal justice system, with an emphasis on the diversity centered skills and developments necessary to be an effective leader. The course focuses on diversity centered issues related to organizational guiding principles and policies and ethical leadership strategies as the key to effective and compassionate delivery of criminal justice services to the community.

CRJ 509 Computer Applications and Criminal Justice Administration (3)

Computer Applications and Criminal Justice Administration is a course designed to explore the impact and use of computer applications as a law enforcement tool through the use of applications software. Appropriate software for database management, word processing, graphics, supervision application, Averett Online, and spreadsheets will be examined. This comprehensive course examines the concepts of information management system fundamentals, systems analysis and design methods, database design and modeling, structured query language, crime analysis and geographic information systems, and computer law that are applicable for the Criminal Justice Administrator. Students will also perform activities using integrated law enforcement designated software programs.

CRJ 510 Program Evaluation and Assessment in Criminal Justice Administration (3)

This course provides an opportunity for students to explore the principles and techniques of program evaluation as they relate to crime and justice programs. The understanding of the different models of program evaluation, and their relative significance in criminal justice management are essential to employ best practices models. Program evaluation is the systematic, data-based assessment of the performance, value, merit, worth, or significance of programs or policies that have been implemented within law enforcement agencies. The aim of program evaluation is to provide valid findings in order to determine whether a particular program or policy is achieving its objectives. Evaluations are used for various reasons in Criminal Justice agencies, most commonly to aid in decisions concerning whether programs should be continued, improved, expanded, or curtailed.

CRJ 511 Customer Service Strategies for Criminal Justice Administration (3)

This course will explore the role of service and support in creating great consumer experiences of police services. The service goals law enforcement administrators need to use to enhance customer experiences will be examined to empowering new service experiences strategies, and how effective customer service solutions can help law enforcement administrators create and manage their own great customer experiences across all channels, touchpoints, and devices. Eight-nine percent of customers lose confidence and stop doing business with an organization after a single bad experience. With the increased public expectations of law enforcement agencies and the increased level of visibility of police- community exchanges, customers not only discuss and post their experiences publicly but also discuss how well they are treated after the exchange through social media and other mediums. This course outlines that the public's service and support experiences are affected by how well law enforcement administrators address customer service inquiries and provide a consistent and professional personal experience across police service channels. This course examines how law enforcement administrators respond to these challenges can differentiate against good or poor community relations and determine whether the public continue to engage their police agency to resolve community issues.

CRJ 512 Problem Solving and Criminal Justice Administration (3)

This course will explore theoretical perspectives and practical skill sets for effective communication, intervention, and problem solving within a criminal justice context. This course will introduce strategies for negotiation, mediation, crisis intervention, conflict de-escalation, re-direction, and problem management. Practical approaches for assessing, managing and intervening in various criminal justice situations will be explored. Challenges with difficult client groups will be identified and appropriate interventions surveyed. Student will have ongoing opportunities to develop and practice skills and interventions through this course.

CRJ 513 Administration of Social Media, and Public/ Media Relations (3)

This course will give students an opportunity to develop an understanding of the strategic administration and management of social media in the public/media relations industry. By analyzing the tactics and current trends of the Criminal Justice profession, will evaluate how the public/ media relations process and the agency goal of relationship building with various stakeholders is impacted by various social media applications. Students will also become acquainted with the social/ public/ media/tactics in various professional settings. Strategic issues and effective practices of communication between Criminal Justice agencies and their constituencies will be examined. This course includes the study of public opinion research, media relations, public communication campaigns, consumer identity, and representational ethics. This course will give students practical experience in writing news releases, conducting surveys, and designing integrated campaigns.

CRJ 515 Master's Thesis I (3)

Students pursuing the Thesis Option will register for CRJ515 and begin the research process to complete their thesis. Students pursuing the thesis option will complete the research work and develop their Master's Thesis under the supervision of a Thesis Committee. The Graduate Thesis Committee will consist of three faculty members from the program. Students will be required to select a research topic, formulate a hypothesis, complete a literature review and prepare a Research Proposal before they begin writing their Thesis. The thesis must be prepared according to Program Guidelines. The Thesis must be successfully defended in an oral defense. Prerequisite: Instructor permission and 27 credit hours of MSCRJ coursework.

CRJ 517 Thesis II (3)

The CRJ517 Completion and Defense of Master's Thesis course runs throughout a full semester and constitutes the final and concluding task for the Masters in Science in Criminal Justice. During this course, students will study research methods, research design, and complete an empirical study and present this in a written report called a Master's Thesis. The thesis, including its development, submission and oral defense, is a required component of the Thesis Option for the completion of the Criminal Justice Master's Degree. The purpose of the thesis is to allow students to learn how to conduct an extensive and empirical investigation of issues relating to Sociology or Criminal Justice that are properly grounded in academic methodology and process.

CRJ 518 Homeland Security and Emergency Preparedness (3)

This course offers an introduction to the public and private-sector dimensions of the broad range of theoretical and practical aspects of homeland security and emergency preparedness. This course includes the analysis of the origins of natural and terrorist-caused disasters; local, state and federal emergency management planning and operations; health infrastructure capabilities; public communication strategies; business community concerns; ethical, legal and constitutional questions; as well as the social and cultural dimensions of disasters.

CRJ 519 Terrorism (3)

This course provides a survey of the modern problem of terrorism with an emphasis on the political nature of terrorist acts. The course will examine the rise of terrorism in the United States and across the world. This course will analyze the waves of terrorism the world has faced and its impact on national security in America. This course examines the history of terrorism, domestically within the U.S. and internationally, the role of religion, the structures and operations of terrorist organizations, as well as counterterrorism policies and policy-making. The course offers the background students need to understand major issues in terrorism and offers in-depth coverage of domestic and international terrorism. The course also reviews the controversial aspects of counter-terrorist policies and actions.

CRJ 520 Comparative Criminal Justice Systems (3)

This course provides a worldview of cultural and legal traditions that are related to crime and terrorism. This course will also discuss philosophies, practices and institutions of selected countries. In a world of growing interdependence, the political economy of crime and terrorism is no longer confined by national boundaries. In

this context, potential conflicts of jurisdiction, and the need of international cooperation have highlighted the necessity to better understand different criminal justice systems. This course offers a cross-cultural perspective to the comparative study of different criminal justice systems operating worldwide. It analyzes the societal responses to various conceptions of justice and, describes and contrasts the major aspects of the organization of criminal justice. This course provides a worldview of cultural and legal traditions that are related to crime. This course will also discuss philosophies, practices, and institutions of selected countries.

