

# Table of Contents

Introduction	1
Equal Employment Opportunity	1
Family Educational Rights and Privacy Act of 1974	1
Drug Free Workplace	2
St. Andrews University/Webber International University	2
Heritage of St. Andrews	2
Webber International University History	3
Mission	3
About St. Andrews	3
Accreditation	3
Students	4
Faculty	4
Location	4
Campus	4
Assessment	4
<b>Admission</b>	<b>4</b>
Admission Requirements	5
First Year Freshmen Students	5
Fresh Start	5
International Student Admission	5
Requirements for International Students	5
Second Degrees	6
Transfer Admission	6
Experiential Learning Credit	6
Military Students	7
Educational Opportunities for Non-Traditional Students	7
St. Andrews @ Sandhills	7
St. Andrews ONLINE	8
Non-Traditional Student/Adult Learner Admission Requirements	9
Transcript Evaluation	9
Evaluation of Other Credits	10
Student Access to Day, Evening and Online Classes	10
Special Admission Non-Degree Seeking Students	10
Readmission of Former Students	10
Visiting Students	10
<b>Campus Life and Resources at St. Andrews</b>	<b>11</b>
Student Responsibilities and the St. Andrews Community Honor Code	11
Religious Life	11
Campus Ministries	11
Community Service	11
Career Services	12
Student Health and Wellness	12
Counseling Services	12
Campus Clinic	12
Precautionary Health Care Measures for Travel Abroad	12
Campus Safety and Security	12
Complaints	13
Dining at Knights Dining Hall and Pipers Café	13
Residence Life	13
Residence Hall Staff	14
Literary and Theatrical Activities	14
Fortner Writers' Forum	14
St. Andrews College Press	14
Student Literary Endeavors	14
St. Andrews Highland Players	14
Student Activities	14
Social Events	14
St. Andrews Student Government Association	14
Student Organizations	15
Current Campus Organizations	15
Leadership Development Opportunities	15
First Year Programming	15
Intramurals	16
Athletics	16
Equestrian	16
<b>Facilities</b>	<b>16</b>
DeTamble Library	16
James L. Morgan Liberal Arts Building	16
Morris Morgan Theatre	16
Morgan-Jones Science Center	16
Vardell Building	16
Katherine McKay Belk Bell Tower	17
Pate Hall	17
Center for Academic Success and Student Health & Wellness	17
William Henry Belk Center	17

Residence Halls	17
Physical Education Center	17
St. Andrews Knight	17
St. Andrews Equestrian Center	17
<b>Financial Planning</b>	<b>17</b>
Fees and Costs	17
Deposits	17
2012-2013 Basic Fees	18
Insurance	19
Expenses for Part-Time, Regular Degree-Seeking Students	19
Change in Residence Status	19
Payment Schedule for 2012-2013	19
Payment Plan	20
Financial Assistance	20
Applying for Financial Assistance	20
Types of Financial Assistance	20
St. Andrews Scholarships and Grants	20
Grants	20
Work-Study	21
Loans	21
Renewal of Financial Assistance	21
Financial Aid Funds Available	21
State and Federal Funds	21
Satisfactory Progress for Financial Aid	22
Refunds for Cancellations and Withdrawals	22
Credit Balance Refund Policy	22
Return of Federal Title IV Funds Policy	22
Veterans Benefits	23
Attendance for Veterans	23
Academic Progress for Veterans	23
Vocational Rehabilitation	23
<b>Academic Programs</b>	<b>24</b>
Majors Offered	24
General Honors Program	24
Departmental Honors Program	25
Sophomore Honors	25
Dean's List Honors	25
St. Andrews Honor Society	25
Alpha Chi	26
Commencement Honors	26
Continuing Adult Education	26
Special Non-Degree Students	26
St. Andrews Institute of Lifelong Learning	26
Senior Citizen Audit Program	26
International Programs and St. Andrews Residential Programs Abroad	26
Internships	27
St. Andrews @ Sandhills	28
Summer Term	28
Academic Support Services	28
Academic Advising	28
Center for Academic Success	28
Disability Services	29
Foreign Language Substitution	29
Reduced Course Load	29
Cornerstone	29
DeTamble Library	30
Computer Services	30
<b>Academic Policies</b>	<b>31</b>
Academic Calendar	31
Classification of Students	31
Academic Advising and Registration	31
Academic Dishonesty	31
Course Numbering	31
Course Substitution	32
Course Cancellation for Insufficient Enrollment	32
Course Load	32
Independent Study	32
Significant Enrollment in Special Studies, Internships and Guided Independent Studies	32
Class Attendance	32
Cancellation of Classes or Daily Schedule Change	33
System of Grading	33
Grade Points, Quality Points and the Grade Point Average	34
Report of Grades	34
Final Examinations	34
Pass-Fail Grading Option	34
Course Audits	34
Course Additions and Withdrawals	34
Incompletes	35

Repeating a Course for Grade Forgiveness	35
Academic Progress/Good Standing	35
Academic Warning	35
Academic Probation	36
Reinstatement	36
Eligibility Rules for Extracurricular Activities	37
Academic Standing Policy for Fresh Start Program	37
Informing Students of Course Requirements	37
General Education Transfer Credit Evaluation	37
Appeal Procedure for Transfer Credit Placement	38
Grade Appeal Procedure	38
Withdrawal from the University	38
External Examinations and Programs	38
University Level Examination Program	38
Advanced Placement	38
Advanced Credit for First-Year Students	38
International Baccalaureate Credit	38
Academic Residence Requirements	39
Experiential Learning Credit	39
Transcripts	39
Summer Work at Other Institutions	40
Correspondence Study	40
Financial Aid Awards for Foreign Study	40
<b>Undergraduate Degree Requirements</b>	<b>40</b>
General Requirements	40
Degrees Offered	41
Bachelor of Arts	41
Bachelor of Fine Arts	41
Bachelor of Science	41
Masters in Business Administration	41
General Information	41
Institutional Learning Outcomes	41
Majors Offered	42
Declaration of Major	42
Contract Majors	42
Credit Requirements for Majors	42
General Education Requirements and Majors	42
Additional requirements for Second or Third Major or Second or Third Minor	42
Second Degrees	43
Minor Requirements	43
Application for Graduation	43
Academic Residence Requirements	43
Commencement and Diplomas	43
Pre-Professional Programs	43
Pre-Law Certification Program	43
3-2 Engineering Program	44
Pre-Veterinary Program	44
Pre-Medical Program	45
St. Andrews General Education (SAGE)	46
Structure of St. Andrews General Education	46
Course Descriptions for Common Experience Courses	47
<b>Program Majors and Minors by Department</b>	<b>48</b>
<b>Department of Business and Economics</b>	<b>49</b>
Business Administration	49
Sport and Recreation Studies	53
<b>Department of Education</b>	<b>54</b>
<b>Department of Equine Studies</b>	<b>58</b>
Therapeutic Horsemanship	60
<b>Department of Interdisciplinary Studies</b>	<b>61</b>
Women's Studies	62
<b>Department of Liberal and Creative Arts</b>	<b>62</b>
English and Creative Writing	65
Foreign Languages	65
History and Politics	67
Philosophy and Religious Studies ( <i>major suspended for 2012-2013</i> )	68
Visual and Performing Arts	71
<b>Department of Natural and Life Sciences</b>	<b>72</b>
Biology	76
Chemistry	76
Forensic Science	78
Mathematical Sciences Program	78
Psychology	81
<b>St. Andrews University Graduate School</b>	<b>81</b>
Masters In Business Administration (MBA) Program	81
(MBA) Instruction Methods and Strategies	81
(MBA) Admissions Standard	81

Graduate MBA Campus Contact Information	82
MBA Preparation	82
(MBA) Admission Standards	82
Graduate Academic Policies	83
Community Honor Code	83
Graduate Full-Time Status/Part-Time Status	83
Graduate Transfer Policy	83
Graduate Student Academic Status	83
Graduate Grading System	84
Graduate Forgiveness Policy	84
Graduate Probation	84
Graduate Completion Requirements	84
Graduate Academic Responsibility	84
Graduate Academic Advising	84
Graduate Catalog of Entry	85
Graduate Admissions Eligibility	85
Graduate Registration	85
Graduate Drop and Add	85
Grade Late Withdrawal	85
Graduate Choosing to Stop Attending a Class	85
Graduate Academic Review/Grade Challenge	85
Graduate Policies Governing University Services	85
Graduate Student's Right to Privacy	85
Graduate Student Finances	86
Graduate Financial Policies	86
Graduate Paying Tuition and Fees	86
Graduate Official Notice	86
Graduate General Regulations	86
Graduate Student Fees per Term	86
Graduate Tuition	86
Graduate Graduation Fee	86
Graduate Incomplete Fee	86
Graduate Technology Fee	87
Graduate Refund Policy	87
Graduate Students Who Receive Federal Title IV Aid	87
Graduate Repayment of Unearned Title IV Student Financial Aid Policy	87
Graduate Refund Policy	87
Graduate Veteran's Benefits	87
Graduate Financial Aid	87
MBA Curriculum and Course Requirements	87
Learning Outcomes for the MBA Program	88
<b>MBA Course Descriptions</b>	<b>88</b>
<b>Curriculum</b>	<b>89</b>
<b>Detailed Course Descriptions</b>	<b>90</b>
<b>Board of Trustees</b>	<b>129</b>
<b>Administration</b>	<b>129</b>
<b>Faculty</b>	<b>131</b>
<b>Appendix</b>	<b>137</b>
<b>Index</b>	<b>142</b>

# Academic Calendar

## FALL 2012

Wednesday	Aug. 22	International Student Orientation
Thursday - Sunday	Aug. 23 - 26	New Student Orientation
Monday	Aug. 27	First Day of Academic Term Registration – Main Campus Classes will meet St. Andrews @ Sandhills and Monday Evening Classes on Main Campus
Tuesday	Aug. 28	All Classes begin - Main Campus Classes begin – St. Andrews ONLINE Session I
Monday	Sept. 3	Labor Day: Main Campus classes meet as usual; St. Andrews @ Sandhills classes do not meet
Wednesday	Sept. 5	Last day to add a Demi Semester I, Online Session I, or Semester long course. Last day to drop a Demi Semester One, Online Session I, or Semester long course without a Grade of "W". (After this date, there will be a \$10 charge to add or to drop a course).
Thursday	Sept. 6	Grades of "W" begin
Friday	Sept. 14	Last day to withdraw from a Course with a "W" grade for Demi- Semester One or Online Session I
Monday	Sept. 24	Check Points Due
Monday – Wednesday	Oct. 1 - 3	Pass Fail for Demi Semester One Courses
Wednesday	Oct. 3	Spring and Summer Semester incompletes become "F" if not removed
Friday	Oct. 12	Last Day Demi One
Monday	Oct. 15	First Day Demi Two
Friday	Oct. 19	Mid Semester Grades Due and Demi One Grades Due
Friday	Oct. 19	Last Day of online Session I classes. Last Day to add Demi Semester Two course; last day to drop a Demi Semester Two course without a grade of "W". (After this date, there will be a \$10 charge to add or to drop a course). Last date to drop a semester long course with a grade of "W"
Monday	Oct. 22	Grades of WP or WF begin if a student with draws from a semester long course.
Monday	Oct. 22	First Day of online Session II classes
Tuesday	Oct. 23	Last day to add an online Session II class
Monday – Friday	Oct. 29 – Nov.9	Advisement period for Advanced Registration for Spring 2013
Friday	Nov. 2	Last day to withdraw from a course with a "W" grade for Demi Semester Two, online Session II
Monday – Friday	Nov. 12 - 16	Pass-Fail for Demi Semester Two and Semester long courses
Tuesday	Nov. 20	Check Points Due
Wednesday – Sunday	Nov. 21 - 25	Thanksgiving Break
Monday	Dec. 3	Last Day Demi Two
Thursday	Dec. 6	Last Class Day Main Campus Semester long classes; Last day to withdraw from a semester long course – grades of WP or WF apply
Friday	Dec. 7	Study Day
Saturday – Thursday	Dec. 8-13	Final Examinations
Monday	Dec. 10	Last Class Day Online Session II Classes
Thursday	Dec. 13	Last day of academic term
Friday	Dec. 14	Dorms close; 10:00 a.m.
Monday	Dec. 17	Grades due (12:00 noon)

## SPRING 2013

Monday	Jan. 7	First Day of Academic Term. First Class – St. Andrews @ Sandhills
Monday – Wednesday	Jan. 7 – 9	Orientation for New Students
Wednesday	Jan. 9	Registration - Main Campus
Thursday	Jan, 10	First Class Day – Main Campus First Class Day – Online Session I
Friday	Jan. 18	Last day to add a Demi Semester I Online Session I, or Semester long course. Last day to drop a Demi Semester One, Online Session I, or Semester long course without a grade of "W". (After

Monday	Jan. 21	this date, there will be a \$10 charge to add or to drop a course). Martin Luther King Day of Service. No classes St. Andrews @ Sandhills
Tuesday	Jan.22	"W" grades begin for semester long courses
Monday	Jan. 28	Last day to withdraw from a course with a grade of "W" for Demi Semester One or Online Session I
Tuesday	Feb.5	Check Points Due
Monday – Wednesday	Feb. 11 - 13	Pass Fail for Demi Semester One
Wednesday	Feb. 13	Fall Semester Incompletes become "F" if not removed
Friday	March 1	Last Day of Demi One
Monday	March 4	Demi Two begins
Wednesday	March 6	Last Day to add Demi Two Class; Last day to drop a Demi Two class without a grade of "W". (After this date there will be a \$10 charge to add or to drop a course).
Thursday	March 7	First Day of Online Session II; "W" grades begin for Demi II
Friday	March 8	Mid semester Grades due for semester and Final grades for Demi One and Online Session I courses due; Last Day to add Online Session II course; Last Day to Drop an online Session II course without a grade of "W." Last day to drop a semester long course with a grade of "W"
Saturday – Sunday	March 9 – 17	Spring Break
Monday	March 18	Grades of WP or WF begin if a student withdraws from a semester long course.
Monday – Friday	March 25 – Apr 5	Advisement period for Advanced registration Fall 2013
Friday	March 29	Easter Break
Friday	April 5	Last Day to withdraw from a course with a "W" grade for Demi II and Online Session II courses
Thursday	April 11	Checkpoints Due
Tuesday – Friday	April 16 – 19	Pass Fail for Demi Semester Two and Semester long courses
Thursday	April 25	Last Class Day; Last Day to withdraw from a semester long course; grades of WP or WF apply
Friday	April 26	Study Day
Sat, Mon-Thurs	April 27 – May 2	Final Examinations
Friday	May 3	Baccalaureate
Saturday	May 4	Commencement
Monday	May 6	Grades Due

# St. Andrews University

## 2012-2013 Academic Catalog

This catalog is prepared to furnish information about the University. Reasonable effort has been made to ensure the accuracy of information contained in this publication. St. Andrews is not responsible for, and accepts no liability for, typographical or other errors. The University reserves the right to correct any errors as may be found. Interpretation of any possible ambiguity and/or resolution of any possible conflict between or among the parts of this text, or other University publications or documents is the sole and exclusive right of St. Andrews University. The University reserves the right to make changes at its discretion.

The University reserves the right to make changes at its discretion and as might seem appropriate in such areas as, but not limited to, procedures, policies, services, requirements, and fee structures, etc. Notification of any such changes will be appropriately circulated. Any such changes will be incorporated into the electronic version of the Academic Catalog, which is the authoritative version of the Catalog.

Although University faculty and staff can assist students in understanding this catalog, in the final analysis each student is responsible for knowing and following the University's degree requirements and regulations.

Laurinburg Campus:  
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### **Statement of Equal Employment Opportunity and Nondiscrimination**

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

It is the policy of the University to ensure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to every facet of personnel administration, including, but not limited to: recruitment, recruitment advertising, employment, training, assignment, pay and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention and discharge of employees.

The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies and scholarship and loan programs and to the housing of students.

### **Family Educational Rights and Privacy Act of 1974 Student Rights**

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

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

Detailed information about these rights is available in the student handbook, *The Saltire*. For questions regarding FERPA, please contact the Dean of Students.

## **Drug-Free Workplace**

It is the policy of the University to maintain a drug-free workplace and educational environment. Accordingly, all employees and students are prohibited from illegally using, distributing, manufacturing or possessing controlled substances of any kind on the premises of the University. The University reserves the right to require pre- and/or post-employment drug tests at its discretion.

Each student is held accountable to *The Saltire*, the student handbook.

All employees are required to immediately submit to drug tests subsequent to being involved in an accident of any kind whether or not they are injured. Failure to do so will result in immediate termination.

Each employee must, as a condition of employment, comply with the drug-free workplace policy and notify his/her immediate supervisor of any conviction of a drug charge which results in a violation of the University's drug-free workplace policy. Such notification shall be made no later than five (5) days after such conviction.

The University will notify any appropriate federal agency or office from which it receives grants, loans or other financial support within ten (10) days from notification of an employee's drug conviction.

Within thirty (30) days of receiving the notice referred to in the fourth paragraph above (that is, any conviction of a drug charge), the University will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other remedy deemed appropriate by the University. Among other things, the University may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies as a condition of continued employment.

From time to time, the University will inform the employees about this policy, the dangers of drug abuse in the work place, and available drug counseling, rehabilitation and assistance programs.

## **St. Andrews University/Webber International University**

In 2011 Webber International University and St. Andrews University received approval to merge the two institutions and St. Andrews became a branch of Webber International University (1201 N. Scenic Highway, Babson Park, Florida, [www.webber.edu](http://www.webber.edu), telephone 863-638-2910). Webber, a university that focuses on business education, and St. Andrews, a liberal arts institution, forged a relationship to make sure the best features of St. Andrews are maintained and supported for future generations of students. Webber and St. Andrews recognize the importance of continuing to provide transformational educational experiences for their students. This new venture will insure this goal will be met.

In 2011, the University of North Carolina Board of Governors approved interim licensure for Webber to conduct post-secondary degree activity in North Carolina (for which the required tuition Guaranty Bond, which is accessible for review, is held by Western Surety Company of Sioux Falls, South Dakota). Webber International University is located and chartered in the State of Florida and is included among the independent colleges and universities that are exempt from Florida licensure.

The principal office of the corporation directly owning the institution, and of the institution offering the degrees (St. Andrews), is 1700 Dogwood Mile, Laurinburg, N.C., 28352 (telephone: 910-277-5001). The electronic mail address is [sapc.edu](mailto:sapc.edu), and the Web address of the university is [www.sapc.edu](http://www.sapc.edu).

## **Heritage of St. Andrews**

St. Andrews University was formed through the merger of two Presbyterian related Colleges; Flora Macdonald College in Red Springs, NC (founded for women in 1896) and Presbyterian Junior College for Men in Maxton, NC (founded in 1928). St. Andrews, first known as Consolidated Presbyterian College, was chartered in 1958.

Created as a residential, coeducational, senior college of arts and sciences, a new campus for the consolidated college was constructed in Laurinburg, NC, and instruction was initiated at that site in 1961. The name of the college was chosen to memorialize our founding by Presbyterians and the establishment of that denomination in Scotland, celebrates the commitment of Scots and Presbyterians to promoting educational excellence, and identifies it with the University of St. Andrews, a leader in higher education in Scotland.

True to our foundational heritage, St. Andrews is a student-centered institution of higher learning. At St. Andrews, our first priority is our students and we take teaching and learning seriously. Our academic standards and expectations are high, and we pursue academic excellence with determination and vigor. We labor diligently to assist each student



achieve academic success and meet personal goals, and we enjoy uncommon success in helping to transform the lives of our students for the better. We intentionally emphasize the development of the whole person – intellectually, socially, and spiritually – so students may achieve their fullest potential and become contributing members of society. We emphasize interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. And, we are a University where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a true teaching and learning environment.

## **Webber International University History**

On April 6, 1927, Grace Knight and Roger W. Babson founded the University which carries the name of their granddaughter, Camilla Grace Webber. Roger was best known for his contributions in the areas of economics and finance, which included the establishment of Babson's Reports and authorship of a number of business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards, as well as the endowment of several charitable foundations. Webber was founded as a women's University, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the State of Florida as a non-profit organization. Originally the Babson Park campus was only used for the Spring term, while fall classes were taught in Boston. In 1940, Babson Park became the University's permanent campus and our student body became co-ed in 1971. Our campus is situated on the shore of beautiful Crooked Lake and in addition to our classroom and administration buildings, we have a Student Union, four dormitories, two gymnasiums, a state of the art fitness center and a conference center. Webber is a member of the NAIA and the Florida Sun Conference. Webber women participate in soccer, volleyball (indoor and beach), basketball, tennis, softball, cross-country, golf, track and field and bowling. Men compete in cross-country, soccer, basketball, tennis, baseball, golf, track and field, football and bowling. In addition to our traditional undergraduate program, we proudly offer a Master of Business Administration degree program with emphasis in Accounting, International Business, Security Management, and Sport Management. We also offer an adult education program. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow's business leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

## **Mission**

Webber International University  
and  
St. Andrews University  
(a branch of Webber International University)  
(collectively, The University)

The University's mission is to offer students an array of pre-professional and liberal arts and sciences programs of study that create a life transforming educational opportunity which is practical in its application, global in its scope, and multi-disciplinary in its general education core. Students will acquire depth of knowledge and expertise in their chosen field of study, balanced by breadth of knowledge across various disciplines. Special emphasis is placed on enhancing oral and written communication, and critical thinking skills.

The University awards degrees at the associate, bachelor and master levels, and offers students educational opportunities at locations in Florida and North Carolina. Traditional classroom, online, and hybrid learning environments are available. Opportunities exist for students to draw on the courses and programs of study at both locations through online courses and/or periods of residence at either campus. Webber's programs in Florida focus on the worldwide business environment, and emphasize development of skills in administration and strategic planning, applied modern business practices, and entrepreneurship. The St. Andrews locations offer an array of traditional undergraduate liberal arts and sciences and pre-professional programs of study.

## **About St. Andrews**

### **Accreditation**

St. Andrews is a branch of Webber International University (1201 N. Scenic Highway, Babson Park, Florida, telephone 1-800-741-1844). Webber International University is accredited by the Commission on Colleges, Southern Association of Colleges and Schools, (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500) to award degrees at the associate, bachelor, and master level. The Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states.

*Note:* in accord with the Commission's Comprehensive Standard 3.14, "...the Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard."

*Note:* in accord with the Commission's Comprehensive Standard 3.14.1, "...the three-fold purpose for publishing the Commission's address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the institution, (2) to file a third-part comment at the time of the institution's decennial review, or (3) to file a complaint against the institution for alleged non-compliance with a standard or requirement." Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to

the University and not to the Commission's office.

In addition to institution-level accreditation, the Elementary Education program at St. Andrews is accredited by both the North Carolina Department of Public Instruction (NCDPI). The Therapeutic Riding Program has been granted Premier Accredited Center Status by NARHA (now Path Intl., the Professional Association of Therapeutic Horsemanship International).

The University is a member of North Carolina Independent Colleges and Universities, the Association of Colleges, the Council of Independent Colleges and the Association of Collegiate Business Schools and Programs. The University's women graduates qualify for membership in the American Association of University Women.

## **The Students**

St. Andrews students hail from throughout the United States and from many foreign countries. Together they create a cosmopolitan atmosphere in an academic community that challenges them to do their best in intellectual pursuits, creative endeavors, and service to others.

## **The Faculty**

Of the full-time teaching faculty, 73% hold the earned terminal degree. Their first priority is to deliver quality teaching and effective advising. They are also accomplished scholars and actively contribute to the local community. A student-to-faculty ratio of 10-to-1 facilitates the highly interactive approach to teaching and learning that characterizes St. Andrews. A commitment by the faculty to interdisciplinary teamwork in the teaching of the general education program and in other academic programs enhances the vitality and appeal of the educational experience at St. Andrews. Many of the faculty have lived, traveled or studied in Europe, Africa, Asia and Latin America. Others bring to their classrooms varied insights, applications and connections from previous work and service experiences.

## **Location**

St. Andrews is located on the south side of Laurinburg, a community of 18,000 people. The city is located at the junction of U.S. Routes 401, 15-501, and 74.

Three times an "All-America City," and the county seat of Scotland County, Laurinburg offers students a pleasant setting for study and recreation, where they enjoy a climate similar to that of the nearby resorts of Southern Pines and Pinehurst. Spectacular mountains and magnificent beaches are within easy driving distance.

## **About the Campus**

Leading educational consultants worked with architects and landscape designers to translate contemporary Christian educational philosophy into modern construction. The campus architecture won its architects a first-place citation in national competition in the early 1960s.

The 600-acre campus features classroom, administrative, and residential buildings grouped on opposite banks of the 70-acre Lake Ansley C. Moore, with many acres of forested land surrounding the campus, creating a park-like atmosphere. Additionally, the Laurinburg campus includes a 300-acre equestrian farm located about a mile away.

St. Andrews also includes an off-site program located on the campus of Sandhills Community College in Pinehurst, NC, and an online program.

## **Assessment**

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

## **Admission**

First-year and transfer students may be admitted to the Laurinburg campus for both Fall and Spring terms and non-traditional students may be admitted through the Center for Adult and Professional Studies for Fall, Spring and Summer terms. St. Andrews accepts students with high abilities and also those with high potential. The Office of Admission seeks to ensure that candidates for admission possess the characteristics and skills necessary for success at St. Andrews. The University accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, or sex. Prospective students are encouraged to contact the campus to discuss the University and its programs and to share their personal goals. Personal visits are encouraged. To discuss your interest in St. Andrews or to schedule a visit with the Office of Admission, students should call 1-800-763-0198.

To apply, each student should submit an application for admission and a \$35 nonrefundable application fee. An online version of the application is available at [www.sapc.edu](http://www.sapc.edu). St. Andrews operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed and decisions are made. An enrollment deposit of \$260 is required. Deposits are refundable until May 1.

## **Admission Requirements**

### **First-Year Freshman Students**

First-year freshman students are those who are entering St. Andrews from high school or students with less than 12 semester University credits. To complete the application for admission, all first-year students must request an official high school transcript and scores from the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT). The report should be sent directly to St. Andrews through the appropriate testing report service or as a part of the high school transcript. The transcript and score reports should be sent directly to the St. Andrews Office of Admission, 1700 Dogwood Mile, Laurinburg, NC 28352.

Freshman applicants must satisfactorily complete at least 13 of the following University prep curriculum courses:

1. Three units of English.
2. One unit of language.
3. Three units of mathematics, including Geometry and Algebra II.
4. Three units of social studies.
5. Three units of science.

Our admissions philosophy is very simple – we look at each applicant individually as a whole because our mission is to educate the whole individual. There are no stated minimum scores for GPA or test scores. We strongly consider GPA and class rank as evidence of past academic success, SAT/ACT scores as an indicator of future academic success, and extracurricular activities with emphasis on leadership, volunteerism, service and commitment as evidence of the breadth and depth of involvement and predictor of contributions as a member of our campus community.

Students who do not have an academic and/or extracurricular record consistent with St. Andrews students may be required to submit additional information including but not limited to: an essay, letter(s) of recommendation, resume, sample of scholarly work and an interview. Final decisions are made by a faculty committee.

Students who have received high school equivalency certification based on the General Education Development (GED) test may be considered for admission. These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. SAT or ACT score reports are also required, as well as a teacher or counselor recommendation. All official documents, including the GED certificate, should be mailed directly to the St. Andrews Office of Admission.

Students educated in home school and non-traditional settings will be considered for admission. The admissions office may request submission of completed work, portfolio, test scores, and other information to make a decision on the application in addition to SAT or ACT scores.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the St. Andrews Office of Admission and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

### **Fresh Start**

Fresh Start is a two semester program for moderate to high-risk students. A general academic profile of a student qualified for the Fresh Start program have a GPA below 2.0 or a SAT (critical reading and math) score below 700. A limited number of students are admitted to the Fresh Start Program.

### **International Student Admission**

The United States Citizenship and Immigration Services, USCIS, requires St. Andrews University to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including: tuition, room and board, insurance, fees, books, and transportation. St. Andrews requires, as part of the application process, a completed Statement of Financial Responsibility and Affidavit of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official. Students can expect to receive an I-20 form only after acceptance, and the payment of an enrollment deposit in U.S dollars of \$1,000. Payment of the first semester's total fees must be made prior to the arrival of the student. The student must present the I-20 form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States. International enrollment deposits are not refundable.

### **Requirements for International Students**

Students needing an F-1 Visa for the fall semester must file a complete application by May 1. Students needing an F-1 Visa for the spring semester must file a complete application by Oct. 1.

#### **Requirements for admittance of first-year or transfer international students are:**

1. Application.
2. \$35 application fee in U.S. dollars.
3. Official transcript in its original language and an official English translation from each secondary school, University and university attended.
4. Complete an evaluation of all academic documents compiled by an independent academic credential evaluation

provider. St. Andrews requires all applicants to utilize World Education Services (WES) (found at [www.wes.org](http://www.wes.org)) or International Education Research Foundation, Inc. (IERF). (found at [www.ierf.org](http://www.ierf.org)) for this service.. WES and IERF require a fee from the applicant for processing transcript evaluations.

5. Official report of TOEFL or SAT scores:

- If English is not your native language, provide evidence of proficiency in the English language by submitting scores on one of the following:
    - Test of English as a Foreign Language (TOEFL) taken within 18 months of application. TOEFL is administered by the Educational Testing Service; registration and information are available at [www.toefl.org](http://www.toefl.org).
    - International English Language Testing System (IELTS) taken within 18 months of application. Registration and information are available at [www.ielts.org](http://www.ielts.org)
  - If English is your native language, take the Scholastic Aptitude Test (SAT) through The College Board within 18 months of application. The SAT is administered through The College Board with registration and information available at [www.sat.org](http://www.sat.org).
6. Two letters of recommendation, one of which must be from an English instructor, if English is not your native language.
7. Essay on why you wish to study in the U.S.
8. Complete St. Andrews Immigration Status Form (available on-line).
9. Complete statement of Financial Responsibility and Affidavit of Financial Support (available on-line).

## Second Degrees

If a student has a Bachelor's degree from another University, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited University within the previous five years by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and complete a minimum of 30 credits at St. Andrews.

## Transfer Admission

Students may transfer to St. Andrews for the Fall or Spring semester. In addition to the application, official high school transcript and SAT or ACT scores, transfer students must submit official transcripts from all Colleges attended, in compliance with federal enrollment guidelines. Students must also submit a Dean's Questionnaire for Transfer Students, completed by the last University he/she attended. This form is available online.

Prospective transfer students who have earned a minimum 2.5 GPA with at least 12 University credits are normally accepted. Applicants whose GPA is below 2.5 will be considered on an individual basis. A SAT or ACT is required unless students have an Associates Degree; have more than 24 transferable credits and a University GPA of 2.5+ on the transferable credits; or if applicant is older than 23. All transfer applicants must be in good standing at the University last attended as evidenced by a completed Dean's Questionnaire for Transfer Applicants.

## Experiential Learning Credit

St. Andrews University recognizes that learning takes place in settings other than the traditional classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any credit awarded for experiential learning will apply to general electives, related studies, and by exception with the appropriate Department Chair's written approval may apply to the general education requirements. **Unless specifically approved by the major department, Experiential Learning Credits will not be used in substitution for requirements in the student's major area of study.** In reviewing applications for experiential learning credit, the University will apply standards published by the American Council on Education through its College Credit Recommendation Service.

**A student seeking Experiential Learning Credit (ELC) must demonstrate with proper documentation that learning has occurred. Credit is awarded for learning outcomes, not life experiences.**

The knowledge gained must be of collegiate quality and must be equivalent to the contents of a similar course included in the current curriculum at St. Andrews University. The quantity and quality of learning the student believes he/she has acquired must be academically measured and compared to the learning outcomes expected from students attending a similar St. Andrews University course. A technical course might be considered *only* if it meets academic standards in content and expected learning outcomes commonly expected in a similar course in the St. Andrews University curriculum. All ELC awarded must relate to the current St. Andrews University curriculum and to the learning outcomes expected in its courses. Any exceptions to the above will be handled on an individual basis and must be approved by the appropriate Department Chair and the Vice President for Academic Affairs.

Applications for Experiential Learning Credit must be submitted either prior to the student's matriculation as a student at St. Andrews or in the student's first semester of study. The portfolio submitted by the student for Experiential Learning Credit must be completed within the student's first semester of study.

A student desiring to apply for Experiential Learning Credit will contact the Associate Dean for Academic Affairs to discuss the requirements for such credits. The Associate Dean will provide the student with guidelines for preparation of

a portfolio documenting the learning outcomes associated with the student's experience or training. The portfolio shall include, at a minimum:

- Dates of instruction or experience, location, sponsoring organization, names and contact information of faculty member(s), and to the extent possible, information regarding faculty credentials.
- Bibliographic information for any published books or documents employed in the course.
- A copy of any instructional materials employed (syllabus, hand-outs, training materials, etc.).
- Documentation of stated learning outcomes (may be included in the course syllabus).
- Copies of any assignments submitted in the course of the training.
- A description, in narrative form and in the student's own words, of the educational experience, the skills or knowledge acquired, and applicability to the student's degree program.
- The applicable St. Andrews courses the student is requesting these experiences parallel.

Once the portfolio is completed and submitted to the Associate Dean, it will be the Associate Dean's responsibility to confer with appropriate Department Chairs to ascertain the appropriateness of the documented learning outcomes as related to St. Andrews requirements.

The Associate Dean will notify the student of the acceptance or non-acceptance of the documented learning outcomes as satisfying parallel St. Andrews requirements. In the case of acceptance, the Associate Dean will also notify the Registrar of any credits to be awarded and their distribution.

Credits awarded by Experiential Learning portfolios will be billed at the currently adopted per-credit-hour rate plus an additional fee of \$50 per credit.

If the decision is reached to not allow the granting of requested credits, the student may appeal the Associate Dean's decision to the Dean of the University. The decision of the Dean shall be deemed final.

## **Military Students**

St. Andrews is a member of the Servicemembers Opportunity College Consortium (SOC). As a member of SOC, St. Andrews is committed to ensuring educational opportunities for service members and for providing for the transfer of relevant course credits from military training utilizing the American Council on Education's credit recommendations.

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

It is the policy of St. Andrews University to support its students engaged in active duty, reserve, or National Guard military service. St. Andrews

- will provide assistance and guidance through the Associate Dean for Academic Affairs and the Director of the Sandhills Program to assist students receiving orders for military deployment.
- will counsel with students to determine whether orders received require adjustment of course schedules, rescheduling of final examinations, requests for grades of Incomplete, or withdrawal from St. Andrews.
- will, under normal circumstances, readmit students who have withdrawn in good standing for military service who request readmission within two years. Requirements for completion of an Application for Readmission and payment of Reapplication fees are waived.
- will, under normal circumstances, consider for readmission students who have withdrawn in good standing for military service who apply for readmission more than two years after their withdrawal. The Application for Readmission must be completed, but readmission application fees are waived.
- will evaluate academic credits earned by the student during her/his absence from St. Andrews and will give credit in accordance with current University policies.

*Approved by the faculty Jan. 28, 2009*

## **Educational Opportunities For Non-Traditional Students**

St. Andrews University offers academic programs to non-traditional and non-residential students through off-site instructional locations and distance learning delivery systems. Coordination of these programs is under the auspices of the Director of the Sandhills Program and the Associate Dean for Academic Affairs. Non-traditional students may enroll in courses on the main campus and St. Andrews @ Sandhills. It is the policy of St. Andrews University that courses offered in alternative formats will have academic rigor, faculty engagement, student expectations, and student engagement comparable to courses offered in a live classroom format. St. Andrews University retains responsibility and control for all aspects of its programs including course content, delivery and evaluation, faculty qualifications, training, and evaluation, and assessment of student learning outcomes. The University provides a range of services to support these programs including, but not limited to, admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Students are admitted to non-traditional programs after evaluation of application, transcripts of previous college work, and other required information. Students admitted to online programs must have access to a high-speed internet connection, computer hardware and software as required for the specific course, and basic knowledge of the technology. Students in these programs will have complete access to University library resources either online, by phone, or in person.

A schedule of expenses and fees for non-traditional and non-residential programs is found in the Fees section of this catalog.

### **St. Andrews @ Sandhills (Educational Opportunities for Non-Traditional Students)**

The University offers evening and weekend classes leading to the Bachelor's degree in the St. Andrews @ Sandhills off-site instructional program on the campus of Sandhills Community University in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion is provided on a semester basis. The Sandhills program offers three majors and one certification program: Bachelor of Arts in Business Administration, Bachelor of Arts in Education (Elementary) and Bachelor of Arts in Interdisciplinary Studies. The Education Program also offers courses leading to licensure to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis.

Prospective students interested in the St. Andrews @ Sandhills program may request additional information from St. Andrews, 1-800-763-0198 or at [www.sapc.edu](http://www.sapc.edu).

### **St. Andrews Online**

St. Andrews Online offers courses within the St. Andrews academic program in an online format. Online courses are accessible from anywhere and are offered in 8-week class rotations. Online courses are delivered through a user-friendly online learning platform. Students and instructors can exchange ideas, experiences and knowledge, while interacting almost as if they are physically present in the same room.

Students access their online classes on a Learning Management System housed on the World-Wide Web. Student access to online courses is controlled by student-specific usernames and passwords provided at the time of enrollment. It is the student's responsibility to protect her/his username and password to assure that no one else has access to the student's course. Student information housed in the Learning Management System is maintained in compliance with the Family Education and Privacy Rights Act (FERPA).

#### **Goal:**

Consistent with the educational mission of Webber International University and St. Andrews University, the goal of the online program is to provide e-learning programs that include appropriate academic support, information resources and student services, and are taught by academically qualified faculty, to students who are self-motivated and feel comfortable using computer technology for taking online courses with collegiate-level learning outcomes and rigor.

#### **Objectives:**

- To provide students will full-service distance learning opportunities, including A.S., B.S., B.A., and MBA degree programs, online admissions, registration, orientation, testing, financial aid and learning resources.
- To ensure that all online courses offered by Webber and St. Andrews have appropriate collegiate-level learning outcomes and rigor.
- To provide academic and other appropriate student support services
- To make available appropriate technical support for students and faculty
- To provide for access to relevant information resources
- To ensure adequate opportunities for synchronous and/or asynchronous instructor/student interaction
- To conduct regular outcomes assessment that will ensure adequate levels of student achievement that are comparable to in-seat achievement levels.
- To use the results of assessment for improvement of student learning, and related processes and services

#### **Online Degrees:**

Starting in Fall 2012, a student may choose a Bachelor of Arts degree in Interdisciplinary Studies or a Bachelor of Arts degree in Psychology through St. Andrews. Webber International University offers a Bachelor of Science in Business Administration in Computer Information Systems as well as a Bachelor of Science degree in General Business Studies.

Moodle is the online classroom management system used for online instruction. Microsoft Internet Explorer X (8 in 2012, or higher) is recommended as your web browser. The course syllabus will state whether any specialty software and/or hardware is required for a course. Some applications may require that the following programs are installed on your computer system: Adobe Flash player, Adobe Reader, Adobe Shockwave player, Java, Quicktime, etc. Programs within Microsoft Office 2007 or 2010 are used in most online courses to complete assignments.

#### **Online Courses**

##### **A. Faculty/Student Interaction**

All online classes will incorporate both synchronous and asynchronous interaction and feedback between the instructor and members of the class. For this purpose, chat room, discussion board, assignment feedback, and email communication are incorporated into the delivery of online courses.

##### **B. Competencies and Skills**

- All written documents must be submitted in Word 2007 or 2010 format.

- All spreadsheet files must be submitted in Excel 2007 or 2010 format.
- All slide presentations must be submitted in PowerPoint 2007 or 2010 format.
- All database projects must be created in Access 2007 or 2010 format.

Some of the online courses may require the use of other specialty programs. The syllabus will state whether specialty software is required for the course and how to obtain it.

### C. Equipment Requirements

Students taking online courses must have a computer system capable of running all required application software (i.e. Microsoft Office Suite) and have high speed Internet access.

Moodle is the online classroom management system. Some students choose to remote access into the network system. Various browsers (Internet Explorer, Firefox, Chrome, Safari, etc.) interact with Moodle, and remote access into the network, in different ways. It is recommended that Microsoft Internet Explorer X (8 in 2012, or higher) be used as your web browser for online courses.

Some of the online courses may require watching online videos or creating a PowerPoint slide presentation with embedded audio. The course syllabus will state whether any specialty hardware is required for the course. Specialty hardware might include (but is not limited to):

- Sound card & speakers
- USB Microphone headset to record your speech and listen to the playback.
- USB Video camera

Some applications may require that the following programs are installed on your computer system: Adobe Flash player, Adobe Reader, Adobe Shockwave player, Java, Quicktime, etc. Programs within Microsoft Office 2007 or 2010 are used in most online courses to complete assignments. If you do not have access to Microsoft Office or the individual programs, either purchase the software, or use remote access into the Webber network system and use the software on the student system.

### D. Online Academic Support Services

Academic support services available to online students include: (a) remote access to library and information resources; (b) academic support via both synchronous and/or asynchronous interaction and feedback between the instructor and members of the class; (c) academic advising; (d) technology support services appropriate to the particular course or program of study; (e) career services; (f) tutoring; and (g) access to discipline-focused clubs, organizations and honor societies (for online students enrolled in degree programs).

## **Non-Traditional Student/Adult Learner Admissions Requirements**

Students interested in attending the satellite or online degree programs must submit the St. Andrews Application for Admission and a non-refundable \$35 application fee. Applications are available at [www.sapc.edu](http://www.sapc.edu).

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, together with official transcripts from all Colleges attended are required to complete each application. Composite transcripts are not accepted. Students currently enrolled must submit an official partial transcript to accompany the application and the final transcript upon completion of the term. The application and transcripts should be sent directly to the St. Andrews Office of Admissions, 1700 Dogwood Mile, Laurinburg, NC 28352.

## **Transcript Evaluation**

Transfer credits from other regionally accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of C or below are accepted in transfer only if the student's overall GPA is 2.0 or above. A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two. Final authority for transcript evaluation rests with the Office of the Registrar. It is the prerogative of individual departments to decide what previously taken courses will count towards a major or licensure program. Students are responsible for conferring with their academic advisors to determine the most appropriate means of satisfying major/licensure requirements.

St. Andrews University and the North Carolina Community College System have an articulation agreement. An incoming transfer student who has earned an Associate in Arts or Science from a member of the North Carolina Community College System may expect to be a junior (up to 65 credits) upon admission if the student's overall grade point average is 2.0 and grades of C or better on all coursework have been earned. New transfers coming from the North Carolina Community College System with an Associate in Arts or Science will be considered to have fulfilled our lower-division, institution-wide general education requirements. Students must have an overall grade point average of 2.0 and have earned a grade of C or better on all general education courses. An additional 20-21 semester hours of approved electives may also be transferred, with the same criteria as above. Students that do not complete a degree at a North Carolina Community College but who have fulfilled the General Education requirements will be considered to have fulfilled our lower division, institution-wide general education requirements, provided the student's overall GPA is 2.0 and all coursework has earned a grade of C or better. Those students will be awarded credit for any general education course.

St. Andrews University is under no obligation, legal or otherwise, to accept academic credits of any institution except under reciprocal agreements.

### **Evaluation of other credits**

*Approved by the faculty Jan. 28, 2009*

St. Andrews University will evaluate credits earned in non-collegiate settings that are recognized and evaluated by the American Council of Education. Work accepted for credit must address learning outcomes parallel to courses offered at St. Andrews University, be documented according to guidelines established by the University, and be applicable to the student's degree program.

Course credits validated by acceptable scores on CLEP (University Level Examination Program)/DANTES (Defense Activity for Non-Traditional Educational Support) Subject Standardized Tests, and formal professional or military training evaluated and recognized by the American Council on Education may be transferred. Credit is awarded only in areas offered within the current curriculum of the University and must be appropriately related to the student's educational program. A maximum of 30 semester credits earned in these activities may be applied toward the baccalaureate degree.

### **Student Access to Day and Evening Classes**

Traditional, residential students will normally complete their courses on the main campus. Should the need arise for main campus students to access off-site courses through the Sandhills Program, the student, in consultation with her/his advisor will contact the Associate Dean to investigate alternative course deliveries. Tuition and fees will be consistent with tuition and fees on main campus. Any overload charges generated by these alternative arrangements will be borne by the student. Students admitted to St. Andrews through the main campus must wait at least two semesters after their last main campus enrollment to be considered for admission into the Sandhills Program. Summer School courses will be available to all students, regardless of campus affiliation. Tuition and fees for summer courses are in accordance with the fee schedule published in the current catalog.

### **Special Admission Non-Degree Seeking Students**

Individuals who do not wish to pursue a degree may apply and be accepted as non-degree seeking students. A high school diploma is not required for non-degree status; however, students who have graduated from high school within the last two years generally are not admitted as non-degree students, but instead must meet regular admission standards as outlined above for new students. Students under academic and/or disciplinary suspension or probation from this or any other institution may not be admitted in this category.

### **Readmission of Former Students**

Students who have been absent from any St. Andrews campus for one semester or longer and who wish to return to that campus must apply for readmission. The application for readmission is available online and must be returned, to the Office of Admissions, 1700 Dogwood Mile, Laurinburg, NC 28352. There is a \$100 readmission fee for the Laurinburg campus only. The fee is non-refundable even if the applicant cancels. Students enrolled through the Center for Adult and Professional Studies are not charged a readmission fee. Students who have withdrawn voluntarily, while in good standing, will normally be readmitted to the University upon receipt of the application and fee for readmission.

Students who withdraw and/or have been suspended from the University while not in good standing must produce evidence of having corrected any academic, social, or other non-academic deficiencies before their application for readmission is considered. The University reserves the right to determine the suitability of such evidence. Readmission is never automatic. Students who are readmitted after being formally separated from the University must satisfy the graduation and program requirements as specified in the catalog which is in effect at the time of readmission.

Students who have attended other colleges or universities must have a complete and official transcript of that University credit on file in the St. Andrews Office of the Registrar by the registration day of the semester in which they plan to enroll.

No action on readmission will be taken until ALL required materials have been received. Deadlines for receipt are Nov. 15 for spring term, July 15 for fall term, and March 15 for summer term. It is the applicant's responsibility to verify that the application and all required supporting materials are received prior to the deadline.

The readmission decision will be made in light of the above information and after consideration of the student's academic record at St. Andrews. A student will not be readmitted if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interest of the student or the University.

Students who wish to return to St. Andrews through a different campus option must reapply for admission to that campus using the application process for that campus.

### **Visiting Students**

A student may be admitted to St. Andrews as a visiting student from another accredited college or university. The visiting student is required to present certification from an authorized person of the other institution (i.e.: registrar, director of admission, vice president of enrollment, etc.) stating that the student is in good standing at the other institution. The student is encouraged to obtain prior approval for credit transfer from St. Andrews to the currently



attended institution. Questions concerning the transfer of credits should be directed through the Office of the Registrar, 910-277-5221.

## **Campus Life and Resources at St. Andrews**

Life beyond the classroom at St. Andrews is also a vital part of the liberal arts University experience. There are many opportunities for students to enrich their educational experiences in the St. Andrews living and learning environment through extracurricular and recreational activities, residence hall programs, athletics, equestrian events, intramurals, social events, clubs and organizations, student governance programs, religious and spiritual programs, community service projects and trips, and leadership activities. In addition to campus-wide activities and events, a broad range of support services is offered to support the total well being of St. Andrews students.

## **Student Responsibilities and the St. Andrews Community Honor Code**

As members of the St. Andrews community, students have responsibilities that are reflected in the St. Andrews Community Honor Code below and described in detail in *The Saltire*, the student handbook. A copy of *The Saltire* is given to each student at the beginning of Fall Semester. Students are expected to be familiar with its content and will be held responsible for adhering to the policies within the handbook. Written complaints regarding a student affairs matter may be directed to Mr. Glenn Batten, Dean of Students, Belk Center, who will direct it to the proper channels.

## **St. Andrews Community Honor Code**

(Accepted by the St. Andrews Community, Spring 1996)

### **Preamble**

All members of the St. Andrews University Community must be responsible for their choices of behavior and make sure that these behaviors do not infringe upon other community members. The University has the authority and responsibility to establish rules and standards, which may require academic, moral, and ethical behavior that is considered above the standards of society at large. The principal responsibility for proper conduct rests with students, and as much as possible, they all are encouraged to resolve conflicts of individual rights and responsibilities themselves. The University will become involved, however, when a student cannot resolve a conflict her/himself; when there exists a reasonable basis to believe that local, state or federal laws have been broken; when there could be or is potential for personal harm or property damage; or when there exists a reasonable basis to believe that University conditions or policies have been violated. St. Andrews requires students to obey local, state and federal laws. The University does reserve the right to hold responsible those students whose behavior, either on or off campus, blemishes the University's general image or reputation, or otherwise evidences disregard for the safety, well-being or rights of others. If a student is involved in an illegal act off campus, the University does reserve the right to initiate disciplinary action.

### **Community Honor Code**

I promise to be a contributing member of the St. Andrews Community and supportive of its mission: to be responsible for my choices of behavior, to be honest in all my academic endeavors, to be respectful of the property and person of others, and to live in harmony with the social and natural environments which sustain this community.

### **Religious Life**

St. Andrews is a University of the Church, encouraged by the Presbyterian Church, U.S.A., to pursue truth and critically examine ethical and moral values in rigorous and freeing ways. St. Andrews is not sectarian: it is ecumenical in its outlook and in its commitments. It does not require a religious test of any kind of its students, faculty, or staff. Many religious traditions are represented in the student body.

### **Campus Ministries**

The University receives assistance from local clergy to provide spiritual guidance and support to students and other members of the campus community. Small group Bible study and several worship services occur throughout the semester on campus. Assistance is available to students of all faiths who seek places of worship in the area. Students, faculty and staff may participate in various community service projects at faith-related organizations, as well as Fall Break and Alternative Spring Break mission trips. For more information about Campus Ministries, contact the Office of Student Affairs at 910-277-5145.

### **Community Service**

St. Andrews emphasizes the university's role in educating its students to be knowledgeable and imaginative servant-leaders who are prepared to lead and serve in the world. To that end, there are many opportunities available at St. Andrews for students who want to participate in service-learning as a part of their courses, as volunteers at local nonprofit organizations, and as members of domestic and international Alternative Spring Break Service trips. For more information about service opportunities, contact the Office of Student Affairs at 910-277-5145.

## **Career Services**

The Office of Career Services provides a full range of career-related support and resources to students and alumni. Students are encouraged to begin their career investigations during the first year at St. Andrews and continue to take advantage of the services and opportunities available at St. Andrews to help them move successfully toward graduate school or employment after graduation. Career Services provides the following: individual career coaching, résumé development, full and part-time employment searches, internship placements, assistance with selecting a major or graduate school program, and preparation for employment and graduate school interviews. In addition, students may find information about on-campus Federal Work-Study positions, off-campus employment and internship opportunities, career fairs, graduate schools, and online resources through the office. The Office of Career Services is located in the William Henry Belk Center on the upper floor, directly across from the Bookstore. Operating Hours are Monday - Friday from 8 a.m. until 4 p.m. Students and alumni are always welcome to drop by or contact the Career Services Director at 910- 277-5331.

## **Student Health and Wellness**

### **Counseling Services**

Being at a university is a time of transition and growth. In addition to the opportunities for intellectual development, St. Andrews also provides opportunities for students to learn how to deal effectively with relationships of all kinds, balance work and recreation, manage emotional, physical, and mental stress, improve time management skills, and make positive decisions about how they want to live their lives. Counseling Services is available to assist students in dealing with these matters and more through confidential individual and couples counseling.

Counseling Services is located in the Health and Wellness Center in Pate Hall. Counseling is provided by experienced professional counselors. All information discussed in counseling is held in confidence to the limits provided by the law. No record of counseling is made on students' academic transcripts.

Operating hours are Monday and Wednesday, 9 a.m. to 4 p.m. and Friday 9 a.m. to 12 noon except university holidays and breaks. To schedule a confidential appointment students may call 277-5040. If students are in crisis they should contact Counseling Services at 277-5040 during normal business hours. For emergencies after hours and on weekends, students should either contact the on-call counselor at 1-910- 323-6452, the RD On-call at 280-1753, the Campus Safety Duty Officer at 280-2895, 9-911, or go to the emergency room at Scotland Memorial Hospital.

### **Campus Clinic**

St. Andrews provides health and wellness education, routine medical and first aid services, and referral services to students, staff, and faculty through its campus clinic. The Clinic is staffed by a Registered Nurse with many years of experience in university student health. The Clinic is open Monday through Friday 9:00 a.m. to 1 p.m. in the Health and Wellness Center in Pate Hall except during University holidays and breaks. Scotland Urgent Care, numerous medical specialists, and the hospital emergency room are within minutes of campus. For urgent medical issues after clinic hours, students may seek help at Scotland Urgent Care at 910-277-8300 (open 8:00 am to 7:30 pm every day of the week) or Scotland Memorial Hospital Emergency Services at 910-291-7000 (open 24 hours a day) or call 911 for an emergency care to come to campus. If 911 is called, students should notify Campus Safety at 910-280-2895 as well.

All degree-seeking students are required to be covered under medical insurance and provide proof of adequate coverage to the Business Office and Campus RN. Information regarding insurance requirements and fees may be found in the "Financial Planning" section of the Academic Catalog. For questions about health services, students should contact the clinic nurse at 910-277-5385.

### **Precautionary Health Care Measures for Travel Abroad**

Three basic premises shape the policy of St. Andrews University concerning the taking of precautionary health care measures for students and faculty engaged in international travel: 1) that students and faculty will encounter situations in international travel which will require them to make advance preparations and take precautionary health care measures; 2) that, in order for those who administer programs to be of the most help to students before, during and after their international travel experiences, students traveling abroad under the auspices of the University's programs must provide information to University officials about their health status; and 3) that those traveling abroad are ultimately responsible for taking their own precautionary health care measures prior to travel and for exercising prudent judgment in reducing risks to personal health and safety while traveling and, as needed, after their return.

### **Campus Safety and Security**

The Office of Campus Safety and Security, located in Burriss Hall, provides leadership for developing and implementing safety and security measures for the entire St. Andrews community. Activities include, but are not limited to, vehicle registration, guest registration, traffic regulations enforcement, patrol of University property and facilities, first-line response for situations involving students, staff, and faculty safety, fire safety, hazardous weather alerts and implementation of emergency text messaging and voice mail communications, crisis intervention, and prevention programs. The Office also maintains close communication with Laurinburg and Scotland County law enforcement. Working within a framework of federal, state, and local laws, Campus Safety and Security also maintains compliance

with the institutional policies and educational philosophy of St. Andrews. Detailed information about Campus Safety and Security regulations is available in *The Saltire* student handbook. The on-call duty officer may be reached anytime at 910-280-2895.

## Complaints

A complaint, including any allegation of improper behavior or discrimination, should be filed, in writing and with appropriate detail, with the appropriate senior administrator.

For a complaint or appeal involving the academic areas of the University contact: Dr. Robert Hopkins, Vice President for Academic Affairs. The Academic Affairs Office is located in the Morgan Liberal Arts Building. [hopkinsb@sapc.edu](mailto:hopkinsb@sapc.edu) Phone: 910-277-5240

For a complaint or appeal involving the student life areas of the University contact: Mr. Glenn Batten, Dean of Students. The Student Affairs Office is located in the Belk Center. [battengt@sapc.edu](mailto:battengt@sapc.edu) Phone: 910-277-5145

For a complaint or appeal involving athletics contact: Mr. Glenn Batten, Athletic Director. The Athletic Office is located in the Physical Education Building. [battengt@sapc.edu](mailto:battengt@sapc.edu) Phone 910-277-5274

For a complaint or appeal involving Financial Aid contact: Mr. Jeff Bennett, Vice President for Enrollment. The Admissions Office is located in the Morgan Liberal Arts Building. [bennettjd@sapc.edu](mailto:bennettjd@sapc.edu) Phone: 910-277-5555

For a complaint or appeal involving the Business Office contact: Ms. Terry Laughter, Vice President for Finance. The Business Office is located in the Morgan Liberal Arts Building. [laughterth@sapc.edu](mailto:laughterth@sapc.edu) Phone: 910-277-5222

For a complaint or appeal related to distance education contact: Dr. Tonya L. White, Associate Dean of Online Learning. The Online Learning Office is located on the Florida campus, in the McConnell Building. [WhiteTL@webber.edu](mailto:WhiteTL@webber.edu) Phone: 863-638-2936.

## Dining at Knights Dining Hall and Pipers Café

Knights Dining Hall is located in the Belk University Center and serves three meals daily (brunch on Saturday and Sunday). In addition to traditional hot meals, Knights Dining Hall offers a multi-item salad bar, soup station, a sandwich bar, burgers, dogs and pizza, desserts, and a prepared 'before your eyes' daily special. Pipers Café is located in the James L Morgan Liberal Arts Building (Morgan LA) and offers prepared to-go items for breakfast and lunch. Knights Dining Hall is open throughout the regular academic year except during campus holidays and breaks. Pipers Café is open while classes are in session. Commuter students, staff and faculty may purchase a long-term meal ticket. Even though the University dining services offers a range of options to meet the nutritional requirements of most students, there may be circumstances in which the selections must be modified to accommodate the unique dietary needs of a student. For more information about meal plan modifications, see the section on *Meal Plan Modifications* in *The Saltire* student handbook, or contact the Dean of Students at 910-277-3955. Dining services are provided by Chartwells College and University Dining Services.

## Residence Life

The Residence Life program is designed to enhance students' total educational experience by utilizing the residence halls as living/learning environments. Social and educational programming, small group discussions, and personal attention are all common to the education that occurs within the residence halls at St. Andrews. St. Andrews seeks to challenge individuals to develop autonomy and competence, manage emotions, establish identity, develop positive interpersonal relationships, appreciate and celebrate differences, resolve conflicts effectively, and live with purpose and integrity. The residential community at St. Andrews is designed to provide the structure necessary for academic success as well as to ensure that students can experience the freedom of University life.

At residential liberal arts Colleges, the daily living experience is considered to have an important role in student learning and development in conjunction with the academic experience. To support that role, St. Andrews expects all full-time students to live on campus and participate in the University meal plan. Exceptions are rarely granted. Students are encouraged to read *The Saltire* student handbook before requesting an exception to the residency requirements. They may also contact the Dean of Students at 910-277-3955 if they have any questions.

Disability-related housing accommodation requests should be submitted to the Office of Disability Services. The Program Coordinator for Disability Services will verify that appropriate disability documentation is on file to support the request and coordinate the request with the Director of Housing Services and the Dean of Students.

There are four multi-story single-gender halls (two are for upper-class students and two are for freshmen). There are four single-story co-ed halls. Each hall has four to eight suites consisting of six to eight rooms, a large bath and suite lounge. Halls also have laundry facilities and a larger main lounge with a television. Microwaves are provided in each suite lounge. All halls are smoke-free. Concord, Wilmington, and all suites in Granville are alcohol-free. In Granville Apartments, Albemarle, Mecklenburg, Pate, and Winston-Salem, students of legal age may elect to use alcohol in their individual rooms. Orange is the only hall where alcohol may be consumed in a public area (i.e. the hallways, suite lounges, main lounge, and courtyard). Alcohol use is not allowed in the public areas of any other hall, unless there is a sanctioned party.

Each room is wired for computer access. Most students use personal cell phones for their primary campus telephone contact numbers. However, any student may request a Cisco VOIP landline phone in his/her residence hall if he/she agrees to set up the voicemail. The telephone jack provides campus and local service.

## **Residence Hall Staff**

A Resident Director (RD) is the professional responsible for supervising personnel and the total educational and developmental program within the residence hall. This includes supervision of the Resident Assistants, program development, policy enforcement and facility management. RDs are part of the Student Affairs staff, are University officials, and report to the Dean of Students (or designee).

Resident Assistants (RAs) are students selected to serve as peer counselors and peer advisors to their residents. Even though they are students, they also are considered employees of the Residence Life Program and report to the RD for their hall and the Dean of Students (or designee). Each RA is responsible for supporting the policies and pursuing the goals and objectives of the Office of Student Affairs (OSA) and the University policies as outlined in *The Saltire*. The RA assists in the administrative operation of the hall, helps to ensure that the rights of students are protected and not abused by others, provides information about University services and resources, and helps to stimulate educational, cultural, social, and recreational programs in the residence hall. RAs are paraprofessional staff at the level between the Resident Director and the individual hall members. If an issue cannot be resolved satisfactorily between members of the residence hall, it should be brought to the attention of the RA. If resolution is still unsuccessful, it is the job of the RA to refer the issue to the Resident Director of the hall or the Dean of Students.

## **Literary and Theatrical Activities**

### **Fortner Writers' Forum**

The Fortner Writers' Forum hosts weekly literary readings for students, faculty, staff, and guests. The Writers' Forum has hosted Tom Wolfe, Donald Keene, Fred Chappell, James Dickey, Reynolds Price, James Laughlin, Robert Creeley, Romulus Linney, Carolyn Kizer, Robert James Waller, and novelist and former St. Andrews professor Clyde Edgerton. Recent guests have included novelists, poets, and filmmakers such as Ron Rash, Ann Deagon, Anthony Abbott, Lois Segal, Dana Gioia, Daphne Athas and Joseph Bathanti. Often an informal question and answer period with the guest writer is held after the reading.

Another valuable component of the Writers' Forum is Open Mic, providing all members of the community an opportunity to share their work.

### **St. Andrews College Press**

Leading writers from across the nation and around the world come to St. Andrews, attracted by the activities of one of the finest small presses in the nation. St. Andrews College Press has published more than 130 books since its founding in 1969. Internships with the St. Andrews Press allow students to gain practical experience with various aspects of editing and publishing.

### **Student Literary Endeavors**

St. Andrews strongly encourages students to produce original works of creative writing. Juniors and seniors may participate in the Chapbook competition, in which the winning student has his or her work published by the St. Andrews College Press. The St. Andrews literary magazine, *Gravity Hill*, is published annually, and welcomes submissions from writers on the St. Andrews campus and around the nation.

### **St. Andrews Highland Players**

St. Andrews theatrical organization, the Highland Players, offers students performance and production experience in main stage theatrical productions, student studio performances, and dramatic readings. All students are invited to attend and participate in these events.

## **Student Activities**

### **Social Events**

Many opportunities for involvement in social activities are provided for St. Andrews students. Catering to a diverse student body, St. Andrews offers something for everyone. An array of social events sponsored by residence halls, the Student Activities Union, and other clubs and organizations fill the calendar. Movies, parties, dances, athletics events, performing artists, comedians, coffeehouse entertainment, novelty/variety shows, and intramural competitions are all highly anticipated events. Games, contests and lots of Knight spirit come together each fall as the entire community comes out to celebrate Knights Fest, a homecoming style event. ExtravaGANZA is a week-long event held annually each spring with many traditional, fun events scheduled including two nights of live music. Student groups may elect to host an event on campus in one of several venues. Students may reserve a specific venue through the Associate Dean of Students, including Carol Grotnes Belk Main Room, The Knight Life, and Farrago.

### **St. Andrews Student Government Association**

The Student Government Association (SGA) is the official representation of the student body. One of the main purposes of the SGA is to foster communication between the administration and the student body. SGA functions as an administrative body and as a service to all community members. The SGA is able to represent student opinion on University committees, and the president and vice president are able to attend faculty meetings. Students are encouraged

to take advantage of what the SGA offers. Students are represented by Senators who are elected to ensure that their constituents' concerns regarding University affairs are dealt with as effectively as possible. In addition, all SGA officers welcome input from students who wish to share their views. SGA is the administration's primary source of student opinion. The administration and faculty value student opinion and involvement, and urge students to take advantage of their power, constructively, by becoming active members of the SGA.

## **Student Organizations**

Clubs and organizations at St. Andrews encompass a variety of interests including academic, athletic, religious, political, and social. Membership in most is open to any interested individual; a few require a selection process. If by some chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does. Students wishing to learn more about general student activities as well as clubs and organizations should contact the Student Activities Director in the Office of Student Affairs at 277-3959.

### **Current Campus Organizations:**

- Anime Club
- Campus Crusade for Christ
- Cheerleading
- Christian Student Union
- Ethics Bowl Club
- Fellowship of Christian Athletes
- Forensics Club
- GANZA Core
- Gay-Straight Alliance
- Gender Justice Club
- Highland Players
- Lamp & Shield (Yearbook)
- The Lance (Campus newspaper)
- Primal Feast & Fitness
- Psi Chi
- Psychology Club
- Riding Council
- SAGA (St. Andrews Gaming Alliance)
- St. Andrews Press (CAIRN, Gravity Hill, Chapbook)
- Student Activities Union
- Student Government Association
- Therapeutic Horsemanship Club
- Tri-Beta
- Writers' Forum

## **Leadership Development and Opportunities**

Opportunities to exercise leadership skills and abilities are also available at St. Andrews. Many positions exist in the Student Government Association ranging from the SGA executive board to the student conduct system to residence hall councils. Also, each club and organization has its own set of officers. One of the officers or members of each club is a part of the Leadership Council, which meets monthly to discuss issues facing student organizations, keep open the lines of communication, plan campus-wide programs, and receive on-going leadership training for themselves and their organizations. Emerging Leaders is a credit-bearing leadership development program for a select group of first and second year students. Each fall, faculty and staff are invited to submit nominations. From the applicants, a group of 15-20 participants is chosen based on personal characteristics which indicate leadership ability. Participants build a foundation of skills and knowledge by evaluating leadership concepts, developing personal strengths, clarifying personal values, and creating strategies to be successful in leadership roles while at St. Andrews and in future endeavors.

## **First Year Programming**

First year programs at St. Andrews help students meet new people and get involved during their first days on campus. The orientation program is designed to help students take care of all the nuts and bolts business of being a student and to develop skills to help them make a successful transition to university life. After new students settle in to the campus community, they can participate in Welcome Week activities held during the first week of classes or sign up to compete in the Amazing Race, a campus scavenger hunt based on the popular TV show. First year programming also sponsors a success skills workshop series where students can develop and/or enhance their skills in areas such as time management, relationships, goal setting and money management, a weekly Monday Night Football social so students can watch the game on the big screen, and a service day in the spring when first year students work together to benefit campus and community projects. For information about the Emerging Leaders program, a leadership development course for first-year students, please see the section on Leadership Development and Opportunities. Students wishing to learn more about these and other opportunities should contact the Director of Student Activities in OSA at 277-3959.