CRJ 521 Foundations of Disaster Management

(3)

This course is designed to introduce students to the concepts and foundations of emergency management. Students will gain a general understanding of the threats faced by communities. Students will explore the role of emergency management as well as the activities taken during the various phases of emergency management; mitigation, preparedness, response, and recovery. Topics covered in this class include the history and development of emergency management, Hazard identification and risk analysis, mitigation, Communications, International Disaster management and the future of emergency management. This course will discuss the best practices and proper methodologies for emergency managers as well as ways that students can develop the skills and capabilities that current and future employers seek in the individuals they hire and promote.

CRJ 522 Criminal Justice Capstone

(3)

This course must be taken by students in the Master of Criminal Justice program who choose the Non-Thesis Option. As the capstone course in the Criminal Justice, this course is designed to provide an opportunity to integrate and synthesize the knowledge and skills gained through successful completion of the criminal justice program core and other elective courses. Readings, discussions, and written papers will require integrated different sources to address one or more public safety topics or issues. This course will complete the program expectations for candidates who select the Non-Thesis option toward fulfilling the requirements for the Master of Science in Criminal Justice. Students will be required to conduct extensive research and write a capstone paper and orally present their research and findings.

MASTER OF SCIENCE IN NURSING (SCHOOL OF NURSING)

Teresa Beach, Dean, School of Nursing
Lisa Onega, Associate Dean of Graduate Nursing

The School of Nursing offers the Master of Science in Nursing (MSN) degree with a Family Nurse Practitioner (FNP) focus and two Post-Graduate Certificates in FNP and Emergency Nurse Practitioner (ENP). The AACN *Essentials of Master's Education in Nursing* (2011) and the NONPF *Criteria for Evaluation of Nurse Practitioner Programs* (5th ed.) (2016) are used to guide program curriculum and practices.

Master's-prepared nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care. Supervised clinical components are included throughout the graduate nursing curriculum to allow students an opportunity to engage in advanced patient care.

Mission

The School of Nursing prepares and empowers outstanding nurse leaders and providers of care to nurse greatly. This is accomplished by educating students from diverse backgrounds, cultures, and nations in a personal, collegial, and interdisciplinary environment.

Vision

The Graduate Nursing Program prepares advanced practice registered nurses (APRNs) to lead healthcare teams in providing holistic, compassionate healthcare to populations across socioeconomic levels and geographic locations and empowers them to serve as catalysts for evidence-based change in an ever-evolving healthcare arena.

Goals

The goals of the Graduate Nursing Programs are to produce advanced practice registered nurses who:

1. Utilize an evidence-based approach to lead improvements in health promotion and disease prevention in Virginia, the United States, and globally.
2. Promote effective stewardship of human and financial resources in the care of individuals, families, and communities.
3. Employ interprofessional collaboration to influence healthcare policy, organization, and finance in advanced registered nursing practice.
4. Understand the value and importance of interprofessional, interdisciplinary practice in relation to caring for diverse populations.

Graduate Nursing Program Values

The Graduate Nursing Programs' values are consistent with those of Averett University. Faculty believe that a sacred trust exists between nurses and society, which is dependent on the values of professionalism, high ethical standards, equality, collaboration, empowerment, mutual respect, and social responsibility. These values undergird and foster relationships between faculty, staff, and students and must also extend outside of the School of Nursing as faculty, staff, and students interact with a diverse world and strive to form collaborative relationships with patients, partners, and communities.

Graduate Nursing Program Outcomes

Upon completion of the program the graduate should be able to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse individuals, families, groups, and communities. (*Sciences & Humanities*)
2. Assume a leadership role in the effective provision of culturally responsive, high-quality nursing care; healthcare team coordination; and oversight for care delivery and outcomes. (*Organizational & Systems Leadership*)

3. Analyze information about quality initiatives, recognizing the value of interprofessional contributions to improve health outcomes across the continuum of care. (*Quality Improvement & Safety*)
4. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives to improve practice and associated health outcomes for patient aggregates. (*Translating & Integrating Scholarship into Practice*)
5. Provide oversight and guidance in the integration of technologies to document patient care and improve healthcare outcomes. (*Informatics & Healthcare Technologies*)
6. Advocate for policies that improve the health of the public and the profession of nursing. (*Health Policy & Advocacy*)
7. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. (*Interprofessional Collaboration for Improving Patient & Population Health Outcomes*)
8. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations. (*Clinical Prevention & Population Health*)
9. Conduct a comprehensive and systematic assessment as a foundation for decision making. (*Master's Level Nursing Practice*)

Accreditation and Memberships:

The School of Nursing memberships include: the National League of Nursing (NLN), the American Association of Colleges of Nursing, the Virginia Association of Colleges of Nursing, the Virginia State Simulation Alliance, Inc., and the National Organization of Nurse Practitioner Faculties.

The master's degree program in nursing and post-graduate APRN certificate program at Averett University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Admission to the Nursing Major:

Nurse Practitioner Program Admission Criteria

1. Bachelor of Science in Nursing from a regionally accredited program.
2. Undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale.
3. Official transcripts from all institutions where college-level work was performed must be sent from the institution to Averett University.
4. Verification of current unencumbered licensure to practice nursing as a Registered Nurse within the United States. Must be licensed in the state where clinical hours will be obtained. Licensure in another state may be required in order to complete clinical hours (e.g., NC, VA).
5. Submit three academic and/or professional recommendations (e.g., supervisor, colleague, professor) who can evaluate your potential for success in a graduate nursing program. Recommendations from family members or friends will not be accepted.
6. Personal Goals Statement: A personal statement explaining your professional goals for the next 3-5 years and why you want to become a nurse practitioner is required and should not exceed 500 words. The statement should be more substantive than “a desire to help others”.
7. Applicants to the MSN Nurse Practitioner Program must submit a resume/CV, which demonstrates at least 1,000 hours of direct contact and/or care for patients within the year prior to admission. Applicants who have less than 1,000 hours of direct patient care may be admitted by permission from the Associate Dean of Graduate Nursing.
**RN's who have earned a BSN from Averett University are exempt from this requirement.
8. Three or more credits in college-level statistics with grade of “C” or better.
9. A criminal history background check will be conducted on all applicants with the initial application for enrollment in the program at the applicant's expense.
10. Current Basic Life Support (BLS) certification required for Family Nurse Practitioner. Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) required for Emergency Nurse Practitioner
11. Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the University:
 - I. Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 550 (paper-based), 213 (computer-based), or 79 (internet-based) is required for regular academic admission.

- II. International English Language Testing System (IELTS). For undergraduate students, a score of at least 6.0 is required; for graduate students, a score of at least 6.5 is required.
12. Applicants who completed their basic nursing education in another country must provide an official evaluation of transcripts from World Education Services: <https://www.wes.org/>
13. An onsite interview with the Associate Dean of Graduate Nursing and/or Graduate Nursing Faculty. Interviews are generally conducted via a synchronous, virtual format.
14. The following criteria may also be considered when making admission decisions: individual grades in relevant undergraduate/graduate college coursework, communication skills, and relevant personal/professional experiences.

Post-Master's Nurse Practitioner Admission Criteria

1. Graduation from a CCNE, ACEN, CNEA or NLNAC accredited MSN program.
2. Must hold an unencumbered RN and/or APRN license in the state in which clinical hours will be obtained. Licensure in another state may be required in order to complete clinical hours (e.g., NC, VA).
3. Official transcripts from all degree-granting institutions.
4. Current professional resume.
5. Three professional references from individuals who can address the applicant's practice as an RN/APRN (e.g., colleague, supervisor, collaborative physician). References from family members or friends will not be accepted.
6. Personal Goals Statement: A personal statement explaining your professional goals for the next 3-5 years should be submitted and be 500 words or less. The statement should also address how your Post Master's Certificate will impact your current practice.
7. Current Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS) required for Emergency Nurse Practitioners
8. An onsite interview with the Associate Dean of Graduate Nursing and/or Graduate Nursing Faculty. Interviews are generally conducted via a synchronous, virtual format.
9. The following criteria may also be considered when making admission decisions: individual grades in relevant undergraduate/graduate college coursework, communication skills, and relevant personal/professional experiences.

Please note: One must be a Certified Family Nurse Practitioner in order to sit for the Emergency Nurse Practitioner Certification exam.

Progression in the Graduate Nursing Programs

In order to continue in the graduate nursing program, students must maintain a GPA of 3.0 or above and achieve a B or better in all graduate nursing courses. In addition, students must achieve a "P" in all clinical components of the clinical courses. Students must pass both the didactic and clinical portions of a clinical course.

Additional program policies are listed in the *Graduate Nursing Student Handbook*.

Clinical Requirements

All graduate nursing students must successfully complete all clinical requirements to be eligible to attend clinical. All students anticipating clinical enrollment must submit all required information/documents by the due date and this information will be valid for one calendar year. A partial set of documents/information will **not** be accepted and clinical placement may be jeopardized.

1. **Averett Health & Physical form**

All students are required to have a completed AU Health & Physical Examination Form on file in Typhon prior to admission to their first clinical experience. This information will be kept confidential. The Physical Exam form must be dated within 1 year prior to admission to the first clinical. Students who sit out for more than 1 year must have another AU Health & Physical Exam Form completed. All examination expenses are the responsibility of the student.

2. **Dates of Immunizations**

2 MMR dates or titers for measles, mumps, and rubella; Varicella (Chickenpox) date of disease or titer and TDaP within 5 years) completed on Health & Exam Form.

3. Hepatitis B Vaccination

All nursing students are required to complete the series of Hepatitis B vaccinations *or* present proof of adequate titer level of the Hepatitis B vaccine. Students may sign a declination statement for this vaccine, although it is discouraged due to personal safety.

4. Covid Vaccination

All graduate nursing students are required to submit proof of Covid vaccination. Submission of proof of Covid booster vaccination is optional.

5. BLS/ACLS/PALS Certification

Each FNP student is required to complete a BLS certification for the Healthcare Provider (adult, child, infant, and AED) prior to the first clinical experience. Online CPR certification from an AHA approved provider which includes an in-person skills test will be accepted.

Each ENP student is required to complete BLS, ACLS, and PALS certification prior to the first ENP clinical course. Neonatal Resuscitation Course (NRC) and ATLS are recommended but not required.

All applicable certifications must be current in order to begin and remain in the clinical experience.

6. TB Screening

Prior to starting the first clinical experience, the student must submit proof of a negative TB test. Negative Interferon-Gamma Release Assays (IGRA) or Quantiferon TB Gold or T-SPOT are also accepted.

Students who have a positive reaction to the TB test are required to submit documentation of one clear chest x-ray report and a positive Tuberculosis Screening Reactor Form annually thereafter. The TB test must be repeated annually and must be current in order to participate in the clinical experience.

7. Signed AU Standard of Conduct & Confidentiality Agreement Form

8. Signed Criminal Background Check & Drug Screening Waiver

9. Signed Graduate Release Agreement

10. Signed Social Media/Confidentiality Policy

10. Signed Hepatitis B Vaccine Waiver

11. Signed Student Expectations and Guidelines for the Skills Lab & Simulation Area

12. Signed Statement of Essential Attributes

13. Signed Statement for Procedural Skills Checklist Presentation to Preceptor

14. Signed Criminal Background Check/Annual Personal Disclosure Form

All criminal background checks must be completed through CastleBranch™ (an outside company) for the following information:

1. Detailed Criminal Background Check
2. OIG (Office of Inspector General-Federal Government)
3. Driving History Record

Affiliating agencies may withhold clinical experiences for students with the following records: crimes against the person, such as battery or assault; crimes based on dishonesty or untruthfulness, such as theft or embezzlement; drug and other substance abuse-related crimes; or history of recent DUI or other driving violations or penalties. Without clinical experiences, the student cannot complete all aspects of the program and will not be eligible to progress in the nursing program.

Any action on a student's nursing license by their State Board of Nursing, such as probation, must be reported to the AUSON immediately. Students must maintain a nursing license that is active and unencumbered in order to remain in the graduate nursing program.

15. Drug Test

Drug testing is an annual requirement after the initial drug screen. Affiliating agencies may withhold clinical experiences for students with a positive drug screen. Without clinical experiences, the student cannot complete all aspects of the program and will not be eligible for progression in the nursing program.

16. Verification of Health Insurance

As required by agreements set forth between Averett University and various clinical sites, the student is required to have a current health insurance plan that is maintained through the entirety of the clinical experiences for the program for which they are enrolled in at AUSON.

17. Other Requirements as Requested by Clinical Sites.

The student must complete all current requirements mandated by each clinical agency yearly, which may include onsite orientation and computer training at clinical agencies prior to the start of the semester.

Criminal Background Checks

Clinical experience is a required component of the graduate nursing program. A course with a clinical component cannot be completed without a passing grade for the clinical portion of the course. Clinical institutions may deny access to the clinical practice area based on the results of a criminal background check and/or drug screen.

The student is required to undergo an initial background check and drug screen. The criminal background check and drug screen will be repeated annually while the student is enrolled. If the clinical agency finds the results of the drug screen or criminal background check to be unacceptable, the School of Nursing at Averett University may not be able to provide further educational experiences, which will impact the student's progression and completion of the nursing program.