## **Intramurals**

Most St. Andrews students participate in competition through the NAIA athletics or Equestrian programs. To offer a recreational alternative to their designated sports and as general Stress Buster activities, student clubs and organizations may offer intramural events in a variety of activities, such as Ultimate Frisbee, basketball, flag football, pool tournaments, card games, board games and video game tournaments. Other activities are possible based on individual student suggestions and support. Students interested in creating intramural events should contact the Student Activities Director in the Office of Student Affairs at 277-3959.

## **Athletics**

The intercollegiate athletics experience at St. Andrews is designed to complement participating students' academic challenges. St. Andrews intercollegiate athletics offer character-building experiences in team building, selflessness, and courage, experiences that will enhance the total educational process and aid in building life-long team skills for future success.

St. Andrews sponsors 14 teams for men and women: baseball, men's basketball, women's basketball, men's cross country, women's cross country, men's golf, women's golf, men's lacrosse, women's lacrosse, men's soccer, women's soccer, softball, volleyball and wrestling.

Varsity athletics teams have been successful in all levels of competition. Students are encouraged to contact the head coach of the sport in which they wish to participate. Written complaints regarding an athletic matter may be directed to Mr. Glenn Batten, Athletic Director, Physical Education Building, who will direct it to the proper channels.

## **Equestrian**

St. Andrews is proud to be the home of a national champion equestrian program, open to both men and women for intercollegiate competition in hunter/jumper, dressage and western with the IHSA, ANRC, and IDA. Additionally students compete in USEF rated competitions. Students are encouraged to contact the equestrian staff with any questions about the competitive opportunities available.

## **Facilities**

### **DeTamble Library**

DeTamble Library was constructed in 1964 through a legacy to the First Presbyterian Church of Winston-Salem from the estate of Mr. and Mrs. Fred DeTamble and funds from the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation. The 16,384-square foot structure was enlarged in 1987 to 18,168 square feet with a gift from the Pew Foundation. The building also houses the University Archives, containing materials pertinent to the history of the University.

### **The James L. Morgan Liberal Arts Building**

This building is constructed around two lovely courtyards, and houses the office of the president, the office of admissions and financial aid, other administrative and faculty offices, as well as classrooms, art studios, a metal foundry, the Morris Morgan Theatre, the University's computer center, a computer laboratory, four multi-media computer classrooms, and a snack bar.

### **Morris Morgan Theatre**

The Morris Morgan Theatre was dedicated in 1997 in honor of Marcus Morrison Morgan (1927-1996). Mr. Morgan was a talented musician, successful businessman, patron of the arts and generous benefactor of the University. Located in the James L. Morgan Liberal Arts Building, the Morris Morgan Theatre serves as a venue for theatrical and musical events, as well as other special occasions in the life of the University and the local community.

### **Morgan-Jones Science Center**

Morgan-Jones provides facilities for the University's science programs. The 20,400- square foot John Blue Laboratory dominates the upper level. The Logistics Center, three classrooms, a computer-networking laboratory, the Suzanne Trezevant Little Instrument Center, a biology and chemistry computer graphics laboratory, woodworking and glassblowing shops, and a greenhouse surround the lab. The lower level of Morgan-Jones houses faculty offices, the Anthropology Museum, a sterile culture laboratory, a computer classroom, the Psychology Laboratory, a computer laboratory and several classrooms. The Nucleus, a gathering place for science majors, is also located on the lower level.

### **The Vardell Building**

The Vardell Building is named after Dr. Charles G. Vardell, first president of Flora Macdonald University. Vardell houses the Electronic Fine Arts Center, including a studio with digital mixing equipment as well as computer art and video recording facilities. In addition, Vardell contains faculty offices, classrooms, the Hagan Choral Room, the Lindsay Warren Gallery and music practice rooms.

## **The Katherine McKay Belk Bell Tower**

The campus centerpiece, the Katherine McKay Belk Bell Tower houses a 16-bell carillon and is located on Chapel Island. It was given by former University Trustee Thomas M. Belk in honor of his wife, also a former University Trustee.

## **Pate Hall**

### **Center for Academic Success and Student Health & Wellness**

The building is named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime benefactors of the University. One wing of this residence hall houses several services. These include: the duPont Center for Academic Success, funded by a grant from the Jessie Ball duPont Fund; the Student Health and Wellness Center, which houses the Campus Clinic and Counseling Services; and Disability Services, which assists disabled students with academic needs.

## **The William Henry Belk Center**

Overlooking the lake on the residential side of campus, the William Henry Belk Center is the hub of campus social life. The Belk Center also houses the Carol Grotnes Belk Main Room, Knight Life (with Wi-Fi), the Chapel, a post office, the Student Bookstore, Knights Dining Hall, Career Services, Office of Student Affairs, Residential Services, Student Activities offices, and Campus Ministries and Service. The building is named in honor of former trustee William Henry Belk of Charlotte, NC.

## **Residence Halls**

Eight residence halls, single- and multi-story, accommodate 96 to 112 students to a building. The rooms are arranged in suites that house 12 to 16 students each. Suites include bedrooms, a community bathroom, and a lounge. Laundry facilities are located in each residence hall. All residence halls have reception areas and common lounges.

## **The Physical Education Center**

This multi-use building houses Harris Courts, the larger of which is a multipurpose gymnasium that seats 1,400. The indoor O'Herron swimming pool, a gift of the O'Herron family, is available year-round, as are racquetball and handball courts, a game room and the Ullrich Fitness Center. Other facilities include physical education staff offices provided by the McNair family, three classrooms, spacious locker rooms, and accommodations for visiting teams and officials. Outdoor athletics facilities include an all-weather track, Clark baseball field, a soccer field, a lacrosse field, a softball field, and a jogging trail. Connected to the Physical Education Center is Burriss Hall, current home for the Campus Safety and Security Offices and a student computer lab.

## **The St. Andrews Knight**

The St. Andrews Knight, located in front of the physical education building, was a gift from Mr. Irwin Belk. Mr. Belk was one of the University's founding trustees, and is a well-known public servant, philanthropist and friend of higher education. The statue, sculpted by Jon D. Hair, was dedicated on April 25, 2002.

## **St. Andrews Equestrian Center**

The St. Andrews Equestrian Center is located on 300 acres just one mile from campus. This facility includes a 120' x 300' covered arena, a 175' x 340' covered arena, four outdoor show and teaching arenas, a 120' x 250' dressage arena, a 100' x 125' indoor arena, a round pen, a hunter trials course, four barns with a total of 120 stalls, offices, classrooms and acres of pasture.

# **Financial Planning**

## **Fees and Costs**

St. Andrews University is a private institution. Support for all programs is derived from tuition and fees, endowment and gifts from alumni, foundations, the Presbyterian Church (U.S.A.), the Synod of the Mid-Atlantic, individual churches, and other friends of the University. Annual charges for tuition and fees cover only a portion of overall costs, and remain at the lowest possible level consistent with the quality of St. Andrews educational programs and overall financially responsible management.

## **Deposits**

Students who plan to enroll at St. Andrews are required to make a \$260 admission reservation deposit. This deposit holds the student's place in the entering class. Entering first-year and transfer students should send the deposit as soon as possible after receiving notice of admission to the University in order to guarantee a place in the entering class. The enrollment deposit is not refundable after May 1. A credit of \$160 of this deposit will be applied to the student's first semester fees, and the other \$100 will be used as a security deposit. The security deposit covers any final incidental charges, including library late fees, parking fines, etc., and will be refunded following the student's graduation or official withdrawal from St. Andrews.

International students are required to make an enrollment deposit of \$1000 before their I-20 will be released. This

enrollment deposit is not refundable. A credit of \$900 of this deposit will be applied to the student's first semester fees, and the other \$100 will be used as a security deposit. The security deposit covers any final incidental charges, including library late fees, parking fines, etc., and will be refunded following the student's graduation or official withdrawal from St. Andrews.

Each residential student must also make a \$100 refundable room deposit when filing a housing contract with the Office of Student Affairs for the following year. This deposit is credited to the room charge for the year. This deposit is non-refundable after June 1.

## 2012-2013 Basic Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The University reserves the right to make necessary adjustments at any time.

### Regular Year on Laurinburg Campus:

Tuition	\$22,674
Comprehensive fees: (Includes double room standard residence hall, meal plan 19 meals per week, fees, and vehicle registration fees)	\$ 9,376
Single room upgrade	\$ 2,454
Single room upgrade Pate Hall	\$ 2,750
Pate Hall upgrade (double)	\$ 1,100
ADL upgrade	\$ 2,750
Meal Plan Exemption for on campus student	Credit \$ 1,200
Commuter Adjustment	Credit \$ 7,500
Off-Campus Adjustment	Credit \$ 3,250

### 2013 Summer Term:

Fee per credit	\$ 260
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### Other Fees:

Application, nonrefundable	\$ 35
International Application	\$ 75
Audit (regular) per course	\$ 210
Audit (senior citizen) per course	\$ 100
International Deposit (Due before I-20 is issued)	\$ 1,000
Tuition (Continuing Education) per credit	\$ 260
Tuition (St. Andrews @ Sandhills) per credit	\$ 260
SAILL Membership per couple per semester	\$ 40
SAILL Membership per person per semester	\$ 30
Applied Music Fee, per Fall or Spring Semester:	
One hour of lessons per week	\$ 525
One half-hour of lessons per week	\$ 265
Change of Schedule Fee:	
Per course added after Drop-Add period	\$ 10
Per course dropped after Drop-Add period	\$ 5
Graduation Fee	\$ 275
Orientation Fee	\$ 150
Overload/Underload Fee, per credit above 16 attempted credits and below 12 credits	\$ 475
(Please note that students who attempt 17 or more credits are subject to an overload charge.)	
Comprehensive Fee per credit for part-time students	\$ 50
Administrative Fee for Summer International Course	\$ 400
Administrative Fee for Summer Internship	\$ 400
Returned Check Fee	\$ 35
Readmission	\$ 100
Science Laboratory Fee, per course	\$ 45
Equestrian Facility Fee, per course	\$ 40
Horseback Riding	Varies
Riding lessons (2 per week for a total of 20 per semester)	\$ 640
Practice rides (1 per week for a total of 10 per semester)	\$ 320
Private riding lessons (30 minutes each)	\$ 40 per lesson
Boarding a horse (per month)	\$ 600
Student Health Insurance-Domestic	\$ 870
Student Health Insurance-International	\$ 870



Student Health Insurance-Athletic	\$ 1,270
Student Health Insurance –International Athletic	\$ 1,270
Transcript Fee	\$ 5
Same day service, add	\$ 25
Overnight mailing fee, additional	\$ 25
Remake of Student ID	\$ 10

Payment for each term is required in full prior to the first day of classes for that term.

Student accounts are charged for such items as damage to University property, missing University property, traffic fines, and past due library or audio-visual materials if these items are not resolved in a timely manner. All fees and charges are due when they are assessed, and are payable at the Business Office. Nonpayment will result in penalties, including withholding of transcripts, withholding of grades and prevention of registration for classes. All tuition, fees, and fines must be paid in full before students are permitted to graduate and receive their diplomas.

Failure to meet obligations to the University may result in the delinquent account being placed with a collection firm. Such students may be responsible for 16 percent interest, four percent late charges, attorney's fees and court costs incurred by the University in collecting their delinquent accounts.

Written Complaints regarding a business offer matter may be directed to Ms. Terry Laughter, Vice President for Business and Finance, Morgan Liberal Arts Building, who will direct it to the proper channels.

## Insurance

All full-time, degree-seeking students attending the Laurinburg campus are required to be covered under medical insurance and to provide proof of adequate coverage to the Business Office and Student Health Services. Degree seeking students enrolled in the satellite or online programs are not required to provide evidence of medical insurance. The University offers a student accident and health plan. The premiums are billed with first semester fees. Students furnishing proof of comparable or better coverage with another carrier to Student Health Services and completing the online waiver form before registration of the first enrolled semester of each academic year may be granted an exemption. All students must file the online waiver or enrollment forms annually. Failure to do so will result in automatic participation in the University medical plan. International students are required to carry the international student health plan offered through the University. St. Andrews student athletes must carry the athletic insurance policy offered by St. Andrews unless their private insurance covers them while participating in athletic events. The University provides only a secondary policy for athletic participation that does not kick in until primary insurance has paid.

The University-sponsored student health plans function with a referral by Student Health Services to a provider and require minimal co-pay for physician visits and prescriptions. The medical provider files all insurance claims, thus making this a very user-friendly system for students. Students may elect to use any provider, with a deductible and student responsibility of filing claims. Insurance claim information assistance and forms are available in the Student Health & Wellness Center.

The University does not assume responsibility for a student's personal belongings located on University property. Students are urged to obtain insurance, if not covered under a parent's policy, to ensure that personal property is covered for damage or theft while on campus.

## Expenses for Part-Time, Regular Degree-Seeking Students

Commuter students who enroll in 6 or fewer credits per semester and 12 or fewer credits per academic year may take their first 18 total credits at a discounted rate of \$260 per credit. They are also billed a comprehensive fee at one half the regular rate of \$50 per credit. Students with senior standing are not eligible for this discount. Upon completion of 18 credits, part-time students will be charged the full, non-discounted rate for tuition and comprehensive fees.

## Change in Residence Status

If a student is granted permission to live off campus after the beginning of a semester, he or she is charged on a prorated basis for comprehensive fees according to the time spent in residence halls.

## Payment Schedule for 2012-2013

### Resident Students:

*May 1: Admission Reservation Deposit 2012-2013	\$ 260
July 15: Fall Semester Fees	\$15,895
Dec. 15: Spring Semester Fees	\$15,895
Total:	\$32,050

### Non-Resident Students:

<i>Scotland and Contiguous Counties</i>	
*May 1: Admission Reservation Deposit 2012-13	\$ 260
July 15: Fall Semester Fees	\$12,145
Dec. 15: Spring Semester Fee	\$12,245
Total:	\$24,550

**All Other Non-Permanent Residents:**

*May 1: Admission Reservation Deposit 2012-2013	\$ 260
July 15: Fall Semester Fees	\$14,270
Dec. 15: Spring Semester Fee	<u>\$14,270</u>
Total:	<u>\$28,800</u>

*\*Nonrefundable after this date*

**Payment Plan**

St. Andrews offers an interest-free 10-month payment plan through Sallie Mae TuitionPay (For more information contact TuitionPay at 1-800-635-0120 or <https://www.salliemae.com/landing/tpp/> or the St. Andrews Business Office at 910-277-5225.

**Financial Assistance**

The primary financial responsibility for students' educational costs rests with students and their families. St. Andrews provides financial assistance to students who demonstrate academic and co-curricular merit and financial need to assist them and their families in meeting the cost of attending the University. Students are encouraged to file the FAFSA and contact the St. Andrews Office of Student Financial Planning early in their University choice process. The office may be reached by calling 1-800-763-0198, or by fax at 910-277-5206 or by email at [finaid@sapc.edu](mailto:finaid@sapc.edu).

The goal of all St. Andrews financial assistance programs is to help academically qualified students benefit from St. Andrews educational programs. Most financial assistance at St. Andrews is determined by a combination of the student's academic and co-curricular records and financial need. Students who demonstrate exceptional academic or athletic ability may qualify for certain academic or athletic scholarships and grants regardless of demonstrated financial need. Financial assistance at St. Andrews is usually a combination of grants and scholarships, work-study, and loans. In addition to the aid listed here visit our web page at [www.sapc.edu](http://www.sapc.edu) for listings of and links to other sources for funding.

Written complaints regarding a financial aid matter may be directed to Mr. Jeff Bennett, Vice President for Enrollment Management, Morgan Liberal Arts Building, who will direct it to the proper channels.

**Applying for Financial Assistance****Code for FAFSA is 001540 (Webber International University)**

To be considered for financial assistance, students must first be accepted for admission to St. Andrews. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for need based financial assistance. The FAFSA is available on the internet at <http://www.fafsa.gov> and electronic filing is recommended and preferred as it is significantly faster to process. Forms are available, if needed, from high school counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning. The Office of Student Financial Planning may request additional forms or information from the student and their family before a financial aid award is made.

The priority filing deadline for financial aid is May 1st. Due to limited funding in some programs, student files completed after that date may not be considered for all programs. Students should accept their financial aid within two weeks of receiving their award letter.

**Types of Financial Assistance****St. Andrews Scholarships and Grants**

St. Andrews offers a competitive academic scholarship and grant program for students with strong academic backgrounds. St. Andrews Scholarships and Grants are awarded based on high school or University grade point averages and scores from the Scholastic Aptitude Tests (SAT) or the American College Testing Assessment Program (ACT). Additionally St. Andrews recognizes outstanding co-curricular and extra curricular involvement with a variety of scholarships and grants. St. Andrews Scholarships and Grants are renewable for up to 4 years based on the student maintaining the necessary academic performance as required for each program.

**Grants**

St. Andrews awards other grants based on a combination of financial need and other criteria. These include grants awarded by the University from its own resources, federal grants such as the Federal Pell Grant, the Federal Supplement Educational Opportunity Grant, and state sponsored grants. All recipients of need-based grants must file the FAFSA.

Special grants for North Carolina residents include the Legislative Tuition Grant (NCLTG) for all qualified full-time North Carolina students, State Contractual Scholarships (NCSCSF) for North Carolina residents with demonstrated financial need, the Educational Lottery Scholarship (NCELS) for N.C. residents and is also based on financial need, the Student Incentive grant (NCSIG) for N.C. residents is also based on need, and the NC EARN scholarship for N.C. residents is based on need as well. Information about these grants and scholarships may be obtained from guidance counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning.

**Work-Study**

The Work-Study program provides part-time employment opportunities for qualified students. Most Work-Study

positions are funded through the Federal Work-Study program. This program is managed through the Office of Student Financial Planning. The average workload is approximately 8 hours per week. Students work in a variety of positions, gaining valuable work experience, and jobs are available in a wide variety of campus offices and departments. Students are paid monthly by check for hours worked. For more information, contact the Office of Student Financial Planning at 910-277-5562.

## Loans

St. Andrews participates in the William D. Ford Federal Direct Loan Program. This includes Direct Stafford and Direct PLUS (Parent) Loans. The Direct Subsidized Stafford Loan is need-based and is determined after submission of the FAFSA. In addition, students and their parents may be eligible to borrow through the Direct Unsubsidized Federal Stafford or Direct Plus loan programs. Students who indicate that they are interested in participating in the various loan programs will be able to download the forms necessary for initializing the loan process from our website. Completed loan request forms must be sent to the Office of Student Financial Planning for certification and processing. Parent Loan applications and master promissory notes (MPN) can be completed at [www.studentloans.gov](http://www.studentloans.gov) or they will be mailed to you from the Dept. of Education if you have not completed them online. Most loan programs electronically credit proceeds to the student accounts. In rare instances, the student or parent will be required to endorse a paper check prior to the loan credit being applied for deposit to the student account.

## Renewal of Financial Assistance

Students must reapply for financial assistance each academic year by completing and submitting the Renewal FAFSA. The FAFSA is available on line at <http://www.fafsa.ed.gov/> or a student may obtain a paper copy from the St. Andrews Office of Student Financial Planning. Financial awards will be emailed after the FAFSA is received provided that the student is admitted. Students should accept their financial aid award by signing and returning their acceptance within two weeks of receiving their award letter.

## Financial Aid Funds Available:

### Institutional Funds

Name	Criteria
<b>Academic Achievement Awards</b>	GPA and SAT/ACT
<b>Athletic Scholarships</b>	Athletic Ability
<b>S.A. Arts Scholarship</b>	Talent in performing or visual arts
<b>S.A. Creative Arts Award</b>	Talent in performing or visual arts
<b>S.A. Business Administration</b>	complete application from Business department
<b>S.A. Drama Award</b>	Talent in performing arts
<b>S.A. Performance Arts</b>	Talent in performing or visual arts
<b>S.A. Pre-Vet Award</b>	Application
<b>S.A. Theater Scholarship</b>	Talent in performing arts
<b>Equestrian Scholarship</b>	Equestrian experience and ability
<b>FAFSA Incentive Grant</b>	File FAFSA before deadline
<b>Heritage Award</b>	Child or Grandchild of Alumni
<b>Honors</b>	GPA and SAT/ACT
<b>Humanitarian Award</b>	Service and volunteer experience
<b>Leadership Award</b>	Leadership experience
<b>Presbyterian Award</b>	Active youth participant
<b>Presbyterian Minister's Award</b>	Child or grandchild of Presbyterian Minister
<b>Science/Math Award</b>	Talent in science or math
<b>Scottish Heritage Scholarship</b>	Piper, Drummer, or Highland Dancer Audition
<b>St. Andrews Choir</b>	Choral Audition

### State & Federal Funds

Name	Source	Basis	Form
NC Contractual Grant	State	Residency/Need	FAFSA
NC Educational Lottery Sch.	State	Residency/Need	FAFSA
NC Legislative Tuition Grant	State	Residency NCLTG	Application
NC Student Incentive Grant	State	Residency/Need	FAFSA
Federal Work-Study	Federal	Need	FAFSA
FSEOG	Federal	Need	FAFSA
Pell Grant	Federal	Need	FAFSA
Direct PLUS	Federal		PLUS Loan Application
Direct Stafford Loan	Federal	Need	FAFSA

## **Satisfactory Progress for Financial Aid**

Students must maintain satisfactory academic progress to receive financial aid. The United States Department of Education requires students to maintain a 2.0 cumulative grade point average (GPA) in order to receive financial aid. Financial aid probation and academic probation are different. Please see the Academic Policies section of this catalog for academic probation information.

Satisfactory progress also requires that a full-time student complete enough credits each semester to be able to graduate within six years. In addition, federal and state policies require that students must normally take a minimum of 12 academic credits in any given semester to be considered a full-time student for financial assistance purposes. A student must maintain a cumulative grade point average of 2.0 or higher.

A student who has been placed on financial aid probation for any two consecutive semesters will be ineligible for financial assistance at the beginning of the third consecutive semester on probation, and will remain ineligible until they are removed from probation and have met satisfactory academic progress of a cumulative GPA of 2.0 or higher.

## **Refunds for Cancellations and Withdrawals**

Students who register for classes either during the advance registration period or during normal registration at the beginning of each semester are considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar's Office prior to the beginning of classes.

Students who withdraw from the University after the start of classes should follow the withdrawal procedures outlined under "Withdrawal from University" in the Academic Policies section of this catalog, and indicate the date of their withdrawal. Students who do not follow these procedures may not qualify for a refund of fees paid to St. Andrews.

If the student is receiving Federal student financial aid and withdraws without following the withdrawal procedures, the University will then determine his/her withdrawal date based on the student's last known attendance at St. Andrews and will calculate any required return of federal funds to the United States Department of Education. A student who withdraws from the University may be entitled to a refund of institutional charges paid to the University for that academic semester, or may owe any unpaid charges at the time of withdrawal. Institutional charges include tuition and comprehensive fees, and any other general or specialized St. Andrews fees that are charged. The amount of any refund will be determined by the date in the semester when the student actually withdraws, the student's account, and any return of Federal Title IV aid funds. Refunds from St. Andrews will be calculated by following the procedure below.

For the Fall and Spring semesters, the refund policy provides for a full refund of tuition, room and board, less a 5% administrative fee when a student officially withdraws from the University within the first calendar week (start of classes) of school opening. The following week a withdrawing student shall receive a 75% refund of tuition, fees, room and board. During the third week of school opening a 50% refund will be calculated. The fourth and final week of the refundable period, a student will receive a 25% refund of tuition, fees, room and board. Should a student withdraw or be dismissed from the University beyond this four week period, no refunds will be made. Any refunds due will be made within 30 days of the date the University becomes aware of the student's withdrawal.

## **Credit Balance Refund Policy**

The amount of any refund will be determined by (a) the date in the semester when the student actually completes the final step in the official withdrawal process, or the date when the University determines that the student has left campus without completing the withdrawal process; (b) the student's account status; and (c) any required return of Federal Title IV financial aid funds.

Any refund due from St. Andrews will be calculated according to the following procedure.

Taking into consideration items (a), (b), and (c) above, for the Fall and Spring semesters, the refund policy for in-seat, online or blended courses provides for a full refund of tuition, fees, room and board, less a 5% administrative fee when a student officially withdraws from or leaves the University within the first calendar week of the semester (calculated from the "classes begin" day in the university calendar for the semester). A student withdrawing or leaving within the second calendar week shall receive a 75% refund of tuition, fees, room and board. For a withdrawal or departure during the third calendar week of the semester, a 50% refund will apply. The fourth week represents the final week of the refundable period, and a student withdrawing or leaving during the fourth calendar week will receive a 25% refund of tuition, fees, room and board. Should a student withdraw or be dismissed from the University beyond this four (4) week period, no refund will be made.

## **Return of Federal Title IV Funds Policy**

If a student attending St. Andrews is receiving federal financial aid funds and withdraws during the first 60% of the semester, the federal government is entitled by law to the return of any unearned federal funds awarded to the student for the semester. The return of federal funds will be determined by the percentage of the semester the student completed prior to withdrawal, up to 60%. No return of federal funds is required if the withdrawal is after the 60% point in the semester.

A student who withdraws from the University may be required to repay a portion of federal financial aid grant or loan funds, or may owe unpaid institutional charges.

Depending on the circumstances at the time of withdrawal, the University and/or the student will return unearned Federal Title IV Funds, including PLUS loans, in the following order:

Direct	Unsubsidized Federal Stafford Loans
Direct	Subsidized Federal Stafford Loans
Direct	PLUS Loans
	Federal Pell Grants
	Federal SEOG
	Other Federal Student Financial Aid programs

Students may obtain further information regarding this refund policy and the return of Federal Title IV Funds from the Office of Student Financial Planning. Examples of certain typical refund calculations are also maintained in that office for review. Additional policies and requirements may apply to these refund policies, as determined by the United States Department of Education, and will be available for review as well.

## **Veterans Benefits**

St. Andrews is approved for study using the US Department of Veterans Affairs benefits. All students receiving these benefits must comply with certain academic standards to receive educational benefits. Eligible veterans can apply to the Department of Veterans Affairs for educational benefits after they have been accepted for admission. Veteran benefit applications are available online at [www.gibill.va.gov](http://www.gibill.va.gov).

Veterans and others who are eligible may apply for and receive benefits under several programs:

- Chapter 30 –The Montgomery G.I. Bill
- Chapter 31 - Veterans with service-connected illness or injuries
- Chapter 32 - Veterans Educational Assistance Program
- Chapter 33 - The Post-9/11 GI Bill Yellow Ribbon Program
- Chapter 35 - Dependents and survivors of veterans with 100 percent service-connected disabilities or of service members who lost their life on active duty
- Chapter 1606 – Educational assistance for members of the Selected Reserve
- Chapter 1607- Educational benefits for certain individuals activated after Sept. 11, 2001

If you receive veteran's benefits you must notify the veteran's coordinator in the Registrar's Office when you register for courses each semester. The coordinator will certify your enrollment status with the Department of Veterans Affairs. Veterans benefit recipients must notify the veterans coordinator of any change in name, address, enrollment status, schedule, type of class, eligibility changes, etc. Any change in enrollment status will affect the amount of monthly benefits. A change may cause an overpayment that will have to be repaid to the Department of Veterans Affairs.

## **Attendance for Veterans**

In accordance with Department of Veterans Affairs regulations, class attendance is monitored for students receiving veteran's benefits. Each student is responsible for the attendance policy for each course, as listed on the syllabus. If academic progress is unsatisfactory because of excessive absences as determined by the instructor, a veteran may be required to repay some or all of the benefits received.

## **Academic Progress for Veterans**

Veterans are eligible for payments only for credit hours that are required for their program of study. Federal regulations state that veteran's benefits cannot be paid for a course from which the student withdraws. Students may be required to return money paid for these courses except for the first instance of withdrawal from a course or courses totaling not more than 6 semester hours or in cases of mitigating circumstances (defined as unanticipated and unavoidable events beyond the student's control, such as deployment, illness or accident). Students receiving veteran's benefits are responsible for notifying the veteran's coordinator of any mitigating circumstances so the information can be reported to the Department of Veterans Affairs.

## **Vocational Rehabilitation**

Students with qualifying physical, emotional, or other disability may be eligible for services of their home state Vocational Rehabilitation. Services include vocational counseling and guidance, training (with payment of costs such as books, fees, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

# Academic Programs

## Majors Offered at St. Andrews

### Department of Business & Economics

- Business Administration (B.A.)
- Business Administration - Specialized Program of Study in Equine Business Management (B.A.)
- Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)
- Sport and Recreation Studies (B.A.)

### Department of Education

- Elementary Education with K-6 Licensure (B.A.)
- Physical Education with K-12 Licensure (B.A.)

### Department of Equine Studies

- Therapeutic Horsemanship (B.A.)

### Department of Interdisciplinary Studies

- Interdisciplinary Studies (B.A.)

### Department of Liberal & Creative Arts

- English and Creative Writing (B.A., B.F.A.)
- Philosophy and Religious Studies (B.A.) – major suspended at least through 2012-13
- Social Science (B.A.)
  - Concentrations in History and Politics*
- Visual and Performing Arts (B.A.)
  - Concentrations in Studio Art, Game Art and Design, and Communication & Theatre Arts*

### Department of Natural & Life Sciences

- Biology (B.A., B.S.)
- Biology - Specialized Program of Study in Equine Science (B.A., B.S.)
- Forensic Science (B.A.)
  - Concentrations in Chemistry and Psychology*
- Psychology (B.A.)

## General Honors Program

### Mission

Consistent with and supportive of the mission of the University, the General Honors Program seeks to offer special challenges and enhanced opportunities to students of proven academic achievement. The mission of the General Honors Program is to further the personal, intellectual, and ethical growth of students who excel academically.

### Learning Outcomes

1. Learn the main defining beliefs of Judaism, Christianity, and Islam as found in their sacred literature.
2. Be able to state the main ideas and insights of selected significant thinkers, scientists, and leaders in world civilization and place those ideas and insights into their historical context.
3. Develop an ability to communicate, support, and defend complex ideas effectively in writing.
4. Arrive at their own informed position on selected major ethical issues confronting modern humans.
5. Develop an ability to synthesize learning from multiple disciplines and perspectives into an effective and defensible whole.
6. Demonstrate the ability to pursue a significant research project.

### Eligibility Requirements

The General Honors Program is open to entering first year students with a SAT score of 1100 or above (or equivalent ACT score) and a high school grade point average (GPA) of 3.40 or above.

In addition, if space permits, other entering students may petition the Director of General Honors for acceptance. At the end of the Fall Semester of their first year, students who have earned a cumulative GPA of 3.00 or better may petition to enter the General Honors Program. Transfer students with a 3.35 University GPA or better may also petition for entrance to the General Honors Program.

### Curriculum

#### **First Year: Fall**

- |                            |             |
|----------------------------|-------------|
| HON 150: Honors Enrichment | 1 credit    |
| HON 250 Intro to Honors    | 1.5 credits |

HON 252 Ethical Issues	1.5 credits
HON 250 and 252 may be satisfied by an Honors section of WRT 110	
<b>First Year: Spring</b>	
An Honors section of Writing Workshop II	3 credits
<b>Sophomore Year</b>	
Special Honors sections of SAGE 230 and SAGE 240	6 credits
<b>Junior Year</b>	
HON 300: Modern Civilizations	3 credits
HON 361: Junior Seminar in Honors	3 credits
<b>Senior Year: Fall</b>	
HON 400: Senior Honors Thesis	3 credits

## Certification

Students who complete all General Honors courses with a grade of B or better, and who maintain a cumulative GPA of 3.2 or better, will be awarded a General Honors Certificate. All honors coursework and successful completion of the General Honors Program will be noted on the student's official St. Andrews transcript.

## Departmental Honors Program

In addition to the General Honors Program, the St. Andrews Departmental Honors Program offers independent study opportunities for superior students in designated disciplinary majors.

Students must have achieved and maintained a cumulative 3.00 GPA on all coursework attempted, and a 3.30 GPA or better in major courses. Students must also receive recommendation to the Departmental Honors Program from the faculty in which the honors are to be taken. In addition, students must be certified as eligible for Departmental Honors by the Dean of the University.

## Program Requirements

Unless otherwise specified by a particular department, to graduate with the designation "honors in (the major)," in addition to meeting graduation requirements for the B.A., B.F.A., or B.S. degree, students must: successfully complete and earn not fewer than 6 credits and not more than 12 credits of 497 Independent Study covering work in at least two regular semesters with a GPA of 3.30 or better in each independent study; present an honors thesis or honors project acceptable to the academic program faculty that offers the major; complete a comprehensive oral examination on the subject matter of the honors thesis; or, for students with majors in the visual or performing arts, an appropriate critique of the honors project/performance; and, complete any additional requirements specified by the academic program faculty that offers the major. More specific requirements are listed with the major requirements.