Students should be prepared to abide by set protocols and incur any associated fees that may arise in the safety screening process to which the program's clinical affiliates adhere. Once the student has been accepted into the graduate nursing program, it will become the responsibility of the program to assign the student's clinical placement. However, should the student become involved in criminal activity after program acceptance, and the initial criminal background clearance status becomes compromised, the student may be withdrawn from the program. The program and the University will not modify the curriculum for students who have an unsatisfactory criminal background status. The program only guarantees clinical placement for students who have maintained their originally approved criminal background status upon which program acceptance was determined.

The graduate nursing program has partnered with CastleBranch™ for drug screens and background checks. All documentation will be submitted by the student into Typhon™, which will be the repository for all required clinical documents.

Statement of Essential Attributes

Graduate nursing students have a responsibility to society to learn the academic theory and clinical skills needed for advanced practice. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on an understanding that practicing nursing as a graduate nursing student involves an agreement to uphold the trust which society has placed in us (ANA Code of Ethics for Nursing Students, 2001). The following statements are standards that comprise four core essential graduate nursing student competencies. *In addition to academic qualifications, the Averett University School of Nursing (AUSON) considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in, and graduation from its nursing degree programs.* Students are expected to sign this statement at the beginning of each academic year.

PHYSICAL ATTRIBUTES

Graduate nursing students must possess sufficient motor and sensory skills to provide safe nursing care and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic graduate nursing program standards. Students must be able to:

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.
- (Vision) See and accurately read print, computer screens, and handwriting, including patient records and other documents, and demonstrate the ability to differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology, such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids, and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care, such as medical equipment/devices, syringes/needles, stethoscope, and computers.

COGNITIVE ATTRIBUTES

Graduate nursing students must exhibit sufficient knowledge and clarity of thinking to process information and apply it appropriately to situations in classroom and clinical experiences. Students must be able to:

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family, or community needs and problems.
- Write and comprehend both spoken and written English at a level that allows understanding of presented content. Oral and written communication of English must also be at such a level that healthcare information can be shared in a safe manner that maintains the integrity of the content for patients, preceptor, healthcare workers, and faculty.
- Accurately apply basic mathematical skills, such as ratio/proportion concepts, use of conversion tables, and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics, and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities, and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors, such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

INTERPERSONAL ATTRIBUTES

Graduate nursing students must possess the ability to identify behaviors and attitudes in themselves and others as well as the ability to self-regulate their own behaviors and attitudes in order to ensure professional practice and delivery of care. Students must be able to:

- Establish rapport with individuals, families, and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age, and sexual orientation.
- Relate effectively to other students, faculty, university staff, healthcare providers/staff, and patients/families to fulfill ethical obligations of the nursing profession, including altruism, autonomy, human dignity, integrity, and social justice.
- Negotiate interpersonal conflicts effectively.
- Demonstrate sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, maintain objectivity, and recognize personal strengths and limitations consistent with safe clinical practice so as to ensure no direct threat to the health or safety of others.
- Sustain safe nursing practice without demonstrated behavior of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment.
- Preserve confidentiality in regard to collaboration and patient care, including maintaining HIPPA compliance in all clinical areas.
- Maintain professional relationships and expectations in all areas of student life, including academic, work, and personal.

- Critically examine and self-edit social media content posted and hosted with the understanding that they impact both educational and professional opportunities while refraining from posting distasteful, offensive, immoral, unethical, or confidential content.
- Accept appropriate ownership of responsibility for their own actions and for the impact of these actions on others.
- Abide by the American Nurses Association Code of Ethics (located at <http://www.nursingworld.org/codeofethics>).

PERFORMANCE ATTRIBUTES

Graduate nursing students must be able to maintain clinical agency, university, and nursing program performance standards while upholding and enhancing the reputation of the nursing programs and the University at large. Students must be able to:

- Continuously exhibit a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.
- Perform multiple assignments/tasks concurrently and in a timely manner.
- Provide patient safety in various stressful situations and settings, which may be physically and emotionally demanding.
- Arrange travel to and from academic and clinical sites, both local and distant.
- Tolerate the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads, and fatigue.
- Submit required medical and certification documents to an online database in a timely manner.
- Critically think and concentrate with the ability to respond quickly to changes in patient conditions.
- Maintain integrity of the Averett University graduate nursing dress code, which is to be adhered to in clinical settings and while attending onsite classes. Please refer to the Clinical Information section of the *Handbook* for more details.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Averett University does not discriminate; however, the School of Nursing believes that all students enrolled must possess these attributes in order to be successful and achieve the level of competence necessary for safe, professional practice. If an applicant believes that they cannot meet one or more of these abilities/skills without accommodations or modifications, determination will be made, on an individual basis, as to whether or not the necessary accommodations or modifications can be reasonably made.

Additional clinical information can be found in the *Graduate Nursing Student Handbook*.

Graduate Nursing Plans of Study

The MSN program, Family Nurse Practitioner specialty, is designed for full-time or part-time study. Full-time students complete degree requirements in 2 years, with 6 semesters of coursework. All students must complete degree requirements within 6 years. Part-time students will complete 7 semesters and should complete degree requirements in 2 ½ years.

The Post-Graduate APRN Certificate, Emergency Nurse Practitioner (ENP), requires 3 semesters of coursework. The Post-Graduate APRN Certificate, Family Nurse Practitioner (FNP), requires 5 semesters of study for those who are not already nurse practitioners. Other courses may need to be taken as prerequisites before starting the FNP curriculum. A gap analysis will be performed by the Associate Dean of Graduate Nursing to determine transfer of courses and necessary pre-requisite courses. For the MSN-prepared nurse practitioner returning to obtain their post-graduate APRN certificate, FNP, 3 semesters of coursework are required.

Classes online classroom setting, and faculty may require attendance and participation in mandatory synchronous meetings. When possible, faculty will inform students about dates and times of synchronous meetings at the beginning of the semester. Students are required to attend with their video enabled so that faculty and other students may see each other throughout each synchronous meeting.

Master of Science in Nursing, Family Nurse Practitioner: Full-Time Plan

Term 1	CR	Term 2	CR
NUR 500 Orientation for Graduate Nursing	0	NUR 630 Pharmacotherapeutics for Advanced Practice	3
NUR 600 Frameworks for Advanced Practice	3	NUR 640 Pathophysiology for Advanced Practice	3
NUR 610 Translational Research for Advanced Practice	3	NUR 650 Diagnostic Reasoning	2
NUR 690 Data Analytics of Epidemiology	3		
Term Total Credit Hours:	9	Term Total Credit Hours:	6
Term 3	CR	Term 4	CR
NUR 620 Dimensions of Advanced Practice	2	NUR 700 Family Practice I (200 Clinical Hours)*	7
NUR 660 Physical Diagnosis and Assessment (100 Clinical Hours)*	4		
NUR 670 Clinical Skills for Advanced Practice	2		
NUR 680 Health Policy and Financial Stewardship	3		
Term Total Credit Hours:	11	Term Total Credit Hours:	7
Term 5	CR	Term 6	CR
NUR 710 Family Practice II (200 Clinical Hours)*	7	NUR 720 Family Practice III (200 Clinical Hours)*	7
Term Total Credit Hours:	7	Term Total Credit Hours:	7
TOTAL PROGRAM CREDIT HOURS	49		

* Clinical Hours Required
700 Total Clinical Hours

Master of Science in Nursing, Family Nurse Practitioner & Emergency Nurse Practitioner: Full Time Plan

Term 1	CR	Term 2	CR
NUR 500 Orientation for Graduate Nursing	0	NUR 630 Pharmacotherapeutics for Advanced Practice	3
NUR 600 Frameworks for Advanced Practice	3	NUR 640 Pathophysiology for Advanced Practice	3
NUR 610 Translational Research for Advanced Practice	3	NUR 650 Diagnostic Reasoning	2
NUR 690 Data Analytics of Epidemiology	3		
Term Total Credit Hours:	9	Term Total Credit Hours:	6
Term 3	CR	Term 4	CR
NUR 620 Dimensions of Advanced Practice	2	NUR 700 Family Practice I (200 Clinical Hours)*	7
NUR 660 Physical Diagnosis and Assessment (100 Clinical Hours)*	4		
NUR 670 Clinical Skills for Advanced Practice	2		
NUR 680 Health Policy and Financial Stewardship	3		
Term Total Credit Hours:	11	Term Total Credit Hours:	7
Term 5	CR	Term 6	CR
NUR 710 Family Practice II (200 Clinical Hours)*	7	NUR 720 Family Practice III (200 Clinical Hours)*	7
		NUR731 Emergency Practice I**!	3
Term Total Credit Hours:	7	Term Total Credit Hours:	10
Term 7		Term 8	
NUR741 Emergency Practice I Clinical (250 Clinical Hours)*	5	NUR761 Emergency Practice II Clinical (250 Clinical Hours)*	5
NUR751 Emergency Practice II**	3		
Term Total Credit Hours:	8	Term Total Credit Hours:	5
TOTAL PROGRAM CREDIT HOURS	65		

* Clinical Hours Required

** Onsite Residency and/or Skills Check-off Required

! FNP students may take this course concurrently with NUR720.

1,200 Total Clinical Hours

Master of Science in Nursing, Family Nurse Practitioner: Part Time Plan

Term 1		CR	Term 2		CR
NUR 500 Orientation for Graduate Nursing		0	NUR 630 Pharmacotherapeutics for Advanced Practice		3
NUR 600 Frameworks for Advance Practice		3	NUR 640 Pathophysiology for Advanced Practice		3
NUR 610 Translational Research for Advanced Practice		3			
NUR 690 Data Analytics of Epidemiology		3			
Term Total Credit Hours:		9	Term Total Credit Hours:		6
Term 3		CR	Term 4		CR
NUR 620 Dimensions of Advanced Practice		2	NUR 660 Physical Diagnosis and Assessment (100 Clinical Hours)*		4
NUR 650 Diagnostic Reasoning		2	NUR 670 Clinical Skills for Advanced Practice		2
			NUR 680 Health Policy & Financial Stewardship		3
Term Total Credit Hours:		4	Term Total Credit Hours:		9
Term 5		CR	Term 6		CR
NUR 700 Family Practice 1 (200 Clinical Hours)*		7	NUR 710 Family Practice I (200 Clinical Hours)*		7
Term Total Credit Hours:		7	Term Total Credit Hours:		7
Term 7		CR	* Clinical Hours Required 700 Total Clinical Hours		
NUR 720 Family Practice III (200 Clinical Hours)*		7			
Term Total Credit Hours:		7			
TOTAL PROGRAM CREDIT HOURS		49			

* Clinical Hours Required

Post-Graduate APRN Certificate, Emergency Nurse Practitioner: For FNP's

Term 1		CR	Term 2		CR
NUR731 Emergency Practice I**		3	NUR741 Emergency Practice I Clinical (250 Clinical Hours)*		5
			NUR751 Emergency Practice II**		3
Term Total Credit Hours:		3	Term Total Credit Hours:		8
Term 3		CR	* Clinical Hours Required ** Onsite Residency and/or Skills Check-off Required 500 Total Clinical Hours		
NUR761 Emergency Practice II Clinical (250 Clinical Hours)*		5			
Term Total Credit Hours:		5			
TOTAL CREDIT HOURS		16			

Course Descriptions

NUR 500 Orientation for Graduate Nursing

0 cr.

Introduces nurse practitioner students to Averett University, the School of Nursing, the graduate nursing program, and professional standards affecting advanced practice registered nurses. Topics include the Canvas learning management system (LMS), library services, graduate writing, the Graduate Nursing Student Handbook, and clinical placement.

NUR 600 Frameworks for Advanced Practice

3 cr.

Explores the philosophical and theoretical foundations for advanced nursing practice, emphasizing interrelationships among nursing theory, research, and practice. Focuses on the critique, evaluation, and utilization of nursing and other relevant theories.

NUR 610 Translational Research for Advanced Practice

3 cr.

Examination of the research process, statistical analysis, and evidence-based practice with applicability to advanced nursing practice. Attention is given to critical research methods, analysis, and ethical aspects of scholarly inquiry. Emphasis on how research contributes to the development of nursing knowledge and improves nursing practice.