An honors committee, consisting of at least one faculty member in the academic program, one faculty member outside the academic program, and one additional examiner who may be from off-campus, will certify the oral examination, exhibit, or performance as worthy of the designation "graduation with honors."

The faculty member supervising the student's independent study will be responsible for reporting grades and certifying successful completion of the Departmental Honors Program.

Students who pass the independent studies but who are not certified for graduation with honors will receive appropriate course credit and grades for independent study, as determined by the supervisor in consultation with the program faculty and examination committee.

## Sophomore Honors

Sophomore Honors are conferred each spring. Students with sophomore standing who are enrolled in the Spring Semester and have earned a minimum GPA of 3.25 on all coursework attempted through the end of their sophomore Fall Semester qualify for Sophomore Honors. Sophomores are not eligible for Sophomore Honors if they have received a grade of F in any University course, or if they are on academic or social probation.

## Dean's List

The Dean's List recognizes all degree-seeking students who have met all four of the following conditions: have earned a minimum semester GPA of 3.50 at the end of either a Fall or Spring Semester; have completed a minimum of 12 credits for that semester; have earned a grade of C or above in each course; and have not received a grade of I (Incomplete) in any course in the semester.

Exchange students are eligible for the Dean's List if they have met all other academic qualifications for inclusion.

## St. Andrews Honor Society

Membership in the St. Andrews Honor Society is awarded to students with junior or senior standing who are enrolled during the Spring Semester, or who have completed graduation requirements since the last commencement, and who have earned a minimum cumulative GPA of 3.50 in all coursework attempted, and on a minimum of 49 credits earned at St. Andrews. Eligibility is determined at the end of the Fall Semester for students enrolled at St. Andrews. Students are

ineligible if they have received a grade of F in any coursework at St. Andrews, or if they are on academic or social probation.

## **Alpha Chi**

Alpha Chi is a national coeducational honor society with the purpose of promoting academic excellence and exemplary character among University and university students. Its name derives from the initial letters of the Greek words Aletheia, meaning “truth,” and Xarakter, meaning “character.”

In addition to honoring scholarly achievement, Alpha Chi seeks to find ways to assist its members in cultivating those habits of mind and heart that, according to the Alpha Chi constitution, “make scholarship effective for good.”

As a general honor society, Alpha Chi admits members from all academic disciplines. Students with junior or senior standing and a minimum of 24 credits at St. Andrews who meet the requirements established at the national level are eligible for induction into Alpha Chi.

## **Commencement Honors**

St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To be eligible for distinctions, students must have earned a minimum of 55 credits at St. Andrews. Credits earned as pass/fail do not count toward the 55 credits required for commencement honors. Distinctions for graduation honors will be awarded in accord with the cumulative GPA on all courses attempted, as described below:

Summa Cum Laude for students with a cumulative GPA of 3.90 or higher.

Magna Cum Laude for students with a cumulative GPA of 3.75 to 3.89.

Cum Laude for students with a cumulative GPA of 3.50 to 3.74.

## **Continuing Adult Education**

### **Special Non-Degree Students**

Each semester St. Andrews offers a variety of courses which may be taken for credit to serve adults in the Laurinburg and Scotland County communities. For further information, contact the Registrar’s Office.

### **St. Andrews Institute for Lifelong Learning (SAILL)**

SAILL offers those citizens who live in Scotland County and the surrounding communities, and who are 50 years of age and older, the opportunity to continue interactive learning in a variety of forms. SAILL also provides the opportunity for interested senior citizens to become integrated into the University community, not only as learners and teachers, but also as individuals with unique and valuable perspectives to share with others.

The membership fee is \$35 per couple or \$25 per person each semester. Selected special activities may require additional fees.

### **Senior Citizen Audit Program**

Citizens from Scotland County and surrounding areas who are 55 years of age or older may enroll in most of the regular course offerings of St. Andrews at a discounted rate per course.

## **International Programs & St. Andrews Residential Programs Abroad**

St. Andrews encourages international experiences for all its students. Opportunities for such educational/cultural experiences abroad are offered in four different categories.

Students planning to participate in these study abroad opportunities normally must be rising sophomores, have declared a major, and have earned a minimum GPA of 3.0. The University assists students in preparing applications and securing passports and visas and often serves as an advocate in securing financial assistance. The University policy on uses of St. Andrews Financial Aid Awards for Foreign Study is included under Academic Policies.

Students who have been in residence on the Laurinburg campus as full-time students for at least one year are eligible to have their summer session tuition fees waived for one St. Andrews summer short course of study abroad. To be eligible, a student must be fully paid up on all University financial bills at the time of application and be pre-registered for the following Fall Semester. An administrative charge of \$400 is required. See “Summer Study Abroad Programs.”

### **European Languages & Cultures: Brunnenburg Castle, Italy**

#### **Coordinator: Dr. Ted Wojtasik**

Since 1983 the University has offered a full fall semester in the Tyrolian Alps of northern Italy. Ten to 14 students are selected to participate in that extraordinary program, offering challenging yet flexible opportunities for students to experience European culture while studying a variety of academic subjects. Courses at the castle are taught by one faculty member from St. Andrews and by two other professors—one a literary scholar and the other an anthropologist—who live at the castle. The semester begins in early Sept. and concludes in late Nov. The semester carries 12-18 credits, depending upon the student’s schedule. Conversational study of German and Italian is required to allow greater interaction with the local community.



## **Chinese Language & Culture: Beijing, China**

### **Coordinator: Dr. Larry Schulz**

Since Jan. 1988, St. Andrews has offered a Spring Semester in Beijing for selected University students. Participants engage in intensive Chinese language study and benefit from a broad and varied cultural engagement with China under the direction of CET, the coordinating agency.

Students in the culture studies program are housed at Capital Normal University in the western part of Beijing, while those in the intensive language program are at Beijing Institute of Education located nearby. There are numerous day and weekend excursions throughout the semester. A week-long spring break is provided for additional travel. Teachers for the Chinese language courses are Chinese language scholars. The residency staff is under the direction of CET. Faculty members are China experts. Staff members are Chinese who speak English or Americans who speak Chinese fluently. The semester carries 12-18 credits depending on student interests. Credits are earned in Mandarin Chinese and in selected topics of Chinese culture.

Students who have completed at least 30 credits with a GPA of 3.0 will be eligible to apply for admission to the China residential program abroad. Scholarship assistance is available to qualified students.

## **Latin American Language & Culture: Cuenca, Ecuador**

### **Coordinator: Dr. Jeff Birdsong**

Established in 1991, the Ecuador Program exchanges students and faculty with the Universidad de Cuenca. Cuenca is Ecuador's third largest city, and is about 8,000 feet above sea level, in a valley in the Andes Mountains in southern Ecuador.

Each fall a group of Ecuadorian students and their professor travel to St. Andrews for a semester. Each summer St. Andrews students travel to Ecuador for six weeks to study Spanish and other subjects. In addition to classroom instruction in culture and language, the program includes several excursions to points of historical or cultural interest. Generally, students receive 3 credit hours for participating in the program. Students are generally housed at a hotel close to the University and eat in the University cafeteria. A member of St. Andrews faculty also travels to Ecuador during the summer semester. The St. Andrews representative provides English as a Second Language (ESL) instruction to the Ecuadorian students.

## **Junior Year Abroad Program**

### **Coordinator: Dr. Jeff Birdsong**

St. Andrews has formal exchange agreements with Kansai Gaidai University in Japan and with Hannam University in Korea.

St. Andrews is a member of the Central University consortium. Students may participate in the variety of international study opportunities offered through Central University.

## **Summer Study Abroad Programs**

A student may be exempted from tuition charges for one Summer Study Abroad Course of 1 to 3 credits offered by St. Andrews, if he/she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, and does not have a past-due balance with the Business Office. All students accepted into the courses must pay an administrative charge of \$400, and a fee that will be charged to cover the non-tuition costs of the course, including such costs as agency fees and prorated travel costs of the leader.

The University reserves the right to cancel a Summer Study Abroad Course at any time preceding the actual start of the course. The number of courses and the minimum enrollment for each course will be established by the Dean of the University, but normally a course must enroll eight or more students, in order to cover expenses, before it will be offered. Past offerings have included study/travel in France, England, Scotland, India, Greece, Vietnam and Australia.

## **Internships**

Through experiential learning, St. Andrews makes it possible for students to apply classroom education to the demands of a work setting. The academic internship is an exciting and challenging part of a St. Andrews education recognized by the faculty for its learning value.

The Internship Program at St. Andrews University operates as an academic program supported by the Office of Career Services. Consistent with the mission of the University that emphasizes intellectual excellence, ethical values, and effective and responsible participation in society, the St. Andrews Internship Program provides opportunities for students to:

1. Expand their awareness of the world beyond campus by exposure to a variety of careers, disciplines, lifestyles, and environments.
2. Explore potential careers, clarify their educational and career goals, develop new skills, gain valuable work experience, and develop professional contacts.
3. Gain experience in the disciplined and discriminating use of evidence in making decisions and solving problems in a work setting.
4. Develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming responsible and productive individuals.

Academic internships are available in every program at St. Andrews for any student who meets eligibility requirements. Internships can occur during any semester or summer session, and in almost any geographical location. In the past, St. Andrews students have interned at IBM, Southern Pines Equine Associates, High Hopes Therapeutic Riding, Merrill Lynch, Boston Community and Intergovernmental Services, Hospital for Special Care, Scotland Memorial Hospital Rehabilitation, the EPA, NASA, ABC's "Good Morning, America!", hospitals, law offices, social services agencies, churches, radio and television stations, newspapers, and art museums.

### **Eligibility for Internship Participation**

Students normally must have a cumulative GPA of 2.5 or better, must be in good academic standing, and have the recommendation of a faculty sponsor. Some departments may have additional requirements. All internships must be approved by the worksite supervisor, the faculty sponsor, the Academic Department Chair, and the Internship Director.

### **Washington Center**

Of special interest are the internships available in Washington, DC. Students compete for semester-long positions offered through the Washington Center in agencies such as the U.S. State Department, the Smithsonian Institution, or other agencies with concerns related to most majors at St. Andrews.

### **Summer Study Internships - Laurinburg Campus**

A student may be exempted from tuition charges for one summer internship of 1 to 4 credits offered by St. Andrews, if he or she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, has a class standing of at least a rising junior, meets all eligibility requirements, and does not have a past-due balance with the Business Office. All students enrolling in the course must pay an administrative charge of \$400.

### **Articulation Agreements**

St. Andrews has articulation agreements with: the N. C. Community College System, Sandhills Community College (Business Administration), Iowa Central Community College (Interdisciplinary Studies and Psychology), Central Carolina Community College, and Montgomery Community College.

### **St. Andrews @ Sandhills**

The University offers evening and weekend classes leading to the Bachelor's degree in the St. Andrews @ Sandhills off-site instructional program on the campus of Sandhills Community University in Pinehurst, NC. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion is provided on a semester basis. The Sandhills program offers three majors and one certification program: Bachelor of Arts in Business Administration, Bachelor of Arts in Education (Elementary) and Bachelor of Arts in Interdisciplinary Studies. The Education Program also offers courses leading to licensure to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis.

Prospective students interested in the St. Andrews @ Sandhills program may request additional information from St. Andrews, 1-800-763-0198 or at [www.sapc.edu](http://www.sapc.edu).

### **Summer Term**

St. Andrews offers a summer term through the Center for Adult and Professional Studies. In addition, Study Abroad Programs, Guided Independent Study courses, and Internships are offered through the Laurinburg campus. For further information, contact the Registrar's Office.

## **Academic Support Services**

### **Academic Advising**

The academic advising program is an integral part of the University's educational program. Faculty advisors assist students in the development of educational plans compatible with career and life goals. The University recognizes that the ultimate responsibility for making informed decisions about career and life goals and educational plans rests with the student, and ascribes to the academic advisor the role of helping students to identify and assess alternatives and consequences of decisions. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation. In addition the academic advisor is charged with helping students to develop habits of lifelong learning and service by encouraging them to become active members of the St. Andrews community and by providing accurate, timely information about educational and service opportunities.

Upon enrollment, each student is assigned an academic advisor. When a student officially declares a major, a faculty member in that major discipline then becomes the student's advisor.

### **Center for Academic Success**

The Center for Academic Success serves as a focal point for student educational support. The goal of the Center, located in Pate Hall, is to support the educational programs of the University by providing opportunities for all students to develop strategies that will help them become effective learners. The Center provides resources, services and

programming that assists students in developing their academic potential. Resources include: a computer lab with campus network and internet access. The Center for Academic Success houses study areas, space for individual and group studying and a staff of Academic Specialists who can assist with learning strategies.

*The Writing Center*, located in DeTamble Library, works closely with the Writing Faculty and has trained tutors able to assist students with specific writing needs including organization, development and editing of written work.

*The Mathematics Lab*, located in the Morgan Jones Science Center, is also part of the Center for Academic Success. The Math Lab has trained tutors under the guidance of the Math Faculty and provides assistance in Math and Statistics classes. Math tutors offer hours at various posted campus locations including the Center for Academic Success.

The duPont Center for Academic Success also provides accommodated testing for students registered with the Office of Disability Services. In addition, adaptive technology is available for students with disabilities. An Assistive Technology tutor is available to provide training on the adaptive technology available. For questions about the duPont Center for Academic Success call 910-277-5040.

The Center for Academic Success is a place for quiet study for individuals and small groups, and for assistance in developing effective learning strategies. The Center for Academic Success was funded by a grant from the Jessie Ball duPont Fund.

## **Disability Services**

Disability Services, located in the Center for Academic Success in Pate Hall, provides assistance to students with disabilities. Students with a physical or mental condition that impacts them in academics or campus life may be eligible. The goal is to assist students devise strategies for meeting University demands and to foster independence, responsibility and self-advocacy. Students requesting accommodations from St. Andrews must submit adequate, appropriate and current documentation to verify eligibility under the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2012. Information on specific documentation requirements is available from Disability Services at 910-277-5667.

Accommodations cannot be provided until completion of registration with the Program Coordinator for Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.

Accommodations and support are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include: note taking and lab assistance, alternative testing arrangements, alternate formatting of documents, adaptive technology, individual counseling for academic concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Program Coordinator for Disability Services.

## **Foreign Language Substitution**

A student with a documented disability that substantially interferes with the ability to learn a foreign language may petition to substitute the foreign language requirement with a minimum of six credits of coursework in the area of cultural studies. Students must submit an application and verify foreign language disability at a level justifying accommodation. Disability Services reserves the right to determine eligibility for a foreign language substitution based on specific documentation provided by each individual student. Substitution guidelines and application are available from Disability Services.

## **Reduced Course Load**

Students with disabilities are eligible to apply for a reduced course load. If approved, this allows students to take fewer than 12 credits while maintaining full-time status with St. Andrews University. No student may take fewer than 9 credits and maintain full-time student status. This status is approved on a per semester basis. All students who wish to apply for this status during the forthcoming semester should submit an application at least two weeks prior to pre-registration. Incoming students may apply for a reduced course load upon acceptance to the University and after eligibility for Disability Services is determined. If reduced course load approval cannot be determined prior to registration, students must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Classes dropped after the add/drop period will reflect on the transcript as a withdrawal. All requests for reduced course load are reviewed on a case-by-case basis. The reduced course load policy and application are available from Disability Services.

## **CORNERSTONE**

Studies show that millions of students entering universities each year need assistance in meeting the academic and personal demands of a post-high school education. Cornerstone identifies and assists those students with courses and experiences that start them on the right path. The goal of **Cornerstone** is for every student to have a positive and productive university experience.

Students are chosen for participation in **Cornerstone** based on a combination of factors indicating that additional assistance may be needed. Some, but not all of these factors include:

- High School grade point average of less than 2.0
- SAT or ACT scores at or below the 30<sup>th</sup> percentile

- Unsuccessful previous university experience
- Other indicators of weakness in academic and/or personal preparation for university

The associate deans in the Academic Affairs area and student affairs staff work together to evaluate all new students to determine which students would be most assisted by **Cornerstone**.

## DeTamble Library

### Mission Statement

The mission of DeTamble Library is support the educational programs of St. Andrews University by providing access to information and training in its use. To accomplish this the Library provides students and faculty access to information through local resources, cooperative programs and agreements with other educational institutions, and service as a Selective Government Depository for government documents distributed by the Government Printing Office. The Library further accomplishes this support by individual, class, and group training to prepare students to become self-sufficient lifetime users of library resources. DeTamble Library demonstrates its service to the community by sharing its resources with local patrons, and its service to the University by maintaining the University Archives, a collection of materials and records of permanent and historical value to St. Andrews University.

### Services and Resources

DeTamble Library provides a full range of library services and resources that support our students' education. A professional Librarian provides students, faculty and staff with reference and information services, including library orientation and assistance in locating, retrieving and evaluating information in various formats. The Librarian works closely with faculty to provide library instruction sessions, both in the classroom and in the Library, and to identify and purchase materials supporting the curriculum.

DeTamble Library houses over 106,000 printed books, and over 16,000 other resources in various formats including microfilm, print journals, DVDs, and maps. Electronic resources include more than 70,000 e-books and access to over 120 online databases via NC LIVE, all accessible through the Library's catalog and its website. These databases include journal indexes with over 26,000 full text titles, as well as reference resources such as encyclopedias and directories. As a selective depository for United States Government Documents, the Library provides access to a vital source of government-authored information on a variety of subject areas. Through cooperative agreements and interlibrary loan services, DeTamble Library has access to a wide range of other information resources.

The Library's catalog, made possible by a grant from the R. J. Reynolds III and Marie Malouk Reynolds Foundation, allows students to search for print, electronic and audio books, streaming videos, reserve items and periodical titles, as well as to check their individual patron records and to renew materials online. The Library has twelve computers for research, two of which are adapted for use by students with disabilities, plus computers on each floor for searching the Library catalog. Ten Laptops are also available for students to check out and use in the Library. The Library provides wireless Internet access on all floors and three laser printers.

The Library's three-floor building has seating space for almost 200 students to gather, study and read. The R.J. Reynolds III Reading Room has study tables and comfortable chairs available for small groups, classes or meetings as well as for reading and study. The student lounge includes drink and snack machines, and a third floor classroom also serves as the Writing Center.

The University Archives, a collection of materials pertinent to the history of this institution, is housed on the first floor of the Library. Special collections in DeTamble Library include the St. Andrews Collection, the Hal and Delores Sieber Collection of Ezra Pound Materials, and the Amos Abrams Collection.

The Library is open 75.5 hours each week during the semester and provides extended hours during exam weeks. General Library policies and additional information about the Library, the staff, hours and services can be found on the Library's web pages, as well as helpful information including research guides and NC KNOWS - 24/7 online help from Librarians. The Library's website is <http://www.sapc.edu/detamble/>.

### Computer Services

The Computer Center offers accounts (including email accounts) and various computer laboratories for St. Andrews students. The Computer Network is owned solely by St. Andrews University.

### Acceptable Use of Information Technology Resources

Technology should not be used in a manner that infringes upon an individual's right to privacy. The following restrictions are to protect your privacy, as well as the privacy of others. Account holders are prohibited from:

1. Using computer or network services in a way that violates copyrights, patent protections or license agreements;
2. Gaining unauthorized access to information that is private or protected, or attempting to do so;
3. Attempting to identify passwords or codes, interrupting security programs, or attempting to do so;
4. Monitoring or tampering with another person's e-mail;
5. Reading, copying, changing or deleting another person's work;
6. Using another person's user id/password, or allowing others to use yours; and,
7. Attempting to gain system and or network privileges to which you are not entitled.

## **Respectful Exchange of Ideas and Information**

Computer systems and networks allow for a free exchange of ideas and information. This exchange serves to enhance learning, teaching, critical thinking and research. While the constitutional right of free speech applies to communication in all forms, we encourage civil and respectful discourse. St. Andrews policy and local, state and federal law do prohibit some forms of communication, to include:

1. Obscenity;
2. Defamation;
3. Advocacy directed to incite or produce lawless action;
4. Threats of violence;
5. Disruption of the academic environment;
6. Harassment based on sex, race, disability, or other protected status; and,
7. Anonymous or repeated messages designed to annoy, abuse or torment.

## **Personal Responsibility**

Each individual who obtains a computer/e-mail account, or uses the computers and network resources made available by St. Andrews, must understand that he/she is accountable for the guidelines set forth in this document. In addition, each account holder assumes responsibility for:

1. Protection of his/her password;
2. Reporting any breach of system security;
3. Reporting unauthorized use of his/her account; and,
4. Changing his/her password on a regular basis.

## **Authority**

Computer Services may access users' files for the maintenance of networks, computers and storage systems. In all cases, an individual's expectation of privacy will be respected to the greatest degree possible. Computer Services staff may also routinely monitor and log usage data, such as network connection times, CPU and disk utilization for each user, security audit trails, and network loading. Data collected may be reviewed and further investigated should evidence of violation of policy or law occur.

## **Academic Policies**

### **Academic Calendar**

The University follows an early semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in mid January and ends in early May. A semester consists of approximately fifteen weeks of classes. Credits earned are called semester hours which are synonymous with credit hours. For each credit, a class will usually meet the equivalent of one period of fifty minutes per week. Online courses are offered in 8-week terms. In addition, the University offers one Summer Session.

### **Classification of Students**

A student's classification depends upon the amount of University credit earned. Credit for University work is recorded in courses satisfactorily completed. Students are classified by level on the basis of semester hours earned toward graduation as follows:

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

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

### **Academic Advising and Registration**

Students are responsible for meeting academic requirements as outlined in the catalog. Students must meet with an academic advisor/planner each semester for course selection. Faculty advisors will provide guidance and counseling regarding courses of study, selection of electives, general education course selection, and other pertinent academic matters. Students may meet with the Dean and/or the Associate Dean on scholastic matters. Returning students register for their courses for the following semester, in conference with their advisor. New students confer with their advisors during New Student Orientation, and complete their registration at the beginning of their first semester. Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

As part of the Orientation process, students will be tested for placement in English, Computer Literacy, and Mathematics. Required remedial courses will count toward full-time enrollment, but will not count toward graduation.

## Academic Dishonesty

Students attending the University are awarded degrees based on the individuals having earned their degree on the basis of personal work. Therefore, any form of cheating on tests and assignments, or plagiarism on reports or papers is unacceptable and punishable in accordance with the seriousness of the offense. Specific examples of cheating and plagiarism, with the associated punishments, are listed in the Student Handbook (*The Saltire*).

## Course Numbering

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

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Contact the Department Chair for course availability.

## Course Substitution

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

## Course Cancellation for Insufficient Enrollment

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

## Course Load

### **For students enrolled at St. Andrews prior to fall 2012 the following policy applies:**

The normal course load for full time students is 12 to 18 credits. Students may be permitted to register for 19 or more credits with the following overload limitations:\*

19 credits — 2.80 GPA during the previous semester\*\*

20 credits — 3.00 GPA during the previous semester

21 credits — 3.30 GPA during the previous semester

No student will be given credit for more than 21 semester hours in one semester regardless of the source of those credits. Students may not register for more than 18 credits unless they meet the above criteria.

Students enrolled in fewer than 12 credits for a semester are not considered full-time students unless they have received special permission to take a reduced course load. See the Reduced Course Load Policy.

\* First-time students enrolled in the Honors Program may register for a maximum of 20 credits during their first semester at St. Andrews.

\*\* Students registering for an overload will be subject to an Overload Charge for credits in excess of 18 credits.

### **For new students enrolling at the University beginning in the fall 2012, the following policy applies:**

During the Fall and Spring Semesters, a student must take a minimum of twelve hours to be considered a full time student. The normal full-time load is twelve through sixteen credit hours (with the exception of lab credits, art studio credits, and credits for General Honors Program courses). It is recommended that students on academic probation take no more than twelve credit hours. Students may receive permission, from the Chief Academic Officer, to take credits above sixteen during a given semester. Credits in excess of sixteen are considered an overload (with the exception of lab credits, studio art credits, and General Honors Program courses) and an overload is subject to an additional tuition charge. Normally, a student with fewer than fifteen accumulated hours at the University will not be permitted to take an overload. A student entering the University as a freshman pursuing a B.A./B. S. degree can expect eight (8) semesters of full-time studies averaging fifteen to sixteen hours a semester.

## Independent Study

Independent (directed study) courses are allowed only in special circumstances. In the event a special circumstance arises, a student will be granted an independent study if he or she is a junior or senior and only upon the approval of the Professor, the Division (Department) Chair, and the Chief Academic Officer. If approval is granted, the student should understand that Independent Study involves scholastic or research endeavors apart from the regular course offered. Students should pursue the study with direction from their supervising professor in virtually a one-on-one relationship (i.e. frequent conferences regarding the study needed in order to complete the course). The time limit for completion of an Independent Study is one (1) semester.

## Significant Enrollment in Special Studies, Internships, and GIS

Students who propose to schedule more than 6 credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from the Associate Dean for Academic Affairs.

## Class Attendance

Students are expected to be in attendance on the first day of classes to establish intent to study and reserve their seat in the course. Students not in attendance the first day of class risk losing their registration reservation.

The University expects students to attend punctually all classes and laboratory sessions throughout the semester. Students may be absent only for unavoidable reasons. It is the student's responsibility to inform his or her instructor of an unavoidable absence. Student absences diminish the quality of learning experiences for all. Such absences are an indication of disengagement from the University community. Absent students will be sought out and counseled. Faculty members will keep records of student attendance and will send students written absence warnings when any pattern of absences such as consecutive unexcused absences appears to be jeopardizing academic success. Copies of the notices will be sent to faculty advisors, the Office of Student Affairs and the Registrar's Office. Absences will also be noted on Checkpoint Letters. These notices will be used as a basis for counseling and other interventionary measures designed to re-engage absentees. In instances where intervention does not lead to a change in behavior, the faculty member and Registrar may withdraw a student involuntarily from a course. Federal regulations require that veterans must attend classes regularly to remain eligible for V.A. benefits.

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

Faculty members may establish such additional attendance requirements as they deem academically sound and which do not conflict with the University's attendance policy. Any such requirements must be set forth in writing in the course syllabus that is given to the students at the beginning of the term.

Courses normally will have three 50-minute periods or two 75-minute periods available for class meetings, in addition to class meeting time for laboratories, if required, each week.

## Cancellation of Classes or Daily Schedule Changes

In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes that cannot wait for the next faculty meeting, the Faculty Executive Committee (FEC), acting for the Faculty, will make the decision. If circumstances do not permit the FEC to make this decision, the President or the Dean of the University will make the decision.

## System of Grading

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

<u>GRADE</u>	<u>EQUIVALENT</u>	<u>RANGE</u>	<u>QUALITY POINTS</u>
A	Excellent	90 – 100	4 Grade Points
B	Good	80 – 89	3 Grade Points
C	Average	70 – 79	2 Grade Points
D	Poor	60 – 69	1 Grade Point
F	Failure	0 – 59	0 Grade Points
I	A grade of "I" (Incomplete) is requested by the student when he or she is unable to complete a course due to extenuating circumstances, such as completing a paper or taking an exam. The instructor must agree to the Incomplete. The student must complete the Incomplete Request Form and pay the \$25 fee in the Business Office. Unless otherwise noted on the annual calendar, the Incomplete grade must be removed by October 1 for the previous spring or summer semester, or by February 1 for the previous fall semester or the grade will revert to an "F".		
IP	A grade of "IP" (in progress) will be assigned for a course (Internships only) that is still in progress. The IP grade must be removed by the end of the Fall semester if the student has an IP in the Summer semester, by the end of the Spring semester if the student has an IP in the Fall semester, and by the end of the Summer semester if the student has an IP in the Spring semester or the grade will revert to an "F".		
R	A grade given which indicates that a credit attempt was not acceptable. A Retake grade earns no grade points and is not computed in the grade point average. An "R" is also indicated when a course has been repeated and a student has invoked the forgiveness policy.		
W	Withdrawal is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed the paperwork, and paid the required fee. The grade is not computed in the grade point average.		
P	Pass is a grade given for transferred credit, credit-by-examination, or when approved by the Registrar's		

office or the Office of Academic Affairs. No grade points are assigned but hours toward the degree are earned.

WP/WF	Withdrawal Passing and Withdrawal Failing may be indicated on the final grade sheet if the designated Withdrawal period is over and ONLY at the discretion of the instructor. No more than two (2) Withdrawal Failing grades are allowed during a Bachelors program and no more than one (1) is allowed during an Associates program. A WP/WF grade is not computed in the grade point average.
WM	Withdrawal Medical: When a student must withdraw from the University after the drop/add deadline, prior to taking the final exam, and the student has documented medical evidence, the instructor will be asked to assign a grade of WM. A WM does not impact the students' GPA.
NA	Grade not available at the time grades were compiled (assigned by the Registrar).
AU	Audit

### **Grade Points, Quality Points & the Grade Point Average (GPA)**

Grade points are the numerical equivalent of the letter grade. The total number of quality points for a course is obtained by multiplying the numerical equivalent (0.0 to 4.0) by the number of credits assigned to the course. The GPA is compiled by dividing the number of quality points earned by the number of credits attempted. Credits attempted for courses with a grade of F earned before the beginning of the 1991 Fall Term will not be included in the total credits attempted for the purpose of computing grade point averages.

### **Report of Grades**

Final Grades are distributed in written form following the end of each semester to the student who has fulfilled all financial obligations. Students also are informed of any disciplinary action. Students are expected to inform their parents in such cases. This is not the responsibility of officials of the University.

However, any student who wishes to allow the University to share important academic information and other pertinent information with his or her parents may sign a waiver of privacy rights, which will then be kept in the student's file in the Office of Student Affairs and the Registrar's Office.

### **Final Examinations**

Examination schedules are created and distributed to all students and faculty by the Registrar. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to the examination period. Any exception must be approved by the Dean of the University upon recommendation from the Associate Dean for Academic Affairs and the Department Chair.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Department Chairs must petition the Associate Dean for Academic Affairs or the Dean of the University for exceptions to the policy but only in rare cases of genuine emergencies will they be granted.

### **Pass-Fail Grading Option**

Students with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses which fulfill requirements for a student's academic major or any courses in a student's major program/discipline may not be selected for the pass-fail grading option. Students may not select courses with the designation SAGE or WRT and courses in the General Honors Program to be taken pass-fail.

Students who wish to select a course to be graded pass-fail must do so by completing the appropriate form in the Registrar's Office during the time period listed on the University academic calendar. The Pass-Fail Grading Option is not available in courses offered through the Center for Adult and Professional Studies.

With the approval of the Curriculum and Assessment Committee (CAC), certain courses may be designated as pass-fail for all students enrolled in the course. SAGE 381 is an example of such a course. Courses that are designated as pass-fail for all students enrolled in the course do not count among the two courses an individual student may choose to take on a pass-fail basis.

### **Course Audits**

Students must have the permission of the Associate Dean for Academic Affairs to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

### **Course Additions and Withdrawals**

To add or withdraw from a course for which a student has registered, the student must meet with an academic



advisor/planner and file the appropriate form with the Registrar's Office. A student may add or withdraw from a course during the period allotted for course changes. The precise dates for the drop/add period are specified for each semester and demi-semester in the University academic calendar. Students have two days at the beginning of each demi-semester to drop or add a demi course. Normally students may not add a semester-long course after the first week of the semester and may not add a demi course after the first two days of the demi-semester. Additional fees and permission are required to add a course after the drop/add period. Following the drop/add period, students may withdraw from a course with the permission of their faculty advisor and the instructor. There is an additional fee for withdrawal from a course. A grade of "W" is recorded when a student withdraws from a course and the credits remain on the student's transcript and report card as credits attempted. Students are permitted to withdraw from a course with a grade of "W" anytime after the last day of course changes and before midterm (see academic calendar). After midterm, but prior to the final examination period, a grade of "WP" or "WF" will be given as determined by the instructor based on the student's work to that time. Only 2 "WF" grades are permitted. A \$10.00 fee will be charged for each withdrawal or course addition.

Students must register for a general education course each semester when appropriate for their level. Students are not permitted to drop or withdraw from WRT 110, WRT 120, SAGE 230, or SAGE 240.

**Leaving a course without notifying the instructor and filing the appropriate drop/withdrawal form will result in having a grade of "F" reported for that course.**

### **Incompletes**

An incomplete, I, is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the semester following the one in which the incomplete was received. If not, the incomplete becomes a failure, F. A failure, F, cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Associate Dean for Academic Affairs. When students withdraw from a course for any reason after the last day of the drop/add period with the instructor's and faculty advisor's approvals, a grade of W will be recorded.

### **Repeating a Course for Grade Forgiveness**

**For students enrolled at St. Andrews prior to fall 2012 the following policy applies:**

Students who receive a grade of D or F on a course at St. Andrews may repeat the course for grade forgiveness. A course may be repeated only once for grade forgiveness. Students may elect to repeat a maximum of four courses for the purpose of achieving grade forgiveness and improving their GPA. Whenever a student elects to repeat a course for grade forgiveness, the original grade will remain on the transcript, but the number of hours passed and the grade points will count only from the last time the course was taken.

If a student chooses to repeat a course, a Request to Repeat a Course form must be completed during the registration period. The course must be repeated at St. Andrews in order to receive an adjustment in the GPA. A student may petition to repeat the course through the Florida campus if there is an equivalent course available. The petition must be submitted to the Dean's Office a minimum of one month prior to the start date of the course in question and the Dean and Associate Dean will review the request, consult with the Department Chair and advisor, determine if an equivalent course exists, and inform the student of the result of the review.

The following courses may not be repeated for grade forgiveness: Internship, Guided Independent Study, Practicum, Special Studies, WRT 100, WRT 110, WRT 120, SAGE 230, SAGE 240, SAGE 381 and SAGE 450.

**For new students enrolling at the University beginning in the fall 2012, the following policy applies:**

Any student may retake a maximum of two courses (once each), in order to establish proficiency in that area. After completion, the student may then request grade forgiveness through the Registrar's Office. Whenever a student elects to repeat a course for grade forgiveness, the original grade will remain on the transcript, but the grade will change to "R"; thus it will not be computed in the final grade point average. The new grade obtained from repeating the course will be on the transcript and will be used for computing the final GPA if it is higher or the same as the forgiven grade. If the new grade is lower than the first grade, both grades remain on the transcript and both will be computed into the GPA, but only one of the two will be counted toward graduation.

The course must be repeated at St. Andrews in order to receive an adjustment in the GPA. A student may petition to repeat the course through the Florida campus if there is an equivalent course available. The petition must be submitted to the Dean's Office a minimum of one month prior to the start date of the course in question and the Dean and Associate Dean will review the request, consult with the Department Chair and advisor, determine if an equivalent course exists, and inform the student of the result of the review.

The following courses may not be repeated for grade forgiveness: Internship, Guided Independent Study, Practicum, Special Studies, WRT 100, WRT 110, WRT 120, SAGE 230, SAGE 240, SAGE 381 and SAGE 450.

### **Academic Progress/Good Standing**

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

## Academic Warning

Students whose semester grade point average falls below 2.00 will receive an academic warning. Student grade reports and transcripts reflect the warning status. Students are informed in writing of this action.

## Academic Probation

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

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

Student grade sheets and transcripts state a student is on probation and a letter from the Chief Academic Officer is sent to the student detailing academic restrictions.

**Any student earning less than a 1.00 GPA based on hours attempted in any semester is subject to academic dismissal.**

## Reinstatement

Students academically dismissed who can provide evidence of academic rehabilitation may apply for reinstatement to the University 6 months after their dismissal.

### **Students who are on academic warning must adhere to the following:**

- Enroll in 12 – 16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the Semester.

### **Students on academic probation must adhere to the following:**

- Enroll in 12-16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester;
- Develop a written contract (academic plan) for the semester in consultation with the Associate Dean for Academic Affairs and their advisor. This plan must be filed with the Office of the Vice President for Academic Affairs no later than the tenth day of classes in the semester.
- May not be eligible to participate in any major extracurricular activity, e.g.; intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations; and,
- Attend "How to Get Good Grades" short course

Students who have not regained good academic standing (as defined above) at the end of the semester for which they have been placed on academic probation are subject to suspension. The Faculty Executive Committee (FEC) makes the final determination of the student's status. In lieu of academic suspension, this committee may, based on a review of the relevant academic records, elect to place certain students on continued academic probation for the next full (Fall or Spring) semester.

Students suspended at the end of the Fall Semester may not attend during the Spring Semester. Students suspended at the end of the Spring Semester may not attend the Fall Semester. Students suspended for a second time are subject to permanent dismissal from the University.

Students who are readmitted after having been placed on academic suspension, but who fail to make acceptable progress towards achieving the minimum G.P.A. needed to regain good academic standing (as defined above), are subject to permanent academic dismissal. Students who fail to make reasonable progress toward the degree are also subject to dismissal. The Faculty Executive Committee makes these decisions. Appeal of the Committee's decision must be made in writing to the Dean of the University. Appeals must be received in the Office of Academic Affairs within two weeks of the student's receipt of formal notification of suspension or dismissal.

Any student suspended under the academic probation regulations may appeal the action to the Office of Academic Affairs, which considers each request on the basis of merit and probability of likely academic success.

Students who have been suspended for any of the above reasons may apply for readmittance after the period of suspension is over by submitting an application to the Associate Dean for Academic Affairs. The application for readmission may be obtained from the Registrar's Office. The completed application, which must be accompanied by a \$100 deposit, is returned to the Registrar's Office. The deposit is non-refundable even if the applicant cancels. Students who are readmitted after being formally separated from the University as the result of being placed on academic suspension must satisfy the graduation and program requirements as specified in the catalog that is in effect at the time of readmission.

Written complaints regarding an academic matter may be directed to Dr. Robert Hopkins, Vice President for Academic Affairs, Morgan Liberal Arts Building, who will direct it to the proper channels.

### **Eligibility Rules for Extracurricular Activities**

All students placed by the Faculty Executive Committee in the category “Academic Probation” may not be eligible to participate in any major extracurricular activity, e.g.: intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations. In unusual circumstances, when the Dean of the University has ascertained that a student’s academic performance will not be adversely affected, the Dean may, as part of the conditions of the student’s continued enrollment at the University, allow limited participation in selected extracurricular activities.

A student who is placed on academic probation in two consecutive semesters, and who does not get off academic probation prior to the beginning of the next semester will be ineligible to participate in any major extracurricular activity. Students found responsible for Community Code violations are normally ineligible to participate in major extracurricular activities for 12 months following the finding.

### **Academic Standing Policy for the Fresh Start Program**

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

The following academic policies apply:

#### **First Semester:**

- Take 12 – 13 hours
- Attend all required sessions with the Dean
- Attend all required tutorial hours
- Attend all classes
- Enroll in SAGE 102

If the Fresh Start student earns a GPA at the end of the first semester of 1.0 – 2.49, the student may continue in the Fresh Start program for the second term. All Fresh Start requirements apply.

If the Fresh Start student earns a GPA at the end of the first term of 2.5 – 4.0, the student will be allowed to register for up to 15 hours in the second semester. All other Fresh Start requirements apply.

If the Fresh Start student earns less than a GPA of 1.0 at the end of the first semester, the student is subject to dismissal.

#### **Second Semester:**

At the end of the second semester if the Fresh Start student has earned less than a 1.0 GPA for the second semester courses, the student will be subject to dismissal.

If the Fresh Start student has earned less than a 2.0 for 24 hours attempted in the first and second semesters and met all the other requirements for the Fresh Start program, the student may be allowed to continue one more semester in Fresh Start on probation.

If the student has earned less than a 1.85 for both semesters, the student is subject to dismissal.

If the Fresh Start student has earned at least a 2.0 in 24 hours, the student has successfully completed the Fresh Start program and is no longer subject to its requirements.

### **Informing Students of Course Requirements**

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

### **General Education: Transfer Credit Evaluation**

All normal University policies related to transfer of credit from another institution apply in the case of the transfer of general educational credit. However, in regard to transfer of general education credit there are additional considerations. It is the policy of the University that incoming transfer students will fulfill the St. Andrews general education course and subject requirements or reasonable equivalents.

While a course or courses might be accepted for transfer credit, such acceptance for credit does not imply automatic acceptance of a course or courses as fulfilling a part of the University’s general education requirements. All transfer transcripts will be reviewed and a determination made about which courses fulfill part or all of the St. Andrews general education course requirements along with any applicable graduation requirements.

Furthermore, incoming transfer students will fulfill the graduation requirement that applies to all St. Andrews students that not less than one third of a student’s course work is taken within the general education requirements or equivalents – either at St. Andrews or elsewhere.

## **Appeal Procedure for Transfer Credits Placement**

If a student wishes to appeal for adjustment of transfer credit placement after he or she has arrived and enrolled at the University, the following policy and procedure will apply:

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

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

## **Grade Appeal Procedure**

In the event that a student feels the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in a satisfactory solution to the problem, the student should seek the assistance of the appropriate Department Chair in resolving the problem. If the Department Chair is the instructor involved, the student should seek the assistance of the Associate Dean for Academic Affairs.

If this fails, a grade appeal committee will be formed by the Department Chair or, in the case of an appeal involving the Department Chair, by the Associate Dean for Academic Affairs. This committee will consist of three faculty members: one selected by the instructor involved, another by the student, and the third (who shall be the committee chair) by the agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the University. The committee functions in accord with guidelines in the Faculty Handbook. Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.

## **Withdrawal from the University**

Official withdrawal from the University for personal reasons is initiated by the student in the Office of the Dean of Student Development/Student Affairs or in the Office of the Registrar. Applications for official withdrawal from St. Andrews are available from the Dean of Students. The date the student notifies either office is the student's withdrawal date, for any appropriate refunds. An interview is conducted and a withdrawal form with instructions for subsequent steps to leave in good academic standing is given. Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades for the semester from which the student has properly withdrawn will be reported as W's on the official transcript. Students who leave the University without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds. (See "Refunds for Cancellations and Withdrawals" in the Financial Planning section of this catalog.)

## **External Examinations and Programs**

Students may receive credit by examination through the University Level Examination Program (CLEP), and the Advanced Placement program (AP).

### **University Level Examination Program (CLEP)**

Students may earn credit toward graduation through the CLEP General Examinations and/or Subject Examinations. These General and Subject Examinations measure a student's knowledge of basic facts and principles usually covered at the first-year and sophomore levels. Students may receive credit for a maximum of 9 courses (27 credits) by scoring 50 or higher on any combination of the General or Subject Examinations.

### **Advanced Placement (AP)**

Students achieving a score of three or higher on any Advanced Placement examination will receive credit in the subject at St. Andrews. Students must have the official report from University Board forwarded to the Registrar's Office.

## **Advanced Credit for First-Year Students**

First-year students who submit official transcripts of University-level credit earned in liberal arts courses in regionally accredited Colleges and universities may receive credit for those courses at St. Andrews. If a University-level course is being used to satisfy high school graduation requirements, St. Andrews will consider granting University credit for these courses on an individual basis.

## **International Baccalaureate Credit**

St. Andrews offers individual course credit for each International Baccalaureate course completed with a grade of 5 or above. A maximum of 30 credits (sophomore standing) will be awarded for International Baccalaureate courses.

## **Academic Residence Requirements**

Students must complete their last 30 credits at St. Andrews University in order to obtain a degree from the University, except in those cases where military Servicemembers Opportunity University Consortium (SOC) contractual arrangements prevail.

## **Experiential Learning Credit**

*Approved by the faculty Jan., 28, 2009*

St. Andrews University recognizes that learning takes place in settings other than the traditional classroom. Such experiences, when properly documented with actual application in work and other situations, may be evaluated for possible academic credit. Any credit awarded for experiential learning will apply to general electives, related studies, and by exception with the appropriate Department Chair's written approval may apply to the general education requirements. Unless specifically approved by the major department, Experiential Learning Credits will not be used in substitution for requirements in the student's major area of study. In reviewing applications for experiential learning credit, the University will apply standards published by the American Council on Education through its University Credit Recommendation Service.

A student seeking Experiential Learning Credit (ELC) must demonstrate with proper documentation that learning has occurred. Credit is awarded for learning outcomes, not life experiences.

The knowledge gained must be of collegiate quality and must be equivalent to the contents of a similar course included in the current curriculum at St. Andrews University. The quantity and quality of learning the student believes he/she has acquired must be academically measured and compared to the learning outcomes expected from students attending a similar St. Andrews University course. A technical course might be considered only if it meets academic standards in content and expected learning outcomes commonly expected in a similar course in the St. Andrews University curriculum. All ELC awarded must relate to the current St. Andrews University curriculum and to the learning outcomes expected in its courses. Any exceptions to the above will be handled on an individual basis and must be approved by the appropriate Department Chair and the Vice President for Academic Affairs.

Applications for Experiential Learning Credit must be submitted either prior to the student's matriculation as a student at St. Andrews or in the student's first semester of study. The portfolio submitted by the student for Experiential Learning Credit must be completed within the student's first semester of study.

A student desiring to apply for Experiential Learning Credit will contact the Associate Dean for Academic Affairs to discuss the requirements for such credits. The Associate Dean will provide the student with guidelines for preparation of a portfolio documenting the learning outcomes associated with the student's experience or training. The portfolio shall include, at a minimum:

- Dates of instruction or experience, location, sponsoring organization, names and contact information of faculty member(s), and to the extent possible, information regarding faculty credentials.
- Bibliographic information for any published books or documents employed in the course.
- A copy of any instructional materials employed (syllabus, hand-outs, training materials, etc.).
- Documentation of stated learning outcomes (may be included in the course syllabus).
- Copies of any assignments submitted in the course of the training.
- A description, in narrative form and in the student's own words, of the educational experience, the skills or knowledge acquired, and applicability to the student's degree program.
- The applicable St. Andrews courses the student is requesting these experiences parallel.

Once the portfolio is completed and submitted to the Associate Dean, it will be the Associate Dean's responsibility to confer with appropriate Department Chairs to ascertain the appropriateness of the documented learning outcomes as related to St. Andrews requirements.

The Associate Dean will notify the student of the acceptance or non-acceptance of the documented learning outcomes as satisfying parallel St. Andrews requirements. In the case of acceptance, the Associate Dean will also notify the Registrar of any credits to be awarded and their distribution.

Credits awarded by Experiential Learning portfolios will be billed at the currently adopted per-credit hour rate plus an additional fee of \$50 per credit.

If the decision is reached to not allow the granting of requested credits, the student may appeal the Associate Dean's decision to the Dean of the University. The decision of the Dean shall be deemed final.

## **Transcripts**

In order for a student to receive his or her transcript or have it sent to another institution, the Registrar's Office must have a written request with the student's signature. A \$5.00 fee is assessed for each transcript that is requested. The normal turnaround for requests is 2 - 5 days, unless the transcript requires the last semester's grades. Computer processing of final grades takes approximately seven days after the grades are due in the Registrar's Office.

If a student has a balance on his/her account, the business office has the authority to "block" the transcript by prohibiting the Registrar's Office from releasing it. Professional and legal standards prevent honoring transcript requests by telephone or e-mail. Similarly, transcripts cannot be faxed.

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

## **Summer Work at Other Institutions**

Students who desire to receive credits toward their St. Andrews graduation requirements for courses taken over the summer at another institution must have the approval of their St. Andrews advisor, the Department Chair of the discipline in which the course(s) would be taught at St. Andrews, and the Registrar.

The institution at which the summer work is to take place must be fully accredited. If the student is a junior or senior, summer work may only be taken at a four-year institution. Credit will be granted only for those courses which are at the University level, and which fulfill graduation requirements at the other institution. For credit to be given at St. Andrews, students must earn a grade of C or higher in the course.

Students are responsible for requesting an official transcript from the other institution to be sent to St. Andrews when the coursework is completed and the grade recorded.

## **Correspondence Study**

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

## **Financial Aid Awards for Foreign Study**

In accordance with the purpose of St. Andrews University, students are encouraged to enrich their undergraduate educational experience by undertaking a period of study abroad prior to graduation. However, financial aid funded by the University is not necessarily applicable in all cases.

Students who are enrolled at St. Andrews University and are in good standing academically at the time of their study abroad may use St. Andrews-funded financial aid to help defray the cost of their participation in the University's programs with the University of Cuenca, Ecuador; the Brunnenburg Program in Italy, and the University's Beijing CET/ATA Program in China. Students participating in these programs cannot receive Institutional funds totaling more than half of the cost of tuition for that semester.

Students who are participating in all other exchange programs under official agreements between St. Andrews and the host institution (Kansai Gaidai University and Han Nam University) may use the St. Andrews funded financial aid to help defray the cost of their participation, provided that St. Andrews accepts the current student exchange balance with the host institution and gives explicit, written approval. Both conditions must be met in order for St. Andrews-funded financial aid to be used.

Students may not use St. Andrews-funded financial aid, or any other University-administered financial aid, to defray the cost of their study abroad at institutions which are not parties to an official exchange agreement with St. Andrews. This exclusion applies to the Central University Consortium and other entities with which the University may maintain an informal collaborative or cooperative arrangement. In such instances, students may petition for a leave of absence from St. Andrews while they undertake their studies abroad, and subsequently may petition to have their work accepted for transfer credit.

## **Undergraduate Degree Requirements**

### **General Requirements**

St. Andrews awards three undergraduate degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts. Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted both overall and in the major. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

For all students enrolled at St. Andrews in 2012 – 2013, course credits required for graduation include, in addition to the course credits needed for the student's major a total of 35 – 38 credits in general education distributed as follows: 16 credits in St. Andrews General Education (SAGE) and Writing (WRT) courses, and 19 – 22 credits in Breadth requirements.

Beginning with the 1983-1984 academic year, one St. Andrews credit is equivalent to one semester hour.

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

In order to qualify for graduation, all students must do all of the following:

1. Successfully complete at least 120 semester hours.
2. Complete the last 30 semester hours at St. Andrews, except in those cases where military Servicemembers Opportunity University Consortium contractual arrangements prevail.
3. For all credits completed, attain a minimum grade point average of 2.00.
4. Successfully complete all requirements for the major and attain a minimum grade point average of 2.00 in the major.
5. Complete Writing Workshops I and/or II (Composition I and/or II) with a C or better.
6. Complete a minimum of 36 credit hours at the 300 level or above.

7. Complete no more than three physical education activity credits as part of the 120 required credits.
8. Successfully complete 35 – 38 credits in the St. Andrews General Education (SAGE) program.
9. Complete an application for graduation.
10. Complete a graduation audit by the end of the junior year.

## **Degrees Offered**

### **Bachelor of Arts**

The B.A. is offered in Biology, Business Administration, Elementary Education, English and Creative Writing, Forensic Science, Interdisciplinary Studies, Philosophy and Religious Studies (major suspended at least through 2012-13), Physical Education, Psychology, Social Science, Sport and Recreation Studies, Therapeutic Horsemanship, and Visual and Performing Arts. A minimum of 30 credits is required for the major.

### **Bachelor of Fine Arts**

The B.F.A. is offered in English and Creative Writing. A minimum of 36 credits is required for the major.

### **Bachelor of Science**

The B.S. is offered in Biology. A minimum of 48 credits is required for the major.

### **Masters in Business Administration**

The Masters in Business Administration is offered. A minimum of 36 graduate semester credits (12 classes) are required for the MBA, with a minimum of 30 earned at St. Andrews University. The degree must be completed within seven years of the date from which the first MBA class is completed at St. Andrews. Any exceptions of the time limit must be granted by the program's MBA Review committee.

### **General Information**

St. Andrews offers 12 departmental majors and an interdisciplinary major option on the Laurinburg campus.

Four majors are also offered through St. Andrews @ Sandhills on the campus of Sandhills Community College in Pinehurst, N.C.:

- Major in Business Administration (B.A.)
- Major in Elementary Education (B.A.)
- Major in Interdisciplinary Studies (B.A.)
- Major in Psychology (B.A.)

Two majors specific to St. Andrews are offered ONLINE:

- Major in Interdisciplinary Studies (B.A.)
- Major in Psychology (B.A.)

### **Institutional Learning Outcomes**

1. Students will develop effective critical thinking skills
  - 1.1 Students will demonstrate the ability to frame and defend arguments using appropriate evidence.
2. Students will develop proficiency in written and oral communication skills
  - 2.1 Students will demonstrate effective written communication skills
  - 2.2 Students will demonstrate effective oral communication skills
3. Students will engage in a broad spectrum of ideas and information through the study of multiple disciplines in the liberal arts and sciences
  - 3.1 Students will demonstrate the ability to distinguish distinct modes of inquiry that are characteristic of different academic disciplines
  - 3.2 Students will demonstrate an in-depth knowledge of principles and methods utilized in one or more academic fields of study
  - 3.3 Students will demonstrate a chronological understanding of events that shaped western civilization
4. Students will develop the ability to develop and pursue their own paths of inquiry
  - 4.1 Students will demonstrate the ability to question and assess their own knowledge, abilities, and performances
  - 4.2 Students will develop a plan of action describing their future goals in life as well as areas of interest they would like to pursue

### **Majors Offered At St. Andrews**

Biology (B.A. and B.S.)

Biology - Specialized Program of Study in Equine Studies (B.A., B.S.)

Business Administration (B.A.)  
Business Administration - Specialized Program of Study in Equine Business Management (B.A.)  
Business Administration - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)  
Elementary Education with K-6 Licensure (B.A.)  
English and Creative Writing (B.A. or B.F.A.)  
Forensic Science (B.A.)  
*Concentrations in: Chemistry*  
*Psychology*

Interdisciplinary Studies (B.A.)  
Philosophy and Religious Studies (B.A.) – major suspended at least through 2012-13  
Physical Education with K-12 Licensure (B.A.)  
Psychology (B.A.)  
Social Science (B.A.)  
*Concentrations in: History*  
*Politics*

Sport and Recreation Studies (B.A.)  
Therapeutic Horsemanship (B.A.)  
Visual and Performing Arts (B.A.)  
*Concentrations in: Studio Art*  
*Game Art and Design*  
*Communication & Theatre Arts*

### **Declaration of Major**

Students must complete a Declaration of Major Form, available from the Office of the Registrar, to officially declare a major. Majors must be declared before completing registration for the junior year. Transfer students accepted with junior or senior status are expected to declare a major at the beginning of their first semester at St. Andrews.

### **Contract Majors**

In addition to the majors described in this catalog, some academic departments offering majors also offer a contract major, which is a program of study arranged around a theme or outcome. For more information, contact a faculty member in the discipline of your interest.

### **Credit Requirements for Majors**

An academic major consists of a minimum of 30 credits.

### **General Education Requirements and Majors**

Some courses may count as fulfilling both general education requirements and major requirements. However, students must fulfill the Arts and Aesthetics, the Humanities, and the Social Science breadth requirements with courses outside of their intended and/or declared majors.

Information in addition to that specified in the major listings is available from the respective Department Chair.

### **Additional Requirements for a Second or Third Major or Second or Third Minor**

A major, including an interdisciplinary major, must contain a minimum of 30 credits that are not part of any other major. A minor, including an interdisciplinary minor, must contain a minimum of 18 credits that are not part of any other minor or major. Thus, second or third majors and/or minors within the same academic discipline must be approved by the respective discipline faculty.

Any course that is specifically required for two or more majors declared by a student may count toward the minimum of 30 credits in each major. Any course that is specifically required for two or more minors or for two or more majors declared by a student may count toward the minimum of 18 credits for each minor. At their discretion, departments and programs may disallow any overlap for majors or minors. Multiple majors are not permitted through the Center for Adult and Professional Studies.

### **Second Degrees**

If a student has a Bachelor's degree from another university, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited university within the previous five years, by completing the following: all graduation requirements for a major, SAGE 381, SAGE 450, and a minimum of 30 credits at St. Andrews. If it has been longer than five years since a student received a Bachelor's degree from an accredited university other than St. Andrews, the student may be required to complete additional St. Andrews General Education Courses in addition to the requirements listed above.



## Minor Requirements

St. Andrews offers optional academic minors in selected disciplines. In addition to regular minors listed, students may complete an interdisciplinary contract minor.

The regular academic minor consists of 18-32 credits, of which nine credits must be at the 300- and 400-levels. The minor in Music is an approved exception to this upper level rule. The interdisciplinary contract minor must consist of a minimum of 8 courses (32 credits) from three or more program areas.

All minors must be declared before registration for the final semester at St. Andrews.

## Application for Graduation

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

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

## Academic Residence Requirements

Students must complete their last 30 credits at St. Andrews University in order to obtain a degree from the University.

## Commencement and Diplomas

St. Andrews holds one commencement ceremony each year in May for the conferring of degrees for all students who have met the requirements for graduation since the previous commencement. Diplomas are awarded and degrees are conferred in Aug. for those students who finished requirements during the Summer and in Jan. for those students who finished requirements in the Fall Semester. All students who finish in the Spring Semester are expected to participate in the May ceremony. A student may participate in commencement only upon completion of all graduation requirements. Those not attending the graduation ceremony will be mailed their diplomas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded each student. The University reserves the right to remove any student from the commencement lineup who violates University policies pertaining to commencement decorum. In such instances, the degree will be conferred in absentia. If for some reason a student's graduation diploma becomes lost, destroyed or marred, the student may request a replacement diploma from the Registrar's Office. The charge for a replacement diploma is \$60 and involves a waiting period of up to six months.

## Pre-Professional Programs

### General Information

St. Andrews offers both professional and pre-professional courses of study which encompass many careers. In most instances these courses have been compiled in conjunction with specific requirements of professional schools. Many professional schools require specific procedures in regard to entrance tests, application deadlines, and interviews. In many professions no specific undergraduate major must be followed, and students may major in any area of interest. Therefore some students may have a pre-professional advisor in addition to their academic advisor.

### Pre-Law Certification Program

**18 credits**

**Advisor:** Dr. David Herr

Designed specifically for students interested in a law career, this interdisciplinary program provides courses which improve students' critical thinking and reasoning skills, and which give a general introduction to American politics and government. Students may apply to the program any time after completing 27 credits at St. Andrews. Applications are available from the pre-law advisor, Professor David Herr.

The pre-law certification program consists of 18 credits chosen from the approved list below, in consultation with the student's pre-law advisor. Students must have a cumulative GPA of 3.0 in the 6 courses. No more than 2 of the 6 courses may be taken as both pre-law certificate courses and as major courses.

### Pre-Law Courses

ACCT 201 Principles of Accounting	3
BUS 301 Business Law	3
CW 221 Introduction to Creative Writing	3
CW 425 Creative Non-Fiction	3
ECON 201 Microeconomics	3
ECON 202 Macroeconomics	3
HIS 210 Modern Western Civilization	3
HIS 201 American Civilization I	3
HIS 202 American Civilization II	3
PHI 203 Intro to Logic	3

PHI 333 Philosophy of Law	3
POL 201 Introduction to American Government	3
POL 231 Introduction to Law	3
POL 362 Constitutional Law	3
X99 Guided Independent Study in an appropriate area	3-4
X95 Internship in Law	3-4

Additionally, students may elect to pursue a major in pre-law in conjunction with a discipline. Contract majors in Pre-Law and Philosophy, History with an emphasis in Pre-Law, Politics and Law, Pre-Law and Business, and English with an emphasis in American Literature and Law are just a sample of the options available.

## 3-2 Engineering Program

**Director:** Dr. Allen Dotson

### Mission

The 3-2 Engineering Program is an example of a faculty-designed interdisciplinary studies major. Successful completion of this degree program leads to a B.S. degree from St. Andrews and a B.S. degree from North Carolina State University in a field of engineering selected by the student. Accordingly, the program's mission is twofold. The program supports the Mathematics faculty's mission to enable the majors to develop critical thinking skills while mastering a broad spectrum of knowledge from the mathematical sciences. The program also seeks to prepare its majors for the engineering requirements of N.C. State University. This supports the University's mission to prepare its students for professional opportunities in careers. Under the 3-2 Engineering Program, the engineering degree must be earned from N.C. State before the B.S. Degree will be awarded by St. Andrews. Note: Since N.C. State has extensive general education requirements, many of which can be met by prudent choices of breadth courses taken at St. Andrews, students interested in this program should contact the director of the program as soon as possible, to plan an efficient course of study.

### Required Courses:

CHE 210	Essential Concepts of Chemistry
CHE 210L	Essential Concepts of Chemistry Laboratory
CHE 215	Introduction to Structural Inorganic Chemistry I
CHE 215L	Introduction to Structural Inorganic Chemistry Laboratory
CIS 127	Introduction to Programming and Abstraction
MAT 221	Calculus I
MAT 222	Calculus II
MAT 310	Multivariable calculus
MAT 312	Linear Algebra
MAT 340	Differential Equations
PHY 211	General Physics I
PHY 212	General Physics II

### Additional Requirements:

Three courses chosen from the selections below:

CIS 226	Object Oriented Programming
MAT 225	Introductory Statistics

Any upper level courses in MAT, CIS or CHE. Students may take all of these electives in a single discipline; for example, a student planning to study chemical engineering may take all three electives in Chemistry.

## Pre-Veterinarian Program

### Mission

Veterinarian school is a post-baccalaureate program requiring an undergraduate degree for admission. The mission of the St Andrews Pre-Veterinarian program is to prepare students with the knowledge and skills necessary to gain acceptance in a veterinary school of their choice and to later excel in this field as a professional. This begins with a strong foundation in the sciences, which emphasizes the theoretical, conceptual, and experimental basis of these fields. This knowledge is the cornerstone for future success in every veterinary school. In addition St Andrews cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging field of veterinary science. Through a distinctive, well-rounded liberal education, and the numerous opportunities beyond the classroom such as internships and study abroad, St Andrew students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### Program of Study

Pre-Vet is not defined as separate field of study, nor is it restricted to a single, specific major at St Andrews. The majority of students in the pre-vet program usually major in Biology, but the completion of other majors does not

exclude a student from successfully applying to a veterinary program. Students interested in becoming a veterinarian first discuss this career choice with the pre-vet advisor. They learn what the minimal and recommended requirements are for admission in a veterinary program, from course work to national exams. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific veterinary schools of their choice, in addition to completing the major and general education requirements. Throughout their four years at St Andrews, the student will also discuss various opportunities with their advisor, such as internships, and important deadlines for national exams and applications.

Basic science courses that meet the minimal requirements for most veterinary programs:

BIO 201 and 204 Concepts in Biology 1 & 2

BIO 327 Genetics

CHE 210 & CHE 210L Essential Concepts of Chemistry

CHE 215 & CHE 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 and 202 University Physics, or PHY 211 & 212 General Physics

MAT 225 Introductory Statistics and/or MAT 221 Calculus

Recommended courses (may be required for certain schools):

BIO 221 Anatomy and Physiology

BIO 366 Animal Physiology

BIO 353 Zoology

BIO 365 Microbiology

CHE 365 Biochemistry I: Biomolecules

## **Pre-Medical Program**

### **Mission**

Medical schools, in their many different forms, are post-baccalaureate programs requiring an undergraduate degree for admission. The mission of the St. Andrews Pre-Medical program is to prepare students with the knowledge and skills necessary to gain acceptance in a medical school of their choice and to later excel as a professional. There are many different career options available for students interested in pursuing careers in health care. Students might consider eventually studying medicine, nursing, physical therapy, pharmacy, dentistry, or physician assisting among many other fields. Depending on the student's interests, he/she might choose different paths of study while at St. Andrews. Future medical professionals need to possess a diverse educational background so that they can bring a variety of talents and interests to the profession of their choice. A student may choose any major course of study but should be aware that medical schools are looking for students with a strong foundation in natural sciences (biology, chemistry, mathematics, and physics), highly developed communication skills, and a solid background in the social sciences and humanities. St. Andrews also cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging fields of health care. Through a distinctive, well-rounded liberal education and the numerous opportunities beyond the classroom such as internships and study abroad, St. Andrews students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### **Program of Study**

Pre-Med is not defined as a separate field of study, nor is it restricted to a single, specific major at St. Andrews. The majority of students in the Pre-Med Program usually major or minor in a natural science, but the completion of other majors does not exclude a student from successfully applying to medical school. Students interested in health related fields should first discuss their career choice with the Pre-Med Advisor. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific medical schools of their choice, in addition to completing their major and general education requirements. Regardless of what major a student interested in health care chooses to study at St. Andrews, the first two years of study should concentrate on the traditional basic science disciplines with a special emphasis on laboratory experiences that form an integral part of the science education process. This will allow the students to be properly prepared for taking the Medical University Admission Test (MCAT) at the end of their junior year. The MCAT consists of four sections: 1) verbal reasoning, 2) physical sciences, 3) biological sciences and 4) writing abilities. The General Education program at St. Andrews helps prepare students for sections 1 and 4 while courses in the natural sciences help prepare students for sections 2 and 3. Throughout their four years at St. Andrews, students will also discuss various opportunities with their advisor, such as internships, and important deadlines for national exams and applications.

### **Basic science courses that meet the minimal requirements for most medical school programs:**

BIO 201 and 204 Concepts in Biology 1 & 2

BIO 327 Genetics

CHE 210 & 210 L Essential Concepts of Chemistry

CHE 215 & 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 & 202 University Physics / PHY 211 & 212 General Physics

MAT 225 Introductory Statistics / MAT 221 Calculus

**Recommended courses (May be required for certain schools):**

BIO 221	Anatomy and Physiology I
BIO 366	Animal Physiology
BIO 365	Microbiology
CHE 365	Biochemistry I: Biomolecules
SS 227	Community Health, First Aid and CPR

**St. Andrews General Education (SAGE)**

The St. Andrews faculty as a whole designed the St. Andrews General Education (SAGE) program for the St. Andrews student body as a whole. It includes course work that constitutes graduation requirements common to all students – those that carry the SAGE prefix as well as those that satisfy the writing and breadth requirements. Students must complete a total of 35 – 38 credits in general education.

**Mission**

The General Education curriculum shall be characterized by and seek to develop in students: an appreciation for intellectual rigor and honesty; an appreciation of the importance of both broad and deep learning; the inclination to inquire, and a knowledge of various methods of inquiry; the ability to question and assess one's own knowledge and abilities as well as those of others; and the ability to question, assess, and defend one's own core moral values. The General Education curriculum shall also address: contemporary global issues, the history of ideas in Western Civilization in their global context, acquisition of information technology skills, and the fundamental principles of various great religious traditions. Among areas of particular emphasis shall be written and oral communication, interdisciplinary study, critical thinking, synthesis and integration of ideas and information, and the ability to frame, support, and respond to arguments.