- NUR 620 Ethical Dimensions of Professional Practice** **2 cr.**
Provides a foundational approach to advanced practice nursing in the contemporary world as the transition from the registered nurse to the nurse practitioner role begins.
- NUR 630 Pharmacotherapeutics for Advanced Practice** **3 cr.**
In-depth exploration of the knowledge, regulations, and responsibilities relevant to the advanced practice registered nurse's pharmacotherapeutic role across the patient's lifespan.
- NUR 640 Pathophysiology for Advanced Practice** **3 cr.**
Focuses on the advanced study of the underlying processes and mechanisms associated with pathophysiological changes in the human body. Builds upon undergraduate science of human anatomy, normal human physiology, and pathophysiology. The information presented will assist advanced practice nurses to develop an enhanced understanding of the various physiological changes encountered in clinical practice and provide a basis for assessment, diagnosis and subsequent planning of patient care.
- NUR 650 Diagnostic Reasoning** **2 cr.**
Prepares students for the clinical experience, developing clinical diagnostic reasoning by focusing on a clinical presentation of the patient, interpretation of the chest radiograph, electrocardiogram, laboratory data, pulmonary function tests, and neurophysiologic testing. Indications for and interpretation of imaging of the central nervous system, vascular system, abdomen, and extremities will be explored. Principles of nuclear medicine, magnetic resonance imaging, and computed tomography will also be outlined.
- NUR 660 Physical Diagnosis & Assessment** **4 cr.**
Focuses on advanced health/physical assessment of the patient from a primary care stance. Also emphasizes a strong focus on motivational interviewing, taking a comprehensive health history, physical/psychological assessment, identification of normal and pathophysiologic conditions, and a comprehensive health promotion needs assessment. Students will develop differential diagnoses, order and interpret diagnostic testing, and document findings. Supervised clinical clerkships for a minimum of 100 hours are required.
- NUR 670 Clinical Skills for Advanced Practice** **2 cr.**
An integrated didactic and laboratory course which equips the advanced practice nurse to develop medical procedural, diagnostic, and therapeutic skills in primary and urgent care settings. This course prepares the student for entry into the clinical setting.
- NUR 680 Health Policy & Financial Stewardship** **3 cr.**
Assists the advanced practice nurse to transform their practice environments through improving policy outcomes and the wise utilization of resources.
- NUR 690 Data Analytics of Epidemiology** **3 cr.**
Provides an introductory understanding of epidemiology as the study of disease within patient populations and the distribution of disease. Explores significant contemporary problems in global and local communities. Focus will also be given to the application of statistical methods, research designs, and epidemiologic principles used in healthcare research. Application will be made to disease prevention and health promotion.
- NUR 700 Family Practice I** **7 cr.**
The first primary care course focuses on analysis of family health. Emphasis is placed on utilization and application of advanced health assessment skills, preventive health care practices, and health promotion throughout the lifespan. Experiences are provided in clinical decision-making and the implementation of scientifically based therapeutic regimens. **Supervised clinical experiences are required for 200 hours.**
- NUR 710 Family Practice II** **7 cr.**
The second primary care course focuses on the theoretical and clinical basis for advanced nursing management of health care problems common to family members of all ages. Emphasis is placed on the diagnosis and management of acute episodic conditions of families in the context of the primary/acute care setting within the community.

Clinical experiences include a variety of primary/acute care settings under the supervision of preceptors. **Supervised clinical experiences are required for 200 hours.**

NUR 720 Family Practice III

7 cr.

The third and final course in primary care of the family provides the opportunity to integrate knowledge and skill in developing advanced competency as a family nurse practitioner. Emphasis is placed on the diagnosis and management of acute and chronic conditions of families in the primary care setting. Clinical experiences include a variety of primary/acute care settings under the supervision of preceptors. **Supervised clinical experiences are required for 200 hours.**

NUR 731 Emergency Practice I

3 cr.

Introduces specialized, interprofessional/collaborative care of the non-urgent and emergent patient across the lifespan, including unique professional ethical and legal aspects. Prerequisites: NUR630, NUR640, NUR660, NUR700, NUR710 **OR** Certified FNP

NUR 741 Emergency Practice I Clinical

6 cr.

Provides supervised clinical experiences in managing the interprofessional/collaborative care of patients across the lifespan with acute episodic illness/injury and exacerbations of chronic conditions. **Supervised clinical experiences are required for 250 hours in approved settings.** Prerequisite: NUR731.

NUR 751 Emergency Practice II

3 cr.

Continued development of critical thinking skills in interprofessional/collaborative treatment strategies for patients with acute, episodic illness/injury and exacerbations of chronic conditions and unique professional issues that arise in the non-urgent and emergent care settings. Prerequisite: NUR731

NUR 761 Emergency Practice II Clinical

6 cr.

Provides the final ENP supervised clinical experience managing the interprofessional/collaborative care of diverse patients across the lifespan with acute, episodic illness/injury and exacerbation of chronic conditions. **Supervised clinical experiences are required for 250 hours in approved settings.** Prerequisites: NUR741, NUR751

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Admissions Advisor, ABSN
Amani Scott, B.S.
Admissions Advisor, ABSN
Nicole Ziernicki Hall, B.S.

Academic Success Coach, ABSN

Averett Online Student Services

Chris Ellis, B.A., M.Div.
Executive Director, AO Student Services

Liz Cervantes, B.A., M.S.
Associate Director, AO Student Readiness, Retention, and Persistence

Ashley Shepherd Patterson, B.S., M.B.A.
Student Readiness Coach and Support Services Coordinator

Dawn Saunders, B.S.
Student Success Coach

Morgan McKinney, B.S.
Student Success Coach

Lizzie Velonza-Estes, B.A.
Military Site and Student Support Liaison

Sarah Beth Marlowe, B.S.
Student Support Specialist

Enrollment – Operations

Brandy Thomas
Enrollment Operations Manager

Kristen Serrano
Admissions Coordinator

INSTITUTIONAL ADVANCEMENT

Melissa E. Wohlstein, B.A., M.P.A.
Vice President of Philanthropy

Emma Lugar Sellers, B.A., M.A.
Executive Director of Corporate and Foundation Philanthropy

Marion Breen, B.S., M.S.
Philanthropy Services Assistant

Diane Gosney, A.A.S., B.B.A., M.B.A.
Philanthropy Services Manager

Joel Nester, B.A., M.B.A.
Director of Alumni and Constituent Relations

Kim Losee, B.A., M.Div.
Development Officer, Annual Giving

Shane Brogden, B.A.
Development Marketing and Communications Specialist

Office of Marketing and Communications

Cassie Williams Jones, B.S., M.S.
Assistant Vice President of Strategic Communications

Bill Dyer, B.A.
Director of University Communications

Kelly King, B.S.
University Marketing and Communications Specialist

Travis Dix, A.A.S.
Interactive Media and Design Manager

Jahna Waters, B.S.
Enrollment Marketing and Communications Assistant

Caitlin Towler, B.S.
Enrollment Marketing and Communications Assistant II

Alumni Board Members

Jackson B. Weller - President	'01		Danville	VA
Amanda G. Hylton - Vice President	'02	'09	Danville	VA
La Voice L. Newby	'15		Henrico	VA
Gair P. Ayers	'02		Glen Allen	VA
Marquis O. Broadwater	'16		Boydton	VA
Everett J. Cannon	'03		Richmond	VA
Brian H. Creed	'97		Fredericksburg	VA
David Cumbo	'13		Danville	VA
Damon Edwards	'98	'02	Danville	VA
Mike Hartnett	'86		Williamsburg	VA
Owen P. Hayden	'13		Raleigh	NC
Robert J. Laskowski	'00		Derby	CT
Kimberly A. Luckabaugh	'91		Fairfax	VA
Theresa Mann	'88		Arlington	VA
Hermon Mason	'08		Douglasville	GA
Catherine L. Moore	'69		Richmond	VA
Michael R. Rapay	'08		Virginia Beach	VA
Robert W. Stowe	'04		Danville	VA
Lisa Tharpe	'88		Farmville	VA
Ashley Williams	'13		Danville	VA