**Learning Outcomes**

1. Students will demonstrate critical thinking and rhetorical skills through effective written and oral communication.
2. Students will engage a broad spectrum of ideas and information through the study of multiple disciplines in the liberal arts and sciences. This breadth of learning is designed to complement the depth of study in the students' individual disciplines.
3. Students will demonstrate the ability to develop and pursue their own paths of inquiry.

**Structure of St. Andrews General Education**

*The following curriculum is required of all new students entering St. Andrews in 2012- 2013. Courses that count toward these requirements will appear in the front section of the course schedule each semester.*

**Required Common Experience Courses:**

SAGE 230 Human Thought and Culture I: Ancient to Medieval	3 credits
SAGE 240 Human Thought and Culture II: Renaissance to Modern	3 credits
SAGE 381 Transitions	1 credit
SAGE 450 Global Issues and Ethical Response	3 credits
WRT 110 Composition I: Inquiry through Writing	3 credits
WRT 120 Composition II: Reasoning through Writing	3 credits

**Breadth Requirements**

**Language:** demonstrated knowledge in speaking, reading, writing and listening to a foreign Language; students must achieve proficiency at a second semester University-level up to 6 credits

**Mathematics:** a course in mathematics that develops an understanding of the appropriate use and limitations of quantitative analysis 3 credits

**Natural Science:** one science course designed to enrich a student's understanding of the natural world and the scientific method of inquiry; the course must include a laboratory experience 4 credits

**Arts and Aesthetics:** a course or courses selected from Art, Communication and Theatre Arts, Creative Writing, or Music requiring either personal engagement in and critical 3 credits

reflection upon the creative process or the development of an appreciation of the aesthetic achievement of one or more disciplines in the fine arts

**Humanities:** a course selected from the disciplines of English literature, Philosophy, or Religious Studies allowing students to explore written expressions of the human spirit in historical and cultural contexts 3 credits

**Social Science:** a course selected from the disciplines of Politics, History, Business/Economics, Psychology, or Education focused on the study of human society and culture 3 credits

Students must fulfill the Arts and Aesthetics, the Humanities, and the Social Sciences breadth requirements with courses outside of their intended or declared majors.

## Course Descriptions for Common Experience Courses

**WRT 110 Composition I: Inquiry through Writing** 3 credits

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning we challenge students to begin to develop habits of intellectual inquiry. Students must earn at least a C in WRT 110 to fulfill the requirement and enroll in WRT 120.

*Required of all students; Students are not permitted to withdraw from this course*

**WRT 120 Composition II: Reasoning through Writing** 3 credits

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research. Students must earn at least a C in WRT 120 to fulfill the requirement.

*Prerequisite: grade of C or better in WRT 110; Required of all students; Students are not permitted to withdraw from this course*

**SAGE 230 Human Thought and Culture I: Ancient to Medieval** 3 credits

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis.

*Prerequisite: Sophomore standing; Required of all students; Students are not permitted to withdraw from this course*

**SAGE 240 Human Thought and Culture II: Renaissance to Modern** 3 credits

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses.

*Prerequisite: Sophomore standing; Required of all students; Students are not permitted to withdraw from this course*

**SAGE 381 Transitions** 1 credit

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved.

**SAGE 450 Global Issues and Ethical Response** 3 credits

This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics or issues will vary depending upon class composition and interest. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students' disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience.

*Prerequisite: Senior standing; Required of all students*

## **Foreign Languages**

Students who are native speakers of a language other than English, and who have achieved a score of 500 or above on the Test of English as a Foreign Language also are exempt from the foreign language requirement.

Other students must select one of the options below to fulfill the foreign language requirement:

- Complete two semesters (six credits) of University level language study (normally the 151-152 level language courses).
- Receive a grade of at least 50 percentile on the CLEP examination in a foreign language as verified by the Registrar.

Students with a documented condition which interferes with the ability to learn a foreign language as attested by a score on the Modern Language Aptitude Test (MLAT) and/or other instruments deemed suitable by the Coordinator of Disability Services should consult the Academic Support Services section of this catalog for information regarding options for this requirement.

## **Program Majors and Minors by Department**

### **Department of Business and Economics**

Major in Business Administration (B.A.)

Major in Business Administration, with a Specialized Program of Study (B.A.)

- Equine Business Management
- Therapeutic Horsemanship Business Management

Major in Sport and Recreation Studies (B.A.)

Minor in Business and Economics

Minor in Equine Business Management

Minor in Sport and Recreation Studies

### **Department of Education**

Major in Elementary Education with K-6 Licensure (B.A.)

Major in Physical Education with K-12 Licensure (B.A.)

### **Department of Equine Studies**

Major in Therapeutic Horsemanship (B.A.)

Minor in Therapeutic Horsemanship

Minor in Equine Studies

### **Department of Interdisciplinary Studies**

Major in Interdisciplinary Studies (B.A.)

Minor in Women's Studies

### **Department of Liberal and Creative Arts**

Major in English and Creative Writing (B.A. or B.F.A.)

Major in Philosophy and Religious Studies (B.A.) suspended at least through 2012-2013

Major in Social Science (B.A.)

*Concentrations in: History*

*Politics*

Major in Visual & Performing Arts (B.A.)

*Concentrations in: Studio Art*

*Game Art and Design*

*Communication & Theatre Arts*

Minor in Communication and Theatre Arts

Minor in Creative Writing

Minor in English Literature

Minor in Spanish

Minor in Music

Minor in Philosophy – suspended at least through 2012-2013

Minor in Religious Studies – suspended at least through 2012-2013

Minor in Social Science, History Emphasis

Minor in Social Science, Politics Emphasis

Minor in Studio Art

### **Department of Natural and Life Sciences**

Major in Biology (B.A. or B.S.)

Major in Biology, with a Specialized Program of Study in Equine Science (B.A. or B.S.)

Major in Forensic Science (B.A.)  
*Concentrations in: Chemistry*  
*Psychology*

Major in Psychology (B.A.)  
Minor in Biology  
Minor in Chemistry  
Minor in Mathematical Sciences  
Minor in Psychology

## **Department of Business and Economics**

**Chairperson:** Corinne Nicholson

### **Business Administration**

Major in Business Administration (B.A.)  
Major in Business Administration, with a Specialized Program of Study  
    In Equine Business Management (B.A.)  
In Therapeutic Horsemanship Business Management (B.A.)  
Minor in Business and Economics  
Minor in Equine Business Management

### **Sport Studies**

Major in Sport and Recreation Studies (B.A.)  
Minor in Sport and Recreation Studies

## **Department of Business and Economics**

The Department of Business and Economics, in keeping with the mission of the University, develops in our students a blend of skills, knowledge, professional behavior and values. The department strives to combine the strengths of a liberal arts education with professional preparation in its various disciplines to meet the objective of providing future managerial and professional leadership to the region and the world.

### **Business Administration Major**

The Business Administration major, in keeping with the mission of the University, provides exceptional, educational experiences that promote not only the lifelong pursuit of knowledge and the continual development of skills, but also focuses on the importance of responsible, ethical behavior. The major prepares students for careers in the business, nonprofit and government sectors, and it also provides students with the knowledge, skills and disposition to pursue graduate studies in a wide variety of disciplines.

### **Learning Outcomes: Business Administration**

At the time of graduation, a Business major is expected to:

1. Demonstrate Knowledge in the Disciplines, through a competent understanding of theories, concepts and subjects in the major.
2. Exhibit Advanced Communication Skills, by becoming an effective and efficient communicator.
3. Demonstrate Critical Thinking Skills, through the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the major.

### **Internships in Business**

An internship with a business organization or a non-profit or governmental agency enables the student to explore potential careers, clarify his/her educational and career goals, develop new skills, gain valuable work experience and develop professional contacts. Prospective interns must meet University-wide requirements and be approved by the Department. Internships can be taken during any academic semester or summer after reaching junior status and interns receive variable credits in BUS 395 or 495 based on the nature of the onsite experience. During recent years students completed internships at the following companies: Adobe, Campbell Soup Co., BB&T, Butler Manufacturing Co., Habitat for Horses, Pinehurst Resort and Country Club, Merrill Lynch, International Visitors Council, Wesleyan Equestrian Center, Scotia Village Retirement Community, Scotland County Chamber of Commerce, Scotland Memorial Hospital, Triune Capital Advisors, Christopher Wood Law Office, and Army Geospatial Center.

### **Requirements for Transfer Students**

Transfer students are required to meet the University-wide general education requirements and must take 27 credits of the required business courses in the major at St. Andrews. In order to ensure that the Departmental goal of familiarity with a thorough business plan is met, students who have taken any course entitled "Principles of Management" at another institution must take BUS 302 Entrepreneurship at St. Andrews.

**Major in Business Administration****54 Credits**

Students with a particular interest in one of the major fields (Accounting, Economics, Finance, Management, Marketing, or General Business) may choose their elective courses accordingly.

<b>Required Courses:</b>	<b>39 Credits</b>
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
BUS 220 Business Technology	3
BUS 301 Business Law	3
BUS 302 Entrepreneurship	3
BUS 303 Management Communications	3
BUS 321 Principles of Marketing Management	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
BUS 341 Principles of Financial Management	3
BUS 480 Senior Policy and Strategy Seminar	3
ECON 201 Microeconomics	3
ECON 202 Macroeconomics	3
<b>Additional Requirements:</b>	<b>15 Credits</b>
• One of the following courses:	3
BUS 252 Business Statistics	
MAT 225 Introductory Statistics	
• Four upper-level business courses selected in consultation with a faculty advisor	12

**Major in Business Administration with a  
Specialized Program of Study in Equine Business Management**
**60 Credits**

<b>Required Courses:</b>	<b>44 Credits</b>
ACCT 201 Principles of Accounting I	3
BUS 220 Business Technology	3
BUS 301 Business Law	3
BUS 303 Management Communications	3
BUS 321 Principles of Marketing Mgmt	3
BUS 322 Advertising and Promotion	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
BUS 341 Principles of Financial Mgmt	3
BUS 480 Senior Policy & Strategy Seminar	3
ECON 201 Microeconomics	3
EQ 244 Stable Management	2
EQ 244L Stable Management Lab	2
EQ 340 Equine Business Management	3
EQ 350 Horse Science I	3
TH 155 Intro. to Therapeutic Horsemanship	1
<b>Additional Requirements:</b>	<b>16 Credits</b>
• One of the following courses:	3
BUS 332 Organizational Behavior	
BUS 333 Human Resource Management	
• One of the following courses:	3
BUS 495 Senior Project	
BUS 498 Senior Project	
BUS 499 Senior Project	
• One of the following courses:	3
EQ 249 History & Theory of Modern Riding	
EQ 341 Preparation for ANRC Testing	
• Electives chosen from the following courses:	5
ACCT 202 Principles of Accounting II	
BUS 302 Entrepreneurship	
BUS 395 Internship in Business & Economics I	
ECON 202 Macroeconomics	
COM 252 Journalism	
EQ 248 Basic Riding Instructor Skills	
EQ 248L Basic Riding Instructor Skills Lab	



EQ 342	Form to Function: Judging and Selecting Hunters	
EQ 415	Current Therapies in Equine Internal Medicine	
EQ 416	Intro to Equine Clinical Pharmacology	
EQ 417	Equine Orthopedic Lameness	
EQ 418	Equine Nutrition	
EQ 422	Horse Science II	
•	The student must take at least 2 Equitation courses at St. Andrews.	2
These courses include:		
PE 261	Equitation I	
PE 262	Equitation II	
PE 263	Equitation III	

**Major in Business Administration with a Specialized Program of Study in Therapeutic Horsemanship Business Management 62 Credits**

**Required Courses: 53 Credits**

ACCT 201	Principles of Accounting I	3
BUS301	Business Law	3
BUS 303	Management Communications	3
BUS 321	Principles of Marketing Mgmt	3
BUS 331	Principles of Management	3
BUS 335	Business Ethics	3
BUS 341	Principles of Financial Mgmt	3
BUS 480	Senior Policy & Strategy Seminar	3
ECON 201	Microeconomics	3
EQ 244	Stable Management	2
EQ 244L	Stable Management Lab	2
EQ 248	Basic Riding Instructor Skills	2
EQ 248L	Basic Riding Instructor Lab	1
EQ 340	Equine Business Management	3
TH 246	TH Principles & Concepts	3
TH 346	Adv Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Mgmt: Administration	2
TH 348	TH Program Mgmt: Advanced Techniques	2
TH 465	TH Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Riding	2
Certification (Red Cross) in First Aid and CPR		

**Additional Requirements: 9 Credits**

•	One of the following courses:	3
	BUS 332 Organizational Behavior	
	BUS 333 Human Resource Management	
•	One of the following courses:	3
	BUS 495 Senior Project	
	BUS 498 Senior Project	
	BUS 499 Senior Project	
•	Electives from the following courses:	3
	ACCT 202 Principles of Accounting II	
	BUS 220 Business Technology	
	BUS 302 Entrepreneurship	
	BUS 322 Advertising & Promotion	
	BUS 341 Investments & Portfolio Analysis	
	BUS 395 Internship	
	BUS 451 Operations Management	
	EQ 350 Horse Science I	

**Contract Majors in Business – Laurinburg Campus 54 credits**

For students whose needs are different from the standard areas of emphasis, contract majors in Business may be arranged. A Business Administration contract major includes the Core Requirements and Capstone course from the regular Business Administration major and four courses (12 credits) of 300-400 level courses that would be appropriate for the theme of the contract. Examples of contract majors include: Business and Music Technology, Museum Management, Business with a Pre-Law emphasis, and Business within the Political Environment. All contracts must be approved by the Departmental faculty and declared by midterm of the first semester of the student's senior year.

<b>Required Courses:</b>	<b>39 Credits</b>
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
BUS 220 Business Technology	3
BUS 301 Business Law	3
BUS 302 Entrepreneurship	3
BUS 303 Management Communications	3
BUS 321 Principles of Marketing Mgmt	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
BUS 341 Principles of Financial Mgmt	3
BUS 480 Senior Policy & Strategy Seminar	3
ECON201 Microeconomics	3
ECON202 Macroeconomics	3
<b>Additional Requirements:</b>	<b>15 Credits</b>
• One of the following courses:	3
BUS 252 Business Statistics	
MAT 225 Introductory Statistics	
• Four upper level courses appropriate for the theme of the contract.	12
Courses must be approved by the Departmental faculty.	

**Contract Majors in Business – St. Andrews @ Sandhills** **54 credits**

Students enrolled in the St. Andrews @ Sandhills Program may complete a contract major in General Business Administration. A minimum of credits is required for this major and at least 27 of the 48 credits must be taken at St. Andrews University.

<b>Required Courses:</b>	<b>43 Credits</b>
ACCT 201 Principles of Accounting I	3
ACCT 202 Principles of Accounting II	3
BUS 220 Business Technology	3
BUS 252 Business Statistics	3
BUS 301 Business Law	3
BUS 302 Entrepreneurship	3
BUS 303 Management Communications	3
BUS 321 Principles of Marketing Mgmt	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
BUS 341 Principles of Financial Mgmt	3
BUS 480 Senior Policy & Strategy Seminar	3
ECON 201 Microeconomics	3
ECON 202 Macroeconomics	3
<b>Additional Requirements:</b>	<b>12 Credits</b>
Four upper level courses appropriate for the theme of the contract.	12
Courses must be approved by the Departmental faculty.	

**Minor in Business and Economics** **27 credits**

**Learning outcomes:**

The Department has established three specific Learning Outcomes:

1. Knowledge in the discipline: Students will demonstrate a competent understanding of theories, concepts and subjects in the minor.
2. Communication skills: Students will become effective and efficient communicators.
3. Critical thinking skills: Students will demonstrate the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the minor.

A student may pursue a minor in Business and Economics. A minor consists of 24 credit hours.

<b>Requirements for a Minor in Business and Economics</b>	<b>21 Credits</b>
ACCT 201 Principles of Accounting I	3
BUS 301 Business Law	3
BUS 303 Management Communication	3
BUS 321 Principles of Marketing Mgmt	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
BUS 341 Principles of Financial Mgmt	3

<b>Additional Requirements:</b>	<b>6 Credits</b>
• One of the following courses:	3
ECON 201      Microeconomics	
ECON 202      Macroeconomics	
• Electives course in business and economics.	3

**Minor in Equine Business Management** **31 credits**

**Learning outcomes:**

The Department has established two specific Learning Outcomes:

1. Knowledge in the discipline: Students will demonstrate a competent understanding of theories, concepts and subjects in the minor.
2. Critical thinking skills: Students will demonstrate the ability to locate, evaluate, analyze and synthesize information relevant to the disciplines of the minor.

A student who is not a business major may pursue a minor in Equine Business Management. A student majoring in business may pursue a minor in Equine Studies offered by the Equine Studies Department.

<b>Requirements for a minor in Equine Business Management</b>	<b>28 Credits</b>
ACCT 201   Principles of Accounting I	3
BUS 301    Business Law	3
BUS 321   Principles of Marketing Mgmt	3
BUS 331   Principles of Management	3
BUS 335   Business Ethics	3
ECON 201   Microeconomics	3
EQ 244     Stable Management	2
EQ 244L   Stable Management Lab	2
EQ 340     Equine Business Management	3
EQ 350     Horse Science I	3

**Additional Requirements:** **3 Credits**

- One of the following courses: 3
    - EQ 249   History & Theory of Modern Riding
    - EQ 341   Preparation for ANRC Testing
  - The student must take at least 2 Equitation Courses at St. Andrews
- These courses include:
- PE 261 Equitation I
  - PE 262 Equitation II
  - PE 263 Equitation III

**Sport and Recreation Studies**

The Sport and Recreation Studies major, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge, skills, and professional dispositions that are necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base.

**Learning Outcomes: Sport and Recreation Studies**

Upon completion of the major in Sport and Recreation Studies:

1. Students will be able to describe and explain the components of the sport and recreation studies field such as management, marketing, risk management and financial principles.
2. Students will demonstrate skills and knowledge in the area of sport and recreation through internships, practicum or guide independent studies.
3. Students will identify and describe safety and ethical issues necessary to work successfully and responsibly in sport and recreation field.
4. Students will apply administrative skills, knowledge and understanding of planning, organizing and evaluating various sporting and recreational events and programs.

**Career Opportunities**

The Sport and Recreation Studies major is for a student who wants a career in a sport or recreation organization. Career options for those students pursuing the sport and recreation studies include, but are not limited to, work with professional sports, intercollegiate athletics, Olympic sports, national sport governing bodies, sport commissions, city park and recreation departments, YM/YWCA, Boys' and Girls' clubs, resorts, amusement parks and private clubs.

<b>Major in Sport and Recreation Studies</b>	<b>48 Credits</b>
<b>Required Courses:</b>	<b>42 Credits</b>
ACCT 201 Principles of Accounting I	3
BUS 220 Business Technology	3
BUS 301 Business Law	3
BUS 321 Principles of Marketing Management	3
BUS 322 Advertising and Promotion	3
BUS 331 Principles of Management	3
BUS 335 Business Ethics	3
ECON 201 Microeconomics	3
SS 231 Foundation and Principles of Physical Education and Sport	3
SRS 235 Recreation Programming	3
SRS 237 Sport and Recreation Event and Venue Management	3
SRS 385 Governance and Ethics in Sport & Recreation	3
SS 410 Organization and Administration of PE & Sports	3
SRS 480 Risk Management & Legal Aspects in Sport & Recreation	3
<b>Additional Requirements:</b>	<b>6 Credits</b>
• One of the following courses:	3
BUS 302 Entrepreneurship	
BUS 303 Management Communication	
BUS 333 Human Resources Management	
BUS 341 Principles of Finance	
• One of the following courses:	3
SRS 395/495 Senior Internship	
SRS 398/498 Senior GIS	
SRS 399/499 Senior Practicum	

**Minor in Sport and Recreation Studies** **24 Credits**

**Learning Outcomes:**

1. Students will be able to describe the components of the sport and recreation studies field such as management, marketing, risk management and financial principles.
2. Students will identify and describe safety and ethical issues necessary to work successfully and responsibly in sport and recreation field.
3. Students will apply administrative skills, knowledge and understanding of planning, organizing and evaluating various sporting and recreational events and programs.

**Required Courses:**

SS 231	Foundation and Principles of Physical Education and Sport	3
SRS 237	Sport and Recreation Event and Venue Management	3
SRS 385	Governance and Ethics in Sport & Recreation	3
SS 410	Organization and Administration of PE & Sports	3
ACCT 201	Principles of Accounting I	3
BUS 301	Business Law	3
BUS 321	Principles of Marketing	3
BUS 331	Principles of Management	3

**Department of Education**

**Chairperson:** Dr. Saundra Parker Jones

*Accredited by:* The North Carolina Department of Public Instruction

Major in Elementary Education with K-6 Licensure (B.A.)

Major in Physical Education with K-12 Licensure (B.A.)

**Department of Education**

In support of the mission of the University, the mission of the St. Andrews professional education program is to prepare Learner-Centered Professional Teachers who believe and demonstrate that teachers are the single most important factor outside the home environment in affecting learning and development. The Learner-Centered Professional Teacher who graduates from St. Andrews is aware of and appreciates the cultural achievements in the arts and literature and understands the role of science in the creation of a humane, integrative world. The St. Andrews Learner-Centered Professional Teacher has an intelligent, global concern for democratic relations in school and society and realizes that a teacher's intellectual, moral, and spiritual growth extends well beyond the University. Dedication to physical and emotional health and vitality, with a clear sense of vocation for the stewardship of life, are educational necessities for the Learner-Centered Professional Teachers of the twenty-first century.

## Learning Outcomes: Education

Learner-Centered Professional Teachers are professionally competent, personally and socially mature, spiritually enlightened, and acutely aware of their responsibilities to society. The Teacher Education Department prepares teachers who:

1. Demonstrate leadership in their classrooms, in the school, and in the teaching profession.
2. Provide a respectful environment for a diverse population of students, where students are treated as individuals, and professionals adapt their teaching for the benefit of students with special needs.
3. Know the content appropriate to their teaching specialty, align it with the North Carolina Standard Course of Study, and recognize its connectedness to other content when appropriate.
4. Facilitate ways in which learning takes place at the appropriate levels of intellectual, physical, social, and emotional development of their students.
5. Use a variety of instructional methods, integrate and utilize technology in their instruction and assess using a variety of methods what each student has learned.
6. Analyze student learning, link professional growth to their professional goals, and function effectively in a complex, dynamic environment.

## Policies and Procedures

### Admission to the Program

Formal admission to the Teacher Education Program is a separate process from admission to St. Andrews. Admission to, and continuation in a Licensure Program is granted only to those students who show clear evidence of becoming competent, mature, and responsible teacher candidates. A student seeking to be formally admitted to the Teacher Education Program must meet the following requirements:

#### *Degree Seeking Students on Main Campus*

1. Earn Sophomore Class status with a Minimum grade point average (GPA) of 2.5. (To achieve this, a student should have minimum GPA of 2.0 by the end of the Freshman year.)
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the PRAXIS Series\*, or satisfactory SAT/ACT Scores.
3. Submit to his/her Advisor an Application for Admission to Teacher Education by application deadline dates of March 1 or Oct. 1.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not in the Department of Education.
5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *Degree Seeking Students in the St. Andrews @ Sandhills Program*

1. Complete 12 credit hours at St. Andrews at Sandhills with a Minimum GPA of 2.5.
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the PRAXIS Series\*.
3. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the St. Andrews @ Sandhills Office) by application deadlines of March 1, June 1 or Oct. 1.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not a Department of Education full-time professor.
5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *University Graduates Seeking Licensure on the Main Campus*

1. Complete a minimum of 6 credit hours at the University with a minimum GPA of 2.5.
2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Office of Teacher Education) by the application deadline dates of March 1 or Oct. 1.
3. Submit to his/her Advisor two completed Reference Forms from previous instructors who are not full-time professors of the Department of Education\*.
4. Complete satisfactorily an interview with the Teacher Education Committee.
5. Licensure-only students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the PRAXIS I.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

#### *University Graduates Seeking Licensure in the St. Andrews @ Sandhills Program*

1. Complete a minimum of 6 credit hours at the University with a minimum GPA of 2.5.
2. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the St. Andrews @ Sandhills Office) by the application deadline dates of March 1 or Oct. 1.

3. Submit to his/her Advisor two Reference Forms from previous instructors.
4. Complete satisfactorily an interview with the Teacher Education Faculty Committee.
5. Licensure-only and Lateral Entry students entering the Teacher Education Program with a final Cumulative GPA (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the Pre-Professional Skills test in Reading, Writing and Math.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

### **Progression Policy**

To maintain satisfactory progress in the program, Teacher Education Majors:

1. Are limited to introductory courses in Education or a maximum of fifty percent of the courses that constitute the total professional studies program, excluding student teaching, until they are formally admitted to the Teacher Education Program.
2. Must maintain an overall GPA of 2.5 or better to be retained in the program.
3. Must maintain a GPA of 2.0 or better in their specialty area program of study.
4. Must retake any specialty area course in which a D or F is received.
5. Must maintain a GPA of 2.5 or better in their professional studies program of study.
6. Must retake any professional studies course in which a grade of C or lower is received.
7. Must have an overall GPA of 2.5 or better to be eligible for a student teaching placement.

\* Students not admitted to Teacher Education may take only a limited number of the courses that constitute the total professional studies program (7). See catalog course description.

### **Student Teaching**

The student teaching experience is a 14-week experience in a North Carolina public school. In order to be admitted to the professional semester, students must meet several requirements in addition to the initial requirements for formal admittance to Teacher Education candidacy. The student must:

1. Have a GPA of 2.5 or better in the teaching major.
2. Have a GPA of 2.5 or better in the professional studies program of study.
3. Have an overall GPA of 2.5 or better.
4. Remove all incomplete grades.
5. Submit the Application for Student Teaching by application deadline dates of March 1 or Oct. 1.

\* It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Students in the program who are working as teacher assistants will be advised to student teach in a school where they do not serve as assistants. Student teachers will be permitted to engage in outside employment, participate in University extra-curricular activities or enroll in an additional course only with the approval of the Teacher Education faculty.

### **\*PRAXIS I: Pre-Professional Skills Test (PPST)**

The Department of Education offers a course in the fall and spring to prepare students for PRAXIS. Registration information for PRAXIS I and PRAXIS II is available in the Education Curriculum Lab. Professors in the Education Department will advise students regarding PRAXIS I and PRAXIS II.

### **Exit Policies**

All students seeking Licensure must meet all requirements of the program, including course requirements, the PRAXIS Series (PRAXIS I, PRAXIS II) requirements, grade point average requirements and student teaching requirements.

### **K-12 Licensure**

The University offers an approved K-12 program leading to Licensure in Physical Education and an approved K-6 program leading to Licensure in Elementary Education. A student pursuing K-12 Licensure must successfully complete the standard requirements for the teaching major and the professional education sequence required for all Licensure programs.

### **Change of Major**

A student, who changes his/her major to Education, must satisfy all of the core requirements for Education majors.

### **Transfer Course Credit**

The transcripts of transfer students and Licensure-Only students are evaluated individually by the University Registrar's Office and appropriate faculty to ascertain which courses from other institutions are equivalent to the courses at St. Andrews. In some instances, students may be required to repeat a basic course if the course content is inadequate. A Program of Study is then prepared outlining the courses to be taken at the University to complete Licensure requirements in Teacher Education.

Licensure-Only students must meet the same requirements as the degree-seeking students. A Licensure-Only student

must hold a four-year degree from an accredited University or university.

Professional Studies courses taken at St. Andrews University or at any other accredited institution that are more than five (5) years old may not be accepted toward a Licensure Program.

### **Taking Courses in the St. Andrews @ Sandhills Program**

Students may enroll in courses at the other location if the course needed is not taught on their respective campus. Students must have the approval of the St. Andrews @ Sandhills Director and the advisor before registering.

Lateral-Entry candidates in Elementary Education may enroll in the St. Andrews @ Sandhills Program. Courses for Licensure are offered in the evening and on weekends to accommodate a teaching schedule.

### **Major in Education**

Students seeking licensure within the Teacher Education program can choose to major in Elementary Education with a K-6 Licensure or in Physical Education with a K-12 Licensure. In either case, students must complete the Professional Studies Sequence for Licensure below in conjunction with the requirements of their individual majors.

#### **Professional Studies Sequence for Licensure**

**33 Credits**

All students in the Teacher Education Program, regardless of licensure area, are required to successfully complete the following courses with a grade of C (2.00) or better. Any changes in the approved program of study outlined below must have the approval of the Department Chairperson.

*The following courses may be taken prior to admittance to the Teacher Education Program:* 12 Credits

EDU 236	Technology for Educators	3
EDU 250	Education, Culture and Diversity	3
PSY 220	Child and Adolescent Psychology	3
EDU 324	Educational Psychology	3

*The following courses may be taken only after being admitted to the Teacher Education Program:*

*(Requires a passing grade of C or better)* 21 Credits

EDU 235	Curriculum and Instruction	3
EDU 352	Teachers as Leaders	3
EDU 355	The Exceptional Child	3
EDU 423	Student Teaching Internship (P/F graded)	10
EDU 425	Student Teacher Senior Seminar	2

### **Major in Elementary Education with K-6 Licensure**

**69 Credits**

Elementary Education majors are expected to complete 12 hours in an area of emphasis in a core subject or other discipline significant to their Elementary Education program. Consult with your advisor prior to developing your area of emphasis.

#### **Requirements for Elementary Education with K-6 Licensure**

**36 Credits + Professional Studies Sequence**

Elementary Education K-6 majors are required to successfully complete the following courses with a grade of C (2.00) or better.

*The following courses may be taken prior to admittance to the Teacher Education Program.*

EDU 232	K-6 Healthful Living and Physical	3
EDU 319	Literature for Children & Youth	3
EDU 365	Fine Arts in the Elementary School	2

*The following courses may be taken only after being admitted to the Teacher Education Program.*

<i>(Requires a passing grade of C or better)</i>		
EDU 332	Language and Literacy	3
EDU 338	Reading and Language Arts II	3
EDU 339	Social Studies in the Elementary School	3
EDU 341	Science in the Elementary School	3
EDU 342	Mathematics in the Elementary School	3

• Successful completion of an emphasis as stated above 12

*Note: Elementary Education Majors must complete the Professional Studies Sequence for Licensure* 33 Credits

### **Major in Physical Education with K-12 Licensure**

**65 Credits**

Physical Education majors must successfully complete the following courses with a grade of C or better. Any changes in the approved program of study outlined below must have the approval of the Department Chair.

#### **Required Courses – Group I:**

**32 Credits**

BIO 221	Human Anatomy and Physiology I	4
SS 227	Community Health, First Aid and CPR	1
SS 231	Foundations and Principles of Physical Education & Sport	3
SS 234	Adaptive Physical Education, Sport, and Recreation	3
SS 325	Kinesiology and Biomechanics	4

SS 402	Exercise Physiology	3
SS 410	Organization and Administration of Physical...	3

### Required Courses – Group II:

Physical Education majors must successfully complete the following courses with a grade of C (2.00) or better.

*The following courses may be taken prior to admittance to the Teacher Education Program.* 10

EDU 232	K-6 Healthful Living and Physical Education Methods	3
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*The following courses may be taken only after being admitted to the Teacher Education Program.*

EDU 322	Reading and Writing in the Content Area	3
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EDU 328	K-12 Healthful Living and PE Methods	3
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EDU 328L	Lab Field Experience Teaching Healthful Living	1
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*Note: Physical Education Majors must complete the Professional Studies Sequence for Licensure* 33 Credits

### TaskStream

Any student who is taking an Education course or plans to major in Education must enroll in TaskStream, an electronic data collection facility that is now being used by the Department of Education and all of its programs. Students should go to the following website to review information about TaskStream, find enrollment information, and fee schedules at <http://www.taskstream.com>.

## Department of Equine Studies

**Chairperson:** Pebbles Turbeville

Major in Therapeutic Horsemanship (B.A.)

Minor in Therapeutic Horsemanship

Minor in Equine Studies

### Equine Studies

The Equine Studies Department, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field. Through experiential learning opportunities students will be prepared to integrate theory with specialized knowledge to become leaders in the equine industry. Students will acquire the necessary critical thinking and problem solving skills and will be empowered to be contributing members of their chosen profession in an interdependent world.

### Therapeutic Horsemanship

The Therapeutic Horsemanship major, in keeping with the mission of the University, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which allow students explore and define career options while applying and testing their knowledge base. Support of the University's mission of encouraging students to 'transcend self-interest with a spirit of service' is inherent in the very nature of the major. Students will be prepared to enter the field of Therapeutic Horsemanship as well-trained and contributing professionals or to continue on to post-graduate work in a related area. The major is specifically designed to provide career training for the student who is able-bodied or disabled.

### Learning Outcomes: Therapeutic Horsemanship

Upon completion of the major or minor in Therapeutic Horsemanship, students will be expected to:

1. Students will demonstrate an understanding of and competency in the PATH International standards as well as recognize ethical issues in the Therapeutic Horsemanship industry.
2. Students will demonstrate skills and knowledge in the area of Therapeutic Horsemanship through internships, guided independent research opportunities, and teaching practicum.
3. The student who completes the Therapeutic Horsemanship Major will obtain a registered level certification by PATH International.

### Major in Therapeutic Horsemanship

**56 Credits**

#### Required Courses:

**51 Credits**

BIO 221	Human Anatomy and Physiology I	4
EQ 244	Stable Management I	2
EQ 244L	Stable Management Lab	2
EQ 246	Introduction to Management of Equine Operations	3
EQ 248	Basic Riding Instructor	1.5
EQ 248L	Basic Riding Instructor Lab	1
EQ 350	Horse Science 1	3
PSY 101	Introduction to Psychology	3
PSY 220	Child and Adolescent Development	3
SS 227	Community Health, First Aid and CPR	1



SS 402	Exercise Physiology	3
SS 325	Kinesiology and Biomechanics	4
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Therapeutic Horsemanship Principles and Concepts	3
TH 268	Training the Therapeutic Riding Horse	2
TH 346	Advanced Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Management: Administration	2
TH 348	TH Program Management: Teaching	3
TH 465	Therapeutic Horsemanship Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Horsemanship	2
<b>Additional Requirements:</b>		<b>5 Credits</b>
• One of the following Capstone courses:		3
TH 3/495	Internship	
TH 3/498	GIS	
TH 3/499	Practicum	
• A minimum of 2 PE riding classes from PE 261-264, and the student needs to be prepared to pass the riding proficiency test for PATH International instructor certification.		2
• Red Cross certification in First Aid and CPR		
<b>Minor in Therapeutic Horsemanship</b>		<b>25.5 Credits</b>
<b>Required Courses:</b>		<b>23.5 Credits</b>
EQ 244L	Stable Management Lab	2
TH 155	Introduction to Therapeutic Horsemanship	1
TH 246	Therapeutic Horsemanship Principles and Concepts	3
TH 268	Training the Therapeutic Riding Horse	2
TH 346	Advanced Techniques in Therapeutic Horsemanship	4
TH 347	TH Program Management: Administration	2
TH 348	TH Program Management: Teaching	3
TH 465	Therapeutic Horsemanship Issues and Ethics	3
TH 466	Survey of Specialties in Therapeutic Horsemanship	2
SS 227	Community Health, First Aid and CPR	1
<b>Additional Requirements:</b>		<b>2 Credits</b>
One of the following courses:		2
EQ 244	Stable Management I	
EQ 245	Stable Management II	
<b>Minor in Equine Studies</b>		<b>22 Credits</b>
<b>Learning Outcomes:</b>		
1. Students will demonstrate and apply critical thinking and problem solving skills as they relate to the care and management of equines		
2. Students will integrate a sound knowledge of basic equitation, an understanding of lesson structure and content, and adherence to standard safety procedures to design and implement progressive lessons		
3. Students will integrate basic theory of equitation with specialized knowledge from either hunter seat, dressage, western, or natural horsemanship.		
<b>Required Courses for the Minor in Equine Studies:</b>		<b>16.5 Credits</b>
EQ 244L	Stable Management Lab	2
EQ 246	Introduction to Management of Equine Operations	3
EQ 248	Basic Riding Instructor	1.5
EQ 248L	Basic Riding Instructor Lab	1
EQ 342	Form to Function: Principles of Judging Hunters	3
EQ 350	Horse Science I	3
EQ 422	Horse Science II	3
<b>Additional Requirements:</b>		<b>5.5 Credits</b>
• One of the following courses:		2
EQ 244	Stable Management I	
EQ 245	Stable Management II	
• One of the following courses:		1.5
EQ 249	History and Theory of Modern Riding	
EQ 341	Preparation for ANRC - Rider Testing	

- Two of the following courses:  
EQ 280 Natural Horsemanship  
PE 202 or PE 263 Intercollegiate Equestrian or Equitation III
- Red Cross certification in First Aid and CPR or take SS 227

## Department of Interdisciplinary Studies

**Chairperson:** Dr. Edna Ann Loftus, Associate Dean for Academic Affairs  
Major in Interdisciplinary Studies, B.A.  
Minor in Women's Studies

### Mission: Department of Interdisciplinary Studies

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

### Learning Outcomes: Interdisciplinary Studies

The major in Interdisciplinary Studies is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators. Learning outcomes and a statement of purpose are developed for each individual contract.

### Major in Interdisciplinary Studies

45-56 credits

A student has two options for pursuing a major in Interdisciplinary Studies:

1. The student may choose to pursue a faculty-designed program of study, such as Asian Studies, which has already been approved by a Department Chair and the Curriculum and Assessment Committee; or
2. The student may develop an individualized program of study (contract) in accord with the requirements governing the Interdisciplinary Studies major.

If a student selects the individualized option, (a) the student will secure the agreement of a faculty member from one of the proposed disciplines to serve as lead advisor; (b) in consultation with the lead advisor, a proposed program of study including learning outcomes and a specific list of courses is developed around a unifying theme or concept; (c) the agreement of faculty in the other participating disciplines is secured; (d) the review and approval of the Chair of Interdisciplinary Studies is secured.

The contract may include X99 Guided Independent Studies courses, X98 Research Practica, and X95 Internships. Internships are strongly suggested. The major in Interdisciplinary Studies at St. Andrews may not be combined with any other major or minor.

### Basic Requirements for Student-Initiated Interdisciplinary Studies Majors

45-56 credits

#### Required Courses

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

#### Additional Requirements

1. The program of study must consist of a minimum of 45 and a maximum of 56 credits.
2. At least two academic advisors, from two different disciplines, are required. The lead advisor will serve as the “advisor of record.”
3. A minimum of 25 of the total credits for the major must be earned at St. Andrews University.
4. Of the 24 upper level credits required of the major, a minimum of 16 upper level credits must be completed at St. Andrews.
5. Interdisciplinary Studies proposals and contracts must be approved by the faculty in the appropriate disciplines and by the Interdisciplinary Studies Coordinator no later than the end of the drop/add period for the semester preceding a student's graduation semester.
6. IDS 401 Senior Experience in Interdisciplinary Studies is required of all Interdisciplinary Studies majors. This course is to be taken in the final semester of the senior year.
7. **From** approved courses at the 100-200 levels 21 **credits**
8. **From** approved courses at the 300-400 levels 24 **credits**

## Honors in Interdisciplinary Studies

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

## Minor in Women's Studies

**Faculty Contacts:** Betsy Dendy and Edna Ann Loftus

### Mission

The mission of the women's studies curriculum is to emphasize women's past and present roles in various social contexts (economic, political, religious, etc.) and across multiple disciplines. The women's studies minor is an interdisciplinary minor taken along with a disciplinary major. Women's studies courses offer students a chance to develop the skills necessary to analyze and to explore the ways in which gender defines who we are as women and men, how we are perceived, and how we are taught to perceive ourselves. Students choosing this course of study are encouraged to view the study of gender and sexuality within larger discussions of race, ethnicity and nationality in comparative and global contexts.

### Learning Outcomes

Upon completion of the Women's Studies Minor, students should be able to:

1. critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences.
2. demonstrate knowledge of the history of the women's movement and the feminist theories developing in conjunction with it.
3. demonstrate how the information from optional or concentration area courses relates to the larger concepts of women's and gender studies.
4. synthesize the insights from all minor coursework into a quality senior thesis project focused on an area of personal interest.

### Minor in Women's Studies (18 hours minimum)

A minor in Women's Studies requires a minimum of 18 credit hours. Half of the credit hours must be taken as upper level courses (300-400 level).

**In addition to fulfilling major requirements students must take the following:**

WS 101 Introduction to Women's and Gender Studies	3 credits
WS 200 Feminist Theory	2-3 credits
WS 400 Senior Thesis Project	1-3 credits

**Students will also select courses out of the following list to complete the requirements for the minor.** This list shows examples of courses already in the catalog that are clearly appropriate.

ENG 379 Women Writers	3 credits
POL 266/366 Politics of Sex	3 credits
HIS 214 Topics in American History: Women's History	3 credits

Students will also have the opportunity, with the approval of the instructor and upon the completion of a petition process, to focus their studies in other courses on issues related to women. Possible options include an emphasis on eco-feminism, women and psychology, feminist perspectives in science, and women artists.

### Internships

Students are encouraged to participate in an internship program focusing on women's issues and to begin to consider these issues in light of larger issues of social justice. Suggestions for internships include: Office for Women at General Assembly Offices of the PC (USA), Domestic Violence Shelter, etc.

### International Experience

Students are strongly encouraged to take advantage of faculty-led international travel opportunities that are relevant to the course of study and to attend conferences discussing women's issues.

## Department of Liberal & Creative Arts

**Chairperson:** Dr. David Herr

### **English and Creative Writing**

Major in English and Creative Writing (B.A. or B.F.A.)

Minor in English Literature

Minor in Creative Writing

### **Foreign Languages**

Minor in Spanish

### **History and Politics**

Major in Social Science with a concentration in History (B.A.)

Major in Social Science with a concentration in Politics (B.A.)

Minor in Social Science, History emphasis

Minor in Social Science, Politics emphasis

### **Philosophy and Religious Studies**

Major in Philosophy and Religious Studies (B.A.) – suspended at least through 2012-2013

Minor in Philosophy – suspended at least through 2012-2013

Minor in Religious Studies –suspended at least through 2012-13

### **Visual and Performing Arts**

Major in Visual and Performing Arts with a concentration in Studio Art (B.A.)

Major in Visual and Performing Arts with a concentration in Game Art and Design(B.A.)

Major in Visual and Performing Arts with a concentration in Communications &  
Theatre Arts (B.A.)

Minor in Studio Art

Minor in Communication & Theatre Arts

Minor in Music

The Department of Liberal and Creative Arts comprises the disciplines of art, communications, creative writing, English, foreign languages, history, literature, music, philosophy, politics, religious studies and theatre arts.

## **English and Creative Writing**

The mission of the major in English and Creative Writing is to cultivate an understanding of literature as an expression of human values and experiences, to foster an appreciation of the English language as a vehicle for imaginative, informative, and persuasive expression, and to develop skills of expository and creative expression, critical and analytical reading. The major offers students a course of study in American and English literature which emphasizes central authors, movements, and literary genres from the medieval to the modern periods. The major also prepares students to enjoy the art and craft of imaginative writing as a fulfilling vocation or avocation through a rich exposure to the genres of poetry, fiction, drama, screen writing, and creative non-fiction.

### **Shared Learning Outcomes: English and Creative Writing**

Upon completion of the major in English and Creative Writing, students will be expected to:

1. Demonstrate familiarity with significant works and authors representing the diversity and scope of the Western literary tradition;
2. Demonstrate an understanding of the defining characteristics of at least two major literary genres: poetry, fiction, drama, creative nonfiction;
3. Understand and apply a variety of critical methodologies to the analysis of literary texts; and
4. Demonstrate the ability to apply their skills in an appropriate pre-professional context.

### **Major in English and Creative Writing (B.A. or B.F.A.) 35-37 Credits**

All students intending to complete the major in English and Creative Writing will complete the following core courses:

<b>Required Courses:</b>	<b>15 Credits</b>
ENG 209 Survey of American Literature	3
ENG 211 Masterpieces of English Literature	3
ENG 278 Introduction to Critical Analysis and Literary Theory	3
ENG 221 OR ENG 322 Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 211 Introduction to Creative Writing	3

Students will choose to follow either a concentration in English Literature for the B.A. degree or a concentration in Creative Writing for the B.F.A. degree.

### **Learning Outcomes: English Literature concentration:**

Upon completion of the concentration in English Literature students will be expected to:

1. Identify and discuss the central characteristics and innovations of important literary movements;
2. Write essays on literary topics which demonstrate mastery of clear expository prose;
3. Demonstrate skills in undergraduate research and MLA documentation style; and
4. Demonstrate a commitment to the life-long enjoyment of literary texts and traditions through the development of an annotated reading list.

### **Requirements for the concentration in English Literature (B.A.)**

**35–37 Credits**

#### **Core Requirements:**

**15 credits**

ENG 209	Survey of American Literature	3
ENG 211	Masterpieces of English Literature	3
ENG 278	Introduction to Critical Analysis and Literary Theory	3
ENG 221 or ENG 322	Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 221	Introduction to Creative Writing	3

#### **English Literature Requirements:**

**20 - 22 credits**

Two upper level British literature courses	6
Two upper level American literature courses	6
Two additional upper level ENG courses	6
An internship, practicum, or guided independent study	1-3
ENG 453 Senior Portfolio and Review	1

### **Honors in English**

A major may receive "Honors in English" upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all courses and a 3.3 or better in courses in English.
2. Completing six (6) credits of work on an honors thesis or project, including ENG 497 (academic honors), with a grade point average of 3.3 or better.
3. Completing and successfully defending a thesis or project in a comprehensive oral examination before an examining committee composed of at least one member of the English program, one St. Andrews faculty member outside the program, and one additional outside examiner.

### **Minor in English Literature**

**19 Credits**

#### **Learning Outcomes:**

Upon completion of the minor in English Literature, students will be expected to:

1. Demonstrate a basic familiarity with significant works and authors representing the diversity and scope of the Western literary tradition.
2. Write essays on literary topics which demonstrate mastery of clear expository prose.
3. Demonstrate a commitment to the life-long enjoyment of literary texts and traditions through the development of an annotated reading list.

#### **A minimum of 19 credits is required for the minor in English Literature.**

Students must complete a minimum of 9 credits in ENG or LIT at the 200-level, including two of the following core courses:

ENG 209	Survey of American Literature (3 credits)
ENG 211	Masterpieces of English Literature (3 credits)
LIT 210	Classics of Western Literature (3 credits)

Students must complete a minimum of 10 credits in ENG at the 300-400 level, including ENG 453 Senior Portfolio and Review (1 credit).

### **Learning Outcomes: Creative Writing concentration:**

Upon completion of the concentration in Creative Writing students will be expected to:

1. Put theory into practice in the creation of original work in at least two areas, selected from among: poetry, fiction, drama, creative nonfiction;
2. Develop and articulate a personal theory of writing;
3. Produce a significant, original manuscript of creative work which reflects a personal theory of writing;
4. Submit their original work for publication in accordance with the guidelines of the literary profession; and
5. Demonstrate skill in some aspect of the editing, publication, or public presentation of creative work.

### **Requirements for the concentration in Creative Writing (B.F.A.):**

**36-38 Credits**

#### **Core Requirements:**

**15 credits**

ENG 209	Survey of American Literature	3
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ENG 211	Masterpieces of English Literature	3
ENG 278	Introduction to Critical Analysis and Literary Theory	3
ENG 221 or ENG 322	Shakespeare's Comedies or Shakespeare's Tragedies	3
CW 221	Introduction to Creative Writing	3
<b>Creative Writing Requirements:</b>		<b>21 -23 credits</b>
ENG 252	Modern Poetry	3
Two Creative Writing symposia		3
Two upper level Creative Writing workshops		6
One upper level course in ENG, CW, or PHI		3
An internship or practicum		1-3
CW 479 Thesis and Presentation*		4
CW 480 Publication		1

\*Thesis and Presentation: Students completing the Creative Writing concentration for the B.F.A. degree will submit a thesis of imaginative work and an essay on a personal theory of writing. Students will also participate in an oral defense of the thesis before a committee of three faculty members. The thesis itself may be in one of several genres; that is, a student could submit a thesis that combines poetry and fiction or combines creative nonfiction and drama..

Poetry: 20-30 pages

Fiction: 30-40 pages

Creative Nonfiction: 30-40 pages

Drama: 25-35 pages

Theory of Writing: 6-10 pages.

### **Minor in Creative Writing**

**18 credits**

Upon completion of the Creative Writing minor, students will be expected to:

1. Demonstrate an understanding of the defining characteristics of at least two major literary genres: poetry, fiction, drama, or creative nonfiction;
2. Put theory into practice in the creation of original work in at least two areas, selected from among: poetry, fiction, drama, creative nonfiction.

A minimum of 18 credits is required for the minor in Creative Writing. Students must complete at least 9 credits in CW or ENG at the 200-level. Required core courses for the minor include:

CW 221 Introduction to Creative Writing (3 credits)

ENG 252 Modern Poetry (3 credits)

And one of the following symposia courses:

CW 250 Poetry Symposium (1.5 credits)

CW 255 Fiction Symposium (1.5 credits)

CW 260 Creative Nonfiction Symposium (1.5 credits)

Students must complete 6 credits from the following workshop courses:

CW 413 Writing Poetry (3 credits)

CW 415 Writing Fiction (3 credits)

CW 425 Writing Creative Nonfiction (3 credits)

COM 310 Playwriting (3 credits)

Students must complete at least 3 additional credits in CW, ENG, or COM at the 300-400 level.

### **Foreign Languages**

The Mission of the Foreign Language curriculum is to provide students with a balanced and well-sequenced selection of courses that will permit them to develop a communicative ability using all of the major tenses and forms of the target language, to increase cross-cultural awareness, and to build a significant active and passive vocabulary appropriate to a wide range of practical, daily-life situations. This mission is accomplished through grammar, literature, culture/civilization and related courses. While classroom work includes the four key skills of reading, writing, listening and speaking, there is a special emphasis on development of the student's listening comprehension and speaking abilities.

### **Learning Outcomes: Foreign Languages**

Five key learning outcomes have been identified for students completing a minor:

1. Students will acquire skills in speaking, listening comprehension, reading and writing in the target language.
2. Students will acquire a basic knowledge of the cultural context of the target language.
3. Students will read and study representative selections of the literature of the target language, and acquire a knowledge of its major characteristics.
4. Students will understand and be able to use the common grammatical structures of the language.
5. Students will acquire a vocabulary that is applicable to daily life events and activities.

### **Special Notes:**

Foreign Language courses are offered pending availability of qualified instructors.

Courses in Chinese are offered at Capital Normal University in Beijing, China, as part of the University's international travel/study program.

### **Minor in Spanish**

**18 Credits**

A minor in Spanish consists of at least 18 credits in the language, of which at least 9 credits must be at or above the 300 level. The minor must include:

- One composition and/or conversation courses
- One civilization/culture course
- One literature course

Sample Minor in Spanish: Spanish: 151, 152, 220, 251, 325, 331, 351

### **History and Politics**

The mission of the History and Politics program supports the University by providing majors with a depth of knowledge and proficiency in the disciplines of history and political science. The social science major develops students' writing, research, and reasoning abilities. It addresses the need to construct clear and appropriate interpretations about complex information. Further, it helps students understand the nature of change and continuity in human experience over time. The major prepares students for a number of career paths including graduate training in a variety of disciplines. The major serves well the demand that graduates express their ideas clearly and think responsibly. The faculty in the program also support the University by encouraging all students in their courses to become informed, articulate, political individuals with a comprehension of the complex nature of living in an interdependent global community. The History and Politics program is inclusive and student-centered, using experiential learning where appropriate and enhancing student self-development through habits of lifelong learning.

The History and Politics program offers a history or politics concentration within the social science major with primary emphases in politics, European history, American history, and public history. Upon declaring the major a student will develop a contract for the course of study in consultation with faculty in the program. There are, in addition to the primary emphases, many possible areas of focus including graduate school preparation, pre-law, history or politics for journalism, history or politics for international studies, European Studies, American Studies, the American South, American Slavery, American Women's History, Asian Studies, history or politics for government service, history or politics for divinity services, history or politics for mass communications, and history or politics for careers in business. Other thematic contracts are possible with department approval.

### **Learning Outcomes: History and Politics**

1. Students will identify, clarify, articulate, and evaluate personal political values while becoming knowledgeable global citizens.
2. Students will develop an awareness of the importance of the past for its own sake and for its use in the present and future.
3. Students will demonstrate their learning and growth toward undergraduate competency in reading, researching, and writing in the social sciences.
4. Students will develop a working knowledge of disciplinary methodologies appropriate to their area of specialization.
5. Students will prepare for careers and vocational objectives.

### **Students in Politics courses will:**

1. Become politically better informed persons
2. Identify, clarify, articulate, and evaluate personal political values
3. Become knowledgeable global citizens
4. Prepare for careers in such areas as law, public service, private agencies, international organizations, journalism, and education
5. Develop strong communication skills

### **Major in Social Science (History or Politics), B.A.**

**36 Credits**

A standard major consists of 36 credits. A student must take a minimum of twelve credits at the 200 level that includes POL 201, POL 211, HIS 201 or HIS 202 and HIS 210 (formally HIS 102). Students must take a minimum of 18 credits at the 300-400 level and up to an additional six credits to fulfill the seminar sequence appropriate to their concentration (History or Politics) or the appropriate honors sequence; the politics seminar sequence requires POL 319 and POL 419 while the history seminar sequence requires HIS 325 and HIS 425 or HIS 491 and HIS 497 for honors completion.

### **Minor in Social Science (History or Politics)**

**18 Credits**

The History and Politics program offers a minor with an emphasis in either history or politics. Students intending to

minor in either emphasis complete eighteen credits with a minimum of nine credits at the 200 level and nine credits at the 300-400 level. Completing a minor with an emphasis in politics requires POL 201 and POL 211. Completing a minor with an emphasis in history requires HIS 201 or HIS 202 and HIS 210 (formally HIS 102).

### **Learning Outcomes for the Minor in Social Science (History or Politics)**

Students in Politics courses will:

1. Become politically better informed persons
2. Identify, clarify, articulate, and evaluate personal political values
3. Become knowledgeable global citizens
4. Prepare for careers in such areas as law, public service, private agencies, international organizations, journalism, and education
5. Develop strong communication skills

### **Honors in Politics**

A major, upon recommendation by the politics faculty, and upon certification by the Dean of the University, receive the designation “honors in politics” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.0 or better in all course work, and a 3.3 or better in all politics courses.
2. Satisfactory completion of six credits, four of which are completed in the fall semester as Politics 497 Politics Honors and two of which are completed in the spring semester as Politics 419 Senior Seminar in Politics.
3. Completion of a yearlong Honors Thesis on a topic approved by the politics faculty.
4. Achievement of periodic approval for continued work on the Honors Thesis.
5. A successful defense of the Honors Thesis before an examining committee which includes the faculty in politics, one faculty member outside the discipline, and/or an outside examiner.

### **Honors in History**

A major, upon recommendation by the history faculty, and upon certification by the Dean of the University, receive the designation “honors in history” after successful completion of the following:

1. Achievement of a cumulative GPA of 3.2 or better in all course work, and a 3.6 or better in all history courses.
2. After successfully completing HIS 325 Junior Seminar with no less than a B course grade such students will, at the invitation of the history faculty, enroll in HIS 491 Honors Seminar during the fall of their senior year.
3. Continuing in the honors program requires the following by the end of HIS 491:
  - a. Approved thesis proposal.
  - b. Demonstration of adequate progress toward completion of the project.
4. The program will consider students meeting these criteria for enrollment in HIS 497, Honors Research.
5. In addition to the successful completion of HIS 491, a student will earn honors in history with successful completion of the following:
  - a. The submission of a thesis which conforms to the history faculty’s Thesis Guidelines manual on or before the designated deadline date. The normal deadline will be three weeks before spring graduation.
  - b. A successful defense before a three or four person defense committee of whom at least two are history faculty. At least one member must be tenured. The Department will arrange and convene this defense committee in consultation with the student.
  - c. The submission of a final copy of the approved thesis which includes: The revision of the thesis as required by the defense committee. A manuscript which meets the preparation rules described by the History Thesis Guidelines manual is required.
  - d. Notification by the director of the thesis to the program faculty that the student has met all the above conditions.

### **Internships: History and Politics**

The program encourages majors and minors to consider academic internship opportunities in their sophomore and junior years. Internships are particularly helpful for students in public history and politics. Students interested in internships should work with program faculty at least a semester in advance of any intended program of study.

### **Philosophy and Religious Studies**

*Special Note: the Major and Minors in Philosophy and Religious Studies are currently under review. During the review period, it will not be possible to declare a Major in Philosophy and Religious Studies, or a Minor in either Philosophy or Religious Studies; and only a limited number of courses will be available in these two areas through academic year 2012-2013. Available courses will be found in the Registration course list that is published by the Registrar’s Office each semester.*

In support of the mission of the University the mission of the Philosophy and Religious Studies program in the Department of Liberal and Creative Arts is to expose students to the breadth of ideas and disciplines that constitute the fields of Philosophy and Religious Studies. We seek to help students develop a broad understanding of the historical and contemporary impact of philosophical and religious ideas on human culture and human problems, as well as the logical and critical reasoning skills to take and defend reasoned positions on important philosophical and religious issues.



## Learning Outcomes: Philosophy and Religious Studies

The Philosophy and Religious Studies program has the goal of achieving the following principle outcomes for its majors:

1. Students will acquire awareness and critical understanding of the formative religious traditions of human beings in a variety of cultures.
2. Students will acquire awareness and critical understanding of major philosophers and issues in the Western philosophical tradition.
3. Students will become appreciatively critical of their own religious traditions by engaging in a process of formulating their own mature questions and beliefs.
4. Students will become able to develop and defend their own well-reasoned position on one or more important philosophical issues.

## Honors in Philosophy and Religious Studies

A major may receive the designation of “Honors on Philosophy and Religious Studies” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all course work and of 3.3 or better in courses in the major;
2. Completing two three-credit guided independent studies with members of the program faculty;
3. Presenting an honors thesis or project on a topic acceptable to the program faculty; and
4. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the program, one faculty member outside the program, and one additional outside examiner.

### **B.A. in Philosophy and Religious Studies- *major suspended at least through 2012-2013* 31 Credits**

Courses in Philosophy and Religious Studies (31 credits at least 18 of which must be at the 300-400 level)

Of these thirty-one credit hours:

- Successful completion of PHI 203 and RST 120 6
- Successful completion of three credits from EACH of the following four areas: 12

#### **1. History of Philosophy:**

PHI 100	Introduction to Philosophy	
PHI 220	Topics in Philosophical Thought	1.5 credits
PHI 301	The Beginnings of Philosophy	
PHI 302	Jewish, Christian and Islamic Philosophy	
PHI 303	Modern Philosophy and Scientific Revolutions	
PHI 304	Recent Philosophy and Technological Revolutions	
PHI 320	Topics in Philosophical Thought	1.5 credits

#### **2. Religious Traditions:**

RST 220	Introduction to the Hebrew Bible	
RST 230	Introduction to the New Testament	
RST 232	Topics in Biblical Studies	
RST 332	Topics in Biblical Studies	
RST 340	History of Christian Thought	

#### **3. Applied Philosophy:**

PHI 212	Ethics	
PHI 231	Business Ethics	
PHI 240	Topics in Applied Philosophy	1.5 credits
PHI 246	Environmental Philosophy	
PHI 333	Philosophy of Law	
PHI 340	Topics in Applied Philosophy	1.5 credits

#### **4. Religious Thought:**

RST 340	History of Christian Thought	
RST 345	Foundations of Modern, Western Religious Thought	
RST 350	Modern Christian Theology	
•	Successful completion of Junior Seminar (2) and Senior Seminar (2)	4
•	Courses selected from list of Philosophy and Religious Studies courses	9

## Contract Major in Philosophy and Religious Studies

In addition to the regular major, the Philosophy and Religious Studies Program offers students options for designing

and contracting a major which has an emphasis in some area (or areas) or study the student wishes to relate to philosophy and religion (such as psychology, politics, history, literature, art). Specific courses which define the terms of these contracts are determined by the student in consultation with a member of the Philosophy and Religious Studies Program and with the approval of the chairperson of the Department of Creative and Liberal Arts. The only general requirements are that:

- a. Contracts include a minimum of 18 credits in Philosophy and Religious Studies, at least 9 of which are at the 300-400 level;
- b. Contracts include 30 credits, at least 15 of which are at the 300-400 level;
- c. The student submits with the contract a one-page statement of rationale in which s/he articulates the reasons for including each specified course within a single, comprehensive, contracted major.

### **Requirements for a Minor in Philosophy – *minor suspended at least through 2012-2013***

Requirements for a minor are 18 credit hours in Philosophy, at least nine of which are at the 300-400 level. PHI 203 must be taken as part of the minor contract.

### **Requirements for a Minor Religious Studies – *minor suspended at least through 2012-2013***

Requirements for a minor are 18 credit hours in Religious Studies, at least nine of which are at the 300-400 level.

### **Learning Outcomes for the Minor in Religious Studies**

1. Students will become familiar with the terminology and methodology of the discipline of Religious Studies.
2. Students will become appreciatively critical of their own religious traditions by engaging in a process of formulating their own mature questions and beliefs.

### **Visual and Performing Arts**

The St. Andrews Major in Visual and Performing Arts introduces students to the vibrant creative areas of Art, Film & Television, Theatre and Music. Having completed a group of core Visual and Performing Arts courses, a student will pursue a more comprehensive study of either Art or Communication & Theatre Arts.

Specialized programs of study can also be contracted between the student and academic advisor. These are custom-designed to serve students with more varied academic or career interests, and may combine elements of a number of disciplines within the Visual and Performing Arts major.

The curriculum of the Visual and Performing Arts major combines a study of the history, theory, and criticism of the chosen discipline with dynamic and rigorous hands-on production experience in media ranging from sculpture, drawing, painting, ceramics, music and computer art to all phases of film and theatre production and script writing. For majors and non-majors alike, Visual & Performing Arts courses are designed to develop an appreciation for the history and artistry of these media, the skills to produce professional quality creative work, and the ability to critique effectively one's own work and the work of others.

Students completing the Visual and Performing Arts major will emerge with solid theoretical, critical and practical skills that will position them for post-graduate work or entry into the broad, exciting and ever-evolving arts and media job market.

### **Learning Outcomes: Visual and Performing Arts**

Upon completion of the Visual and Performing Arts Major, students will:

1. Demonstrate familiarity with the history and heritage of Western traditions in the visual and/or performing arts;
2. Acquire a competency with the tools and techniques associated with the visual and performing arts;
3. Demonstrate the skills to produce creative works at a professional level; and
4. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

### **Required Courses:**

Choose a total of **three** courses; one course from each approved academic area.

	<b>10 Credits</b>
• Art (choose one):	4
ART 146      2-D Design	
ART 147      3-D Design	
• Communication & Theatre Arts (choose one):	3
COM 125      Introduction to Theatre	
COM 155      Introduction to Film and Television	
• Music (choose one):	3
MUS 110      Music Fundamentals	
MUS 256      Introduction to Music Literature	

**Major in Visual and Performing Arts with a concentration in Studio Art** **49.5 credits**

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the Concentration in Studio Art must complete the following required courses: **15.5 Credits**

ART 146 or ART 147	2- D Design or 3-D Design	4
ART 120	Art History I	1.5
ART 121	Art History II	1.5
ART 223	Drawing I	4
ART 361	Seminar in Modern Art	1.5
ART 456	Art Portfolio	1.5
ART 457	Senior Show	1.5

The remainder of the concentration in Studio Art coursework (24 credits) is negotiated individually and generally focused on upper and advanced levels of studio work. Students focus on a particular area of emphasis in studio art: computer art, drawing, ceramics, painting, and sculpture. At least one-half of the total studio art concentration should be at the 300-400 level. Students are actively encouraged to complete an art internship during the junior or senior year.

**Major in Visual and Performing Arts with a concentration in Game Art and Design** **65 Credits**

In the Game Art and Design major, students will learn the techniques and processes to construct 2D and 3D art assets to be used in the creation of computer games. Students will learn to model, sculpt, and texture from a beginning to an advanced level. Students will use a current game engine to develop playable levels. Students will gain experience in creating advanced character models, building shaders, lighting and rendering, character rigging, and animation.

In addition to the 10 credit Visual and Performing Arts Core courses, students pursuing the Concentration in Game Art and Design must complete the following required courses:

GAM 100 Game Art Foundations	3
GAM 203 Modeling I	3
GAM 303 Modeling II	3
GAM 403 Modeling III	3
GAM 202 Textures and 2D Art I	3
GAM 302 Textures and 2D Art II	3
GAM 304 Level Development I	3
GAM 404 Level Development II	3
GAM 306 Animation	3
GAM 406 Character Rigging and Animation	3
GAM 411 Game Project I	3
ART 120 Art History I	1.5
ART 121 Art History II	1.5
ART 146 2D Design (could be satisfied through core requirements)	4
ART 147 3D Design (could be satisfied through core requirements)	4
ART 223 Drawing I	4
ART 323 Drawing II	4
ART 423 Drawing III	4
ART 456 Portfolio	1.5
ART 457 Show/Demo Reel	1.5

**Suggested Electives for Game Art and Design Concentration:**

CW 221 Introduction to Creative Writing	3
PHI 203 Introduction to Logic	3
PHY 201 University Physics	4
ENG 211 Masterpieces of English Literature	3
ENG 325 Medieval Literature	3

**Minor in Studio Art** **26 credits****Learning Outcomes:**

Upon completion of the minor in Studio Art, students will:

1. Demonstrate an acquaintance with the history and heritage of Western traditions in the visual and/or performing arts;
2. Become familiar with the tools and techniques associated with the visual and performing arts at a fundamental level;
3. Reflect upon and assess the characteristics and merits of their own work and the creative work of others.

A minor in art consists of eight courses, three of which are 300-400 level courses. It is required that ART 146, ART 147, ART 120, ART 121, and ART 361 be included in the minor as well as three upper level courses in a chosen area of emphasis in studio art.