COLLEGE ACADEMIC CALENDAR

ACADEMIC CALENDAR: Traditional and Averett Online

AY2023-2024

Date	Day	Academic
Fall 2023		
8/4/23	Friday	New Faculty/Staff Orientation
8/7/23	Monday	Faculty/Staff Opening of the year
8/8/23	Tuesday	Faculty Workshops/Opening Faculty Meeting
8/15/23	Tuesday	Opening Convocation Classes Begin: Traditional and Averett
8/16/23	Wednesday	Online Sessions 1 & 4
8/18/23	Friday	Last Day Drop (Session 1)
8/22/23	Tuesday	Last Day Add/Drop (Session 4)
8/23/23	Wednesday	Census Day Declare P/F (Trad)
8/25/23	Friday	Last Day to Withdraw "W" (Session 1)
8/25/23	Friday	Last Day to Drop from the All Access Program (Trad)
9/4/23	Monday	Labor Day, University Closed
9/4/23	Monday	Last Day to Withdraw "WP/WF" (Session 1)
9/14/23	Thursday	Last Day to Withdraw "W" (Session 4)
9/18/23	Monday	Early Assessment Reports
9/21/23	Thursday	Senior Pinning (Traditional students) Senior Pinning
9/22/23	Friday	Faculty Textbook Orders Due for Spring 2024
10/5/23	Thursday	Fall Break (Traditional Students) No Trad Classes, University Open
10/6/23	Friday	Fall Break (Traditional Students) No Trad Classes, University Open
10/9/23	Monday	Classes Resume (Traditional Students)
10/9/23	Monday	Traditional Mid-term Grades Due
10/10/23	Tuesday	Averett Online Session 1 Ends
10/11/23	Wednesday	Averett Online Session 2 Begins
10/13/23	Friday	Last Day to Drop (Session 2)
10/13/23	Friday	Homecoming
10/14/23	Saturday	Homecoming
10/15/23	Sunday	Homecoming
10/19/23	Thursday	Advising Day, No Trad Classes, University Open Advising Day, No Trad Classes
10/20/23	Friday	Last Day to Withdraw "W" (Session 2)
10/23/23	Monday	Pre-Registration Begins (Spring)
10/30/23	Monday	Last Day to Withdraw "WP/WF" (Session 2)
11/4/23	Saturday	Last Day to Apply for Commencement without a Late Fee
11/13/23	Monday	Last Day to Withdraw "WP/WF" (Session 4)

ACADEMIC CALENDAR: Traditional and Averett Online

AY2023-2024

Date	Day		Academic
11/21/23	Tuesday		Residence Halls Close
11/22/23	Wednesday	Thanksgiving Break (Trad) No Classes, University Open	Thanksgiving Break, No Trad Classes
11/23/23	Thursday	Thanksgiving Break, University Closed	Thanksgiving Break, No Trad Classes
11/24/23	Friday	Thanksgiving Break, University Closed	Thanksgiving Break, No Trad Classes
11/27/23	Monday	Classes Resume (Traditional Students)	
11/28/23	Tuesday	Last day of classes (Trad)	
11/29/23	Wednesday	Reading Day (Trad), University Open	Trad Reading Day, University Open
11/30/23	Thursday	Exams (Trad)	
12/1/23	Friday	Exams (Trad)	
12/4/23	Monday	Exams (Trad)	
12/5/23	Tuesday	Exams (Trad); Fall Term Ends (Sessions 2 & 4 End)	Averett Online Senior Grades Due by 3 p.m. (includes all applied for Commencement)
12/6/23	Wednesday	Resident Halls Close (Winter Break)	Senior Grades Due by 3 p.m. (all completers)
12/11/23	Monday	Credentials Conferred	*Conferral ONLY* (no formal commencement)
12/12/23	Tuesday		Fall Grades Due 9 a.m.
12/14/23	Thursday		Averett Online Academic Standing Meeting, Traditional Academic Standing Meeting
Spring 2024			
1/8/24	Monday		New Student Registration
1/10/24	Wednesday	Classes Begin: Traditional and Averett Online Sessions 1 & 4	
1/12/24	Friday		Last Day to Drop (Session 1)
1/15/24	Monday	Martin Luther King, Jr. Day Holiday	No Classes; University Closed
1/16/24	Tuesday		Last Day to Add/Drop (Session 4)
1/17/24	Wednesday	Census Day	Declare P/F (Trad)
1/19/24	Friday		Last Day to Drop from the All Access Program (Trad)
1/25/24	Thursday	Founders Day	
2/6/24	Tuesday		Last Day to Withdraw "W" (Session 1)
2/12/24	Monday		Early Assessment reports
2/23/24	Friday		Faculty Textbook Orders Due for Fall 2024
3/4/24	Monday	Spring Break (Trad), University Open	No Trad Classes
3/5/24	Tuesday	Spring Break (Trad), University Open, Averett Online Session 1 Ends	No Trad Classes
3/6/24	Wednesday	Spring Break (Trad), University Open, Averett Online Session 2 Begins	Last Day to Withdraw "W" (AO Session 4)
3/7/24	Thursday	Spring Break (Trad), University Open	No Trad Classes
3/8/24	Friday	Spring Break (Trad), University Open	No Trad Classes
			Last Day to Drop (Session 2)

ACADEMIC CALENDAR: Traditional and Averett Online

AY2023-2024

Date	Day	Academic
3/11/24	Monday	Classes Resume (Traditional Students) Traditional Mid-term Grades Due
3/14/24	Thursday	Trad Advising Day, No Trad Classes, University Open Advising Day
3/18/24	Monday	Pre-Registration Begins (Summer and Fall) Last Day to Withdraw "W" (Traditional Session 4)
3/29/24	Friday	Good Friday, No Classes, University Closed No Classes
4/2/24	Tuesday	Last Day to Withdraw "W" (Session 2)
4/4/24	Thursday	Last Day to Apply for Commencement without a Late Fee
4/23/24	Tuesday	Last day of classes (Trad)
4/24/24	Wednesday	Reading Day (Trad), University Open No Trad Classes, University Open
4/25/24	Thursday	Exams (Trad)
4/26/24	Friday	Exams (Trad)
4/29/24	Monday	Exams (Trad)
4/30/24	Tuesday	Exams (Trad), Spring Term Ends (Sessions 2 & 4 end)
5/1/24	Wednesday	Resident Halls Close Senior Grades Due by 3 p.m. (all completers)
5/3/24	Friday	Commencement Rehearsal, Commencement Celebration TBD Commencement Rehearsal 2 p.m.
5/4/24	Saturday	Commencement
5/7/24	Tuesday	Spring Grades due by 9 a.m.
5/9/24	Thursday	Averett Online Academic Standing Meeting, Traditional Academic Standing Meeting
Summer 2024		
5/15/24	Wednesday	Classes Begin: Traditional and Averett Online Sessions 1 & 4
5/17/24	Friday	Last Day to Drop (Sessions 1 & 4) Traditional and Averett Online
5/27/24	Monday	Memorial Day Holiday No Classes; University Closed
6/4/24	Tuesday	Last Day to Withdraw "W" (Session 1) Traditional and Averett Online
6/19/24	Wednesday	Juneteenth Holiday No Classes; University Closed
6/25/24	Tuesday	Sessions 1 Ends (Traditional and Averett Online) Last Day to Withdraw "W" (Session 4) Traditional and Averett Online
6/26/24	Wednesday	Session 2 Begins (Traditional and Averett Online)
6/28/24	Friday	Last Day to Drop (Session 2) Traditional and Averett Online
7/4/24	Thursday	July 4th Holiday No Classes; University Closed

ACADEMIC CALENDAR: Traditional and Averett Online

AY2023-2024

Date	Day	Academic
7/16/24	Tuesday	Last Day to Withdraw "W" (Session 2) Traditional and Averett Online
7/31/24	Wednesday	Last Day to Apply for August Conferral without a Late Fee
8/6/24	Tuesday	Sessions 2 & 4 End (Traditional and Averett Online)
8/8/24	Thursday	Senior Grades Due by 3 p.m. (Trad & Averett Online) <i>(includes all applied for Conferral)</i>
8/13/24	Tuesday	Summer Grades due by 9 a.m.
8/15/24	Thursday	Credentials Conferred August Conferral

TRIMESTER ACADEMIC CALENDAR: ABSN and Graduate Nursing

AY2023-2024

Date	Day	Academic
Fall 2023		
8/7/23	Monday	Students are registered for classes
8/21/23	Monday	Classes Begin: Sessions 1 and 4
8/23/23	Wednesday	Last Day to Drop Registrations for Fall Trimester (Session 1)
8/27/23	Sunday	Last Day to Drop Registrations for Fall Trimester (Session 4)
8/30/23	Wednesday	Last Day to Withdraw with a "W" (Session 1)
9/4/23	Monday	Labor Day Holiday, University Closed No Classes
9/9/23	Saturday	Last Day to Withdraw with a "WP/WF" (Session 1)
9/19/23	Tuesday	Last Day to Withdraw with a "W" (Session 4)
10/15/23	Sunday	Classes End: Session 1
10/16/23	Monday	Classes Begin: Session 2
10/18/23	Wednesday	Last Day to Drop Registrations for Fall Trimester (Session 2)
10/25/23	Wednesday	Last Day to Withdraw with a "W" (Session 2)
11/4/23	Saturday	Last Day to Apply for Commencement without a Late Fee
11/4/23	Saturday	Last Day to Withdraw with a "WP/WF" (Session 2)
11/18/23	Saturday	Last day to Withdraw with a "WP/WF" (Session 4)
11/23/23	Thursday	Thanksgiving Break, University Closed No Classes
11/24/23	Friday	Thanksgiving Break, University Closed No Classes
12/6/23	Wednesday	Senior Grades Due by 3 p.m. (all completers)
12/10/23	Sunday	Classes End: Sessions 2 and 4
12/11/23	Monday	Fall Grades Due by 9 a.m.
12/12/23	Tuesday	Credentials Conferred Conferral Only (no formal Commencement)
12/14/23	Thursday	Academic Standing
Spring 2024		
12/18/23	Monday	Students are registered for classes
1/8/24	Monday	Classes Begin: Sessions 1 and 4
1/10/24	Wednesday	Last Day to Drop Registrations for Spring Trimester (Session 1)
1/14/24	Sunday	Last Day to Drop Registrations for Spring Trimester (Session 4)
1/15/24	Monday	Martin Luther King, Jr. Holiday, University Closed No Classes
2/4/24	Sunday	Last Day to Withdraw with a "W" (Session 1)

TRIMESTER ACADEMIC CALENDAR: ABSN and Graduate Nursing

AY2023-2024

Date	Day		Academic
3/3/24	Sunday	Classes End (Session 1)	Last Day to Withdraw with a “W” (Session 4)
3/4/24	Monday	Classes Begin (Session 2)	
3/6/24	Wednesday		Last Day to Drop Registrations for Spring Trimester (Session 2)
3/29/24	Friday	Good Friday Holiday, University Closed	No Classes
3/31/24	Sunday		Last Day to Withdraw with a “W” (Session 2)
4/4/24	Thursday		Last Day to Apply for Commencement without a Late Fee
4/28/24	Sunday	Classes End: Sessions 2 and 4	
4/30/24	Tuesday		Senior Grades Due by 3 p.m. (all completers)
5/3/24	Friday	Commencement Rehearsal, Commencement Celebration TBD	Commencement Rehearsal 2 p.m.
5/4/24	Saturday	Commencement	
5/4/24	Saturday	Credentials Conferred	Conferral for students earning a for-credit credential, other than a degree
5/7/24	Tuesday		Spring Grades due by 9 a.m.
5/9/24	Thursday		Averett Online Academic Standing Meeting, Traditional Academic Standing Meeting
Summer 2024			
4/15/24	Monday		Students are registered for classes
4/29/24	Monday	Classes Begin: Sessions 1 and 4	
5/1/24	Wednesday		Last Day to Drop Registrations for Summer Trimester (Session 1)
5/5/24	Sunday		Last Day to Drop Registrations for Summer Trimester (Session 4)
5/26/24	Sunday		Last Day to Withdraw with a “W” (Session 1)
5/27/24	Monday	Memorial Day	No Classes; University Closed
6/19/24	Wednesday	Juneteenth Holiday, University Closed	No Classes
6/23/24	Sunday	Classes End: Session 1	Last Day to Withdraw with a “W” (Session 4)
6/24/24	Monday	Classes Begin: Session 2	
6/26/24	Wednesday		Last Day to Drop Registrations for Summer Trimester (Session 2)
7/4/24	Thursday	July 4th Holiday, University Closed	No Classes
7/21/24	Sunday		Last Day to Withdraw with a "W" (Session 2)
7/31/24	Wednesday		Last Day to Apply for August Conferral without a Late Fee
8/18/24	Sunday	Classes End: Sessions 2 and 4	

TRIMESTER ACADEMIC CALENDAR: ABSN and Graduate Nursing

AY2023-2024

Date	Day	Academic
8/20/24	Tuesday	Senior Grades Due by 3 p.m. (all completers)
8/26/24	Monday	Credentials Conferred Conferral for ABSN and Graduate Nursing
8/26/24	Monday	Summer Grades due by 9 a.m.