## Major in Visual and Performing Arts with a concentration in

### Communication & Theatre Arts

**42 Credits**

In addition to the 10 credit Visual and Performing Arts core courses, students pursuing the concentration in Communication & Theatre Arts must complete the following required and elective courses:

**32 Credits**

#### Required:

COM 113	Public Speaking	2
COM 245	Acting I	3
COM 251	Intro to Video	3
COM 354/454	Practicum (Theatre or Film)	3

#### Electives:

• <b>At least one of the following:</b>		3
COM 125	Intro to Theatre	
COM 135	Intro to Theatre and Film	
COM 155	Intro to Film and Television	
• <b>At least one of the following:</b>		3
COM 225	Tech Theatre	
COM 210	Intro to Screenwriting	
• <b>At least one of the following:</b>		3
COM 345	Acting II	
COM 310	Playwriting	
• <b>At least one of the following:</b>		3
COM 351	Advanced Video Production	
COM 355	Directing	

The major requires at least 9 additional credits from Communication and Theatre Arts and/or supporting academic disciplines, at least 5 of those at the 300/400 levels, chosen in consultation with the student's advisor.

## Minor in Communication and Theatre Arts

**21 Credits**

This minor is completed through a combination of required and elective courses. Those wishing to complete the minor with a concentration in either Theatre or Film may develop a specialized program of study with their faculty advisors.

### Learning Outcomes for the Minor in Communication and Theatre Arts

1. Students will have basic written, oral communication, and presentational skills that will strengthen personal and professional relationships.
2. Students will be empowered to use their minds, voices, and bodies as tools of creativity.
3. Students will be adept at collaborating and working in team situations to solve problems and accomplish goals.

#### Requirements for the Minor in Communication and Theatre Arts:

COM 245	Acting I	3
COM 251	Intro to Video	3

#### Electives:

<b>At least one of the following:</b>		<b>3</b>
COM 125	Intro to Theatre	3
COM 135	Intro to Theatre and Film	3
COM 155	Intro to Film and Television	3

The minor requires at least 15 additional credits from Communication and Theatre Arts and/or supporting academic disciplines, 9 of them at the 300/400 levels, chosen in consultation with the student's advisor.

## Minor in Music (21 credits)

The minor in Music is offered with concentration in Piano, Voice, or Bagpipe. Prior to being accepted as a Music minor, the student must demonstrate to a faculty committee performance proficiency on their chosen instrument. Requirements for a minor in Music are 21 credit hours as outlined below. A piano proficiency test is also required. Music minors without piano training must enroll in and pass MUS 115 Piano for Beginners with a grade of C or higher. Students with insufficient theoretical knowledge to pass MUS 212 Basic Musicianship I must enroll in MUS 110 Music Fundamentals and pass with a grade of C or higher. Neither MUS 110 nor MUS 115 may be counted toward the 21 hours required for the minor.

### Learning Outcomes for the Minor in Music

1. Students will appreciate, describe, and experience a wide range of music from the Western tradition.
2. Students will appreciate, describe, and experience a wide range of music from the non-Western tradition.

3. Students will communicate, analyze, and converse with fluency in the written language of music.
4. Students will be competent to a level appropriate to their experience as a solo performer on their chosen instrument and be able to learn new music independently.
5. Students will exhibit musical and interpersonal leadership within the performing ensemble of choice.

**Required Courses for the Minor in Music:**

MLE 103/109	Ensemble	5
MLE XXX	Private Lessons	4
MUS 212	Basic Musicianship I	3
MUS 213	Basic Musicianship II	3
MUS 365	Selected Topics in Western Art Music (or equivalent as approved by the music faculty)	3

## Department of Natural & Life Sciences

**Chairperson:** Dr. John A. Knesel

**Biology**

Major in Biology (B.A. and B.S.)

Major in Biology with a Specialized Program of Study in Equine Science (B.A. and B.S.)

Minor in Biology

**Chemistry**

Minor in Chemistry

**Forensic Science**

Major in Forensic Science with a concentration in Chemistry (B.A.)

Major in Forensic Science with a concentration in Psychology (B.A.)

**Mathematical Sciences**

Minor in Mathematical Sciences

**Psychology**

Major in Psychology (B.A.)

Minor in Psychology

The Department of Natural and Life Sciences comprises the disciplines of biology, chemistry, forensic science, mathematical sciences, psychology, computer science, and physics, as well as the Pre-Medical Program, and Pre-Veterinary Program.

### Mission

The Department of Natural and Life Sciences, consistent with the mission of the University, offers a series of dynamic programs that emphasize hands-on experiences, applications, case studies and real-world problem solving skills, all in the context of an ever-changing and interdependent world. The department provides opportunities for all students to enhance their understanding of the natural and life sciences by providing a student-centered environment focused on teaching the core scientific principles associated with a student's chosen scientific discipline.

### Biology

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

### Learning Outcomes: Biology

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

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

### Honors in Biology

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

1. Makes application for this designation [Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year].
2. Has the project [see below] approved by the Biology faculty.

3. Receives certification from the Dean of the University and
4. Completes the following requirements:
  - a) Maintains a 3.3 GPA in courses required for the major and a 3.0 cumulative GPA.
  - b) Takes a minimum of 8 credits and not more than 12 credits in independent study (designated as Bio 497 or 499), during at least two regular semesters and earning a GPA of 3.3 or better in each independent of study.
  - c) Completes an Honors Research Thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the empirical results of the independent research project, and discusses the relevant conclusions in the context of the body of preciously published research relating to the topic.
  - d) Presents a seminar on the research of at least 30 minutes duration to all interested members of the University community
  - e) Defends the Honors Research Thesis in a comprehensive oral examination before all members of the biology department.

### **Independent Study Opportunities in Biology**

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

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

### **Major in Biology**

**48-66 Credits**

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

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

### **B.S. Major in Biology**

**60-64 Credits**

#### **Required Courses:**

**31 Credits**

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3

CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
CHE 220	Introductory Organic Chemistry I	3
CHE 220L	Introductory Organic Chemistry I Lab	2
CHE 350	Introductory Organic Chemistry II	3
CHE 350L	Introductory Organic Chemistry II Lab	2
<b>Additional Requirements:</b>		<b>29-33 Credits</b>
One of the following human/animal courses:		4
BIO 221	Human Anatomy and Physiology I	
BIO 222	Human Anatomy and Physiology II	
BIO 353	Zoology	
BIO 366	Animal Physiology	
BIO 355	Animal Behavior	
One of the following plant courses:		4
BIO 340	Plant Diversity	
BIO 349	Botany	
One of the following microbiology/molecular/cell courses:		3-5
BIO 365	Microbiology	
BIO 453	Cell Biology	
BIO 460	Molecular Biology	
Two additional upper level elective courses from the lists above		8
One of the following mathematics courses		3-4
MAT 225	Introductory Statistics	
MAT 221	Calculus I	
Choose one of the course sets below		6-8
PHY 201/211	Physics I or General Physics I	
PHY 202/212	Physics II or General Physics II	
And take either, CIS 127: Introduction to Programming, or, CIS 224: Introduction to Web Design.		
[Students interested in entering medical school after graduation should be mindful that different schools require different Physics and Math courses.]		

<b>B. A. Major in Biology</b>		<b>46-48 Credits</b>
<b>Required Courses:</b>		<b>28 Credits</b>
BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
MAT 225	Introductory Statistics	3
<b>Additional Requirements:</b>		<b>18-20 Credits</b>
One of the following human/animal courses:		4
BIO 221	Human Anatomy and Physiology I	
BIO 222	Human Anatomy and Physiology II	
BIO 353	Zoology	
BIO 366	Animal Physiology	
BIO 355	Animal Behavior	
One of the following plant courses:		4
BIO 340	Plant Diversity	
BIO 349	Botany	
One of the following microbiology/molecular/cell courses:		3-5
BIO 365	Microbiology	
BIO 453	Cell Biology	
BIO 460	Molecular Biology	
One additional upper level elective courses from the lists above		4
One additional elective from the MAT, CIS, or PSY offerings		3

must be selected -- excluding CIS 111 and MAT courses lower than MAT 106.

**B. S. Major in Biology: Specialization in Equine Science** **67-71 Credits**

**Required Courses:** **41 Credits**

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Ecology	4
BIO 310	Genetics	3
BIO 380	Junior Seminar	1
BIO 466	Senior Seminar	1
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
CHE 215	Introduction to Structural Inorganic Chemistry	3
CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
CHE 220	Introductory Organic Chemistry I	3
CHE 220L	Introductory Organic Chemistry I Lab	2
CHE 350	Introductory Organic Chemistry II	3
CHE 350L	Introductory Organic Chemistry II Lab	2
EQ 241	Horse Science I	3
EQ 422	Horse Science II	3

**Additional Requirements:** **26-30 Credits**

One of the following human/animal courses:	4
BIO 353	Zoology
BIO 366	Animal Physiology
BIO 355	Animal Behavior
One of the following plant courses:	4
BIO 340	Plant Diversity
BIO 349	Botany
One of the following microbiology/molecular/cell courses:	3-5
BIO 365	Microbiology
BIO 453	Cell Biology
BIO 460	Molecular Biology
Two Equine Science courses:	6
EQ 3XX*	Nutrition
EQ 415	Current Therapies in Equine Internal Medicine
EQ 416	Introduction to Equine Clinical Pharmacology
EQ 417	Equine Orthopedic Lameness

*\* This course can be met with an online Animal Nutrition course.*

One of the following mathematics courses	3-4
MAT 225	Introductory Statistics
MAT 221	Calculus I

Choose one of the course sets below	6-8
PHY 201/211	Physics I or General Physics I
PHY 202/212	Physics II or General Physics II

And take either, CIS 127: Introduction to Programming,  
or, CIS 224: Introduction to Web Design.

[Students interested in entering medical school after graduation should be mindful that different schools require different Physics and Math courses.]

**Major in Biology: Specialization in Equine Science, B.A.** **51-53 Credits**

**Required Courses:** **34 Credits**

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



CHE 215L	Introduction to Structural Inorganic Chemistry Lab	1
MAT 225	Introductory Statistics	3
EQ 241	Horse Science I	3
EQ 422	Horse Science II	3
<b>Additional Requirements:</b>		<b>17-19 Credits</b>
One of the following human/animal courses:		4
BIO 353	Zoology	
BIO 366	Animal Physiology	
BIO 355	Animal Behavior	
One of the following plant courses:		4
BIO 340	Plant Diversity	
BIO 349	Botany	
One of the following microbiology/molecular/cell courses:		3-5
BIO 365	Microbiology	
BIO 453	Cell Biology	
BIO 460	Molecular Biology	
Two Equine Science courses:		3
EQ 420*	Equine Nutrition	
EQ 415	Current Therapies in Equine Internal Medicine	
EQ 416	Introduction to Equine Clinical Pharmacology	
EQ 417	Equine Orthopedic Lameness	
<i>* This course can be met with an online Animal Nutrition course.</i>		
One additional elective from the MAT, CIS, PSY, TH or EQ		3
Offerings -- excluding CIS 111 and MAT courses lower than MAT 106.		

### Minor in Biology

**25-27 Credits**

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

- Understand scientific methodology and be able to employ it in a practical setting:
  - Conducting experiments or making observations in the laboratory or field.
  - Analyzing data; and
  - Formulating hypotheses and drawing conclusions.
- Demonstrate the ability to solve problems and think critically about scientific topics.
- Be able to discuss scientific topics orally and in writing, with clarity of thought and expression.

#### Students will take the following courses for a Biology minor:

BIO 201	Concepts in Biology I	4
BIO 204	Concepts in Biology II	4
BIO 307	Genetics	3
BIO 310	Ecology	4
BIO 2xx-4xx	Biology elective	3-4
BIO 3xx-4xx	Biology elective	3-4 (upper level)
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Laboratory	1

### Chemistry

The Chemistry program, consistent with the mission of the University, offers a rigorous program in both the classroom and the laboratory providing for the curricular needs of the students. The program emphasizes hands-on instrumentation experiences and undergraduate research, enabling participants to successfully prepare for careers as scientists, educators or to enter directly into graduate programs in higher pre-professional learning as well as veterinary or health related studies.

#### Learning Outcomes: Chemistry

- Chemistry minors will be able to demonstrate a firm foundation in chemical principles as well as deeper understanding in each of the chemistry subdisciplines: analytical, organic, inorganic and physical.
- Minors will demonstrate the ability to use modern instruments and classical techniques to conduct and design experiments.
- Minors will demonstrate the ability to search and use the chemical literature in both printed and electronic forms.
- Minors will employ the ability to clearly present chemical data and appropriately interpret scientific results in variety of formats.

### Minor in Chemistry

**25-26 credits**

CHE 210	Essential Concepts of Chemistry (General Chemistry I)	3
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CHE 210L	General Chemistry Laboratory	1
CHE 215	Introduction to Structural Inorganic Chemistry (General Chemistry II)	3
CHE 215L	Introduction to Structural Inorganic Chemistry Laboratory	1
CHE 220	Introductory Organic Chemistry	3
CHE 220L	Introductory Organic Chemistry Laboratory	2
CHE 350	Organic Chemistry II	3
CHE 350L	Organic Chemistry II Laboratory	2
CHE 315	Analytical Chemistry	4
Plus one additional approved chemistry elective at a 300-400 level		3-4

### Independent Study Opportunities in Chemistry

Besides the course described later in this document, the chemistry faculty offers various opportunities for individualized, independent activities for chemistry minors. These include Special Studies in Chemistry, Teaching Practicum in Chemistry, and Guided Independent Study.

1. Special Studies (CHE X90, 1-4 credits each) are courses not regularly taught but which are offered when the unique combination of faculty and student interests suggests that an important learning experience may occur. Examples of such topics are Advances Environmental Monitoring and Interpretation of Spectral Analysis.
2. The Teaching practicum in Chemistry (CHE X98, 1-4 credits) allows students, especially those preparing to be teachers, to gain experience by performing and serving as teaching assistants in certain chemistry courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, DAT, and MCAT, to enhance their preparation for the chemistry portions of those tests by working in the tutor / mentor role general and organic chemistry.
3. The Guided Independent Study (CHE X99, 1-4 credits) is for students interested in research and exploring a specialized topic outside the scope of the normal curriculum. The student should approach a member of the chemistry faculty whose research interests or area of specialty match his/hers own interests and inquire about possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project or appropriate parameters to allow the exploration of a topic. After approval by the chemistry faculty and the department chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired such skills as hands on experience with experimental design, data collection and analysis and literature searches.

### Forensic Science

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

#### Learning Outcomes: Forensic Science

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

### Internships in Forensic Science

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

#### B. A. Major in Forensic Science

##### Required Courses:

		<b>53-60 Credits</b>
		<b>29 Credits</b>
BIO 201	Concepts in Biology	4
CHE 210	Essential Concepts of Chemistry	3
CHE 210L	Essential Concepts of Chemistry Lab	1
FOR 201	Introduction to Forensic Science	4
FOR 401	Crime Scene Investigation/Evidence Collection	4
FOR 402	Microanalysis of Trace Evidence	4
MAT 225	Introductory Statistics	3
POL 231	Introduction to Law	3
PSY 101	Introduction to Psychology	3

<b>Additional Requirements:</b>	<b>5-6 Credits</b>
Chose one of the following Courses:	1-2
PSY 350          Senior Seminar	
SAGE 381        Transitions	
Chose one of the following Courses:	4
PHY 201          University Physics I	
PHY 211          General Physics I	
<b>Required Courses for the concentration in Chemistry</b>	<b>18 Credits</b>
CHE 215      Intro to Structural Inorganic Chemistry	2
CHE 215L     Intro to Structural Inorganic Chemistry Lab	2
CHE 220      Introductory Organic Chemistry I	1.5
CHE 220L     Intro to Organic Chemistry I Lab	1.5
CHE 350      Introductory Organic Chemistry II	1.5
CHE 350L     Introduction to Organic Chemistry II Lab	1.5
CHE 315      Analytical Chemistry	2
CHE 315L     Analytical Chemistry Lab	2
CHE 365      Biochemistry I: Biomolecules	3
CHE 365L     Biomolecules Laboratory	1
<b>Required Courses for the concentration in Psychology</b>	<b>25 Credits</b>
PSY 202      Research Methods	4
PSY 232      Biopsychology	3
PSY 245      Behavior Pathology	3
PSY 260      Psychology in Legal Contexts	3
PSY 325      Drugs and Behavior	3
PSY 331      Social Psychology	3
PSY 337      Personality Theory	3
PSY 433      Cognitive Neuroscience	3

## Mathematical Sciences Program

The mission of the Mathematical Sciences Program is to enable students to develop critical thinking skills and become effective problem solvers while mastering a broad spectrum of knowledge from the mathematical sciences. The general student should have the mathematical literacy required for his/her area of study and to function competently in a modern technological society.

The minors' studies focus on the mathematical sciences as both an object of study and a tool for application. Upon completion, students with a minor in mathematics should be prepared for a broad spectrum of professional opportunities, both in careers and in graduate and professional schools.

## Learning Outcomes: Mathematical Sciences

Upon completion of a minor in the mathematical sciences:

1. Students will demonstrate understanding of the mathematics that forms the core of the undergraduate curriculum, such as: calculus I and II, multivariable calculus, linear algebra, and differential equations.
2. Students will be able to apply mathematical principles to solve real-world problems.
3. Students will be able to read mathematics and communicate mathematical ideas and information effectively in oral and written reports.

Upon completion of courses in the mathematical sciences used to fulfill General Education requirements:

1. Students will demonstrate critical thinking skills by being able to use fundamental mathematical principles to solve real-world problems effectively in written format.
2. Students will demonstrate an understanding of, and an appreciation for, the limitations of quantitative analysis.

## Minor in Mathematics

## 23-24 Credits

A minor in mathematics consists of MAT 221 and 222, three mathematics courses at the 300-400 level, and one additional course in mathematics or computer and information science.

<b>Required Courses:</b>	<b>20 Credits</b>
MAT 221      Calculus I	4
MAT 222      Calculus II	4
MAT 310      Multivariable Calculus	4
MAT 312      Linear Algebra	4
MAT 340      Ordinary Differential Equations	4
<b>Additional Requirements:</b>	<b>3-4 Credits</b>
One elective course in MAT or CIS	3-4

## Psychology

In keeping with the mission of the University, the Psychology program seeks to provide all students a deeper understanding of the factors that contribute to human behavior and attitudes, and to assist in the development of interpersonal communication skills that contribute to the students' ability to become active and responsible members of their communities. The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience and analytical skills learned in their program. The Psychology program provides majors both a breadth of knowledge in a wide range of fields within the discipline of psychology and depth of knowledge in a specific area.

### Learning Outcomes: Psychology

1. Students will be able to describe the theory, methodology, and research findings of key areas of psychology.
2. Students will examine critically and evaluate the literature of psychology and communicate effectively in written and oral reports.
3. Students will be able to effectively analyze and synthesize information from diverse areas.
4. Students will demonstrate an awareness of ethical concerns and dilemmas in psychological research with both animal and human subjects.

### Honors in Psychology

A student majoring in Psychology may, upon recommendation by the department faculty and certification by the Dean of the University, receive the designation "Honors in Psychology" after successful completion of the following:

1. A cumulative GPA of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Psychology;
2. A minimum of 6 credits of honors course work in Psychology;
3. An honors thesis or project on a topic approved by the program faculty; and,
4. A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes a faculty member from the discipline, one faculty member from outside the discipline, and one additional examiner.

### Internships in Psychology

The clarification of educational and personal goals and values is a major objective for psychology internship students. An internship can enhance learning in the academic world and provide an opportunity to apply and test knowledge of psychology in a practical professional world setting. Internships are open to juniors and seniors with a 2.5 GPA or better and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies across the country. Internships in the Psychology program consist of an academic component as well as site work and should be arranged in consultation with a Psychology faculty member.

### Major in Psychology, B. A.

**46-48 Credits**

The plan of study for a Psychology major is constructed in consultation with an advisor selected from the Psychology faculty. The major is designed to prepare students to enter graduate school in Psychology or related fields (e.g. social work, business administration), to enter professional training programs (e.g. medical school, law school), or to obtain employment in a wide variety of fields following graduation. Psychology majors obtain breadth by taking the introductory survey course and several core courses. Majors acquire depth by selecting appropriate electives and pursuing research and internship opportunities in consultation with faculty advisors. Credit towards the major should be distributed as follows:

<b>Required Courses:</b>		<b>24 Credits</b>
BIO 221	Human Anatomy and Physiology I	4
MAT 225	Introductory Statistics	3
PSY 101	Introduction to Psychology	3
PSY 150	Departmental Seminar*	2
PSY 202	Research Methods in Psychology	4
PSY 232	Biopsychology	3
PSY 350	Departmental Seminar*	2
PSY 445	History and Systems (Senior Seminar)	3

\* The Departmental Seminar must be taken once in the freshman or sophomore year and once in the junior year.

<b>Additional Requirements:</b>		<b>22-24 Credits</b>
Choose one from the following two courses:		3
PSY 220	Child and Adolescent Development	
PSY 230	Adulthood and Aging	

Choose two from the following four courses:	6
PSY 231    Personality in Social Context	
PSY 243    Sensation, Perception, Cognition, and Action	
PSY 244    Abnormal Psychology	
PSY 260    Psychology in Legal Contexts	
Two upper level courses from the following:	6
PSY 415    Counseling II	
PSY 433    Cognitive Neuroscience	
PSY 434    Perception	
PSY 438    Applied Psychology	
PSY 440    Psychology of Persuasion & Influence	
PSY 490    Special Studies in Psychology	
Minimum of one credit in the following:	1-3
PSY 395/495    Internship in Psychology	
PSY 398/498    Research or Teaching Practicum	
PSY 399/499    Guided Independent Study in-Psychology	
Additional credits from upper level (300-400) courses	6

### Contract Major in Psychology (B.A.)

**47-50 Credits**

For students whose needs are different from the standard major in Psychology, a contract major may be arranged in consultation with the Psychology faculty. A contract major differs from the standard Psychology major in that it combines courses from psychology with courses from related disciplines to build a major that integrates an interdisciplinary theme. Some examples of contract majors include behavioral neuroscience, psychology and business, psychology with pre-law emphasis, psychology and religion, psychology and philosophy, psychology and communications, psychology and art, quantitative psychology, psychology and music, and others as appropriate to the interests and goals of individual students.

#### Required Courses:

	<b>17 Credits</b>
MAT 225    Introductory Statistics	3
PSY 101    Introduction to Psychology	3
PSY 150    Departmental Seminar*	2
PSY 202    Research Methods in Psychology	4
PSY 350    Departmental Seminar*	2
PSY 445    History and Systems (Senior Seminar)	3

\* The Departmental Seminar must be taken once in the freshman or sophomore year and once in the junior year.

#### Additional Requirements:

	<b>30-33 Credits</b>
Two courses from the following:	6
PSY 220    Child and Adolescent Development	
PSY 232    Biopsychology	
PSY 244    Abnormal Psychology	
PSY 260    Psychology in Legal Contexts	
Two courses from the following:	6
PSY 314    Counseling Psychology	
PSY 433    Cognitive Neuroscience	
PSY 434    Perception	
PSY 438    Applied Psychology	
PSY 440    Psychology of Persuasion & Influence	
PSY 490    Special Studies in Psychology	
PSY 495    Internship in Psychology	
Additional credits from upper level (300-400) PSY courses	6
Supporting course credits which contribute to the theme of the contract, with at least 3 of the required 12-15 credits at the 300-400 level	12-15

### Contract Major in Psychology for St. Andrews @ Sandhills and Online(B.A.)

**45 Credits**

Students enrolled in the St. Andrews @ Sandhills program and in the Online option may complete a contract major in General Psychology. A total of 45 credits are required for the major. Twenty-one (21) credits must be taken at St. Andrews University.

#### Required Courses

	<b>12 Credits</b>
Math 225 or Bus 252    Statistics	3
PSY 101    Introduction to Psychology	3
PSY 335    Organizational Behavior	3
PSY 445    History and Systems (Senior Seminar)	3

### **Additional Requirements**

Three courses from the Following:	9
PSY 220	Child and Adolescent Development
PSY 232	Biopsychology
PSY 244	Abnormal Psychology
PSY 260	Psychology in Legal Contexts
Three courses from the Following:	9
PSY 314	Counseling Psychology
PSY 433	Cognitive Neuroscience
PSY 434	Perception
PSY 438	Applied Psychology
PSY 440	Psychology of Persuasion and Influence
Three courses from the following:	9
PSY 325	Drugs and Behavior
PSY 331	Social Psychology
PSY 337	Personality Theory and Research
PSY 343	Learning and Motivation
PSY 202	Research Methods in Psychology
Cognate area: (supporting course credits in Psychology or approved electives)	6

### **Minor in Psychology**

**25 Credits**

A minor in Psychology consists of a minimum of twenty-six (26) credits, including PSY 101, MAT 225, PSY 202, two (2) of the following survey courses (PSY 220, 232, 244), and nine (9) upper level credits.

#### **Required Courses:**

**10 Credits**

MAT 225	Introductory Statistics	3
PSY 101	Introduction to Psychology	3
PSY 202	Research Methods in Psychology	4

#### **Additional Requirements:**

**15 Credits**

Two courses from the following:	6
PSY 220	Child and Adolescent Development
PSY 232	Biopsychology
PSY 244	Abnormal Psychology
Additional credits from upper level (300-400) PSY courses	9

## **St. Andrews University Graduate School Masters in Business Administration (MBA) Program MBA Program Coordinator: Dr. Robert J. Hopkins Instruction Methods and Strategies**

The St. Andrews University Graduate School offers a MBA program which focuses on the interdisciplinary nature of business practices. The program capitalizes on the faculty's ability to focus on proven traditional methods of teaching which integrate the various facets of effective business administration, while utilizing information technology to enhance problem-solving skills.

With classes being taught primarily by St. Andrews University faculty, classes meet on a schedule convenient to the working professional. The program is made available through a four-term format offered annually (Fall, Winter, Spring and Summer).

The traditional methods of instruction include course structures that develop analytical skills which stress an interdisciplinary emphasis, participation-based learning through group case studies and exposure to conceptual foundations leading to sound strategies.

Through the Practicum course(s), students undertake group-based consulting projects under the guidance of faculty members. These projects provide ample opportunity for students to test theoretical concepts in applied settings. While focusing on the team approach toward solving problems and executing plans, students arrive at optimal solutions to operational and strategic management problems.

The Graduate School seeks to maintain small class sizes of less than 30 students. At this size, there is ample opportunity for the exchange of ideas between students and the faculty.

## **Admissions Standards**

### **Information to be Submitted**

Admission to the MBA program will be based on both quantitative and qualitative criteria. Applicants should be prepared to submit all of the following documentation for consideration by the MBA review committee for acceptance to the MBA programs:

- Application for admission
- A non-refundable application fee of \$50.00
- Bachelor's Degree from a regionally accredited college or University (or equivalent preparation from international institutions)
- Official transcripts from all previous undergraduate and graduate work
- Three (3) letters of reference from academic or professional advisors
- A one-page essay (from the list in the application) stressing professional and personal expectations and goals
- Résumé
- The Graduate Management Admission Test (GMAT)

The student-centered focus of the MBA program begins in the admissions process. Each applicant's experience and academic background will be reviewed as part of the application process. Applicants who have earned either another masters degree or another professional degree (JD, DVM, etc.) are automatically admitted. Applicants who have a 3.25 GPA or higher in their undergraduate course work and strong backgrounds are also automatically admitted without taking the GMAT. Applicants with an undergraduate GPA of 3.0 and strong evidence of potential success in the program are normally admitted without GMAT scores. Applicants who have an undergraduate GPA less than a 3.0 will normally need to take the GMAT and/or additional course work that add positive indicators for success in the program.

### **International Applicants**

Applicants should be prepared to submit all of the following documentation for consideration by the MBA review committee for acceptance to the MBA programs:

- Application for admission
- A non-refundable application fee of \$75.00
- Bachelor's Degree from a regionally accredited college or University (or equivalent preparation from international institutions)
- Official transcripts from all previous undergraduate and graduate work Official Test of English as a Foreign Language (TOEFL) scores or an approved substitute for students with undergraduate degrees from Universities whose primary language of instruction is not English
- Three (3) letters of reference from academic or professional advisors
- A one-page essay (from the list in the application) stressing professional and personal expectations and goals
- Complete statement of Financial Responsibility and Affidavit of Financial Support (available on-line).
- Résumé
- The Graduate Management Admission Test (GMAT)

### **Campus Contact Information**

Admissions Office  
St. Andrews University  
1700 Dogwood Mile  
Laurinburg, NC 28352  
910-277-5555  
Fax: 910-277-5020  
[www.sapc.edu](http://www.sapc.edu)

Office of the Registrar  
St. Andrews University  
1700 Dogwood Mile  
Laurinburg, NC 28352  
910-277-5221  
Fax: 910-277-5020  
[smithda@sapc.edu](mailto:smithda@sapc.edu)

### **MBA Preparation**

Students with non-business undergraduate majors might need to take a few additional courses at St. Andrews or other regionally accredited institutions to enhance their fundamental understanding of business functions before entering the MBA program. The suggested pre-MBA foundation courses are:

- A course in Economics
- Two courses in Accounting
- A course in Algebra or Calculus
- A course in Business Statistics
- A course in Computer Applications
- A course in Finance
- A course in Social Sciences

*The Graduate School reserves the right to evaluate the applicant's potential by conducting a personal interview in addition to all other requirements for admission, if deemed necessary.*

### **Admission Standards**

Each applicant will be considered for admission to the MBA program based on a combination of qualitative and quantitative information. Letters of reference, written essays, resume and personal interviews will comprise the qualitative criteria used in considering each candidate's application. With respect to quantitative measures, applications to the MBA program are evaluated based on standardized test scores, (as applicable) and undergraduate grade point averages of the last 60 college credits attempted.

The applicant's quantitative and qualitative measures are combined into a formula score which serves to categorize the status of each "accepted" applicant as follows:

#### **I. Honors Acceptance**

- A. Need a minimum of 3.5 undergraduate GPA  
*and*
- B. A minimum of 530 GMAT

#### **II. Regular Acceptance**

- A. GMAT + Quality Points\* 550  
*or*
- B. (GPA x 200) + Quality Points\* 650

\* Quality Points are based on experience, resume, essay and references.

#### **III. Conditional Acceptance**

GMAT + (GPA x 200) + Quality Points = 1,000 – 1,099

A student that is "conditionally accepted into the Graduate School is implicitly already on "probation". Upon entering the program, this student is required to immediately maintain at least a 3.0 cumulative GPA for the first two terms (if taking classes as a full-time student) or 9 credit hours (if taking classes as a part-time basis; whichever comes first). If the student's cumulative GPA during this immediate probationary period drops below a 3.0, the student is subject to dismissal from the MBA Program at the discretion of the MBA Review Committee. Once the student has met the two terms / 9 credit hour initial requirement, the student is no longer considered to be subject to the constraints of the "conditional" status. After that point, the "conditionally accepted" student is granted the same opportunity to cure deficiencies as the graduate student under the terms of academic probation.

## **Graduate Academic Policies**

*The following policies generally apply to all graduate students. However, students may have additional or modified policies noted in the academic section of the Catalog. Program policies may take precedence.*

### **St. Andrews Community Honor Code**

(Accepted by the St. Andrews Community, Spring 1996)

#### **Preamble**

All members of the St. Andrews University Community must be responsible for their choices of behavior and make sure that these behaviors do not infringe upon other community members. The University has the authority and responsibility to establish rules and standards, which may require academic, moral, and ethical behavior that is considered above the standards of society at large. The principal responsibility for proper conduct rests with students, and as much as possible, they all are encouraged to resolve conflicts of individual rights and responsibilities themselves. The University will become involved, however, when a student cannot resolve a conflict her/himself; when there exists a reasonable basis to believe that local, state or federal laws have been broken; when there could be or is potential for personal harm or property damage; or when there exists a reasonable basis to believe that University conditions or policies have been violated. St. Andrews requires students to obey local, state and federal laws. The University does reserve the right to hold responsible those students whose behavior, either on or off campus, blemishes the University's general image or reputation, or otherwise evidences disregard for the safety, well-being or rights of others. If a student is involved in an illegal act off campus, the University does reserve the right to initiate disciplinary action.



## Community Honor Code

I promise to be a contributing member of the St. Andrews Community and supportive of its mission: to be responsible for my choices of behavior, to be honest in all my academic endeavors, to be respectful of the property and person of others, and to live in harmony with the social and natural environments which sustain this community.

## Full-time Status / Part-time Status

A student in the Graduate School of Business who is taking two (2) courses (6 credit hours) per term is regarded as a full-time student. A student taking one course per term (three credit hours) is regarded as a part-time student.

## Transfer Policy

Students who are accepted into the Graduate School may transfer in no more than 6 credit hours from an MBA program from a regionally accredited college or University. The student must have earned a grade of at least a “B-“ for each of the classes which are requested to be accepted for transfer credit. Any grade received from another institution will not be included in the St. Andrews grade point average. Additionally, these credits may not take the place of any of the following courses: Practicum I, Practicum II and MBA 685 - Strategic Thinking in Organizations. Furthermore, any MBA course taken from St. Andrews will not be considered for credit toward the MBA degree if the course was taken more than 7 years from the student’s projected graduation date.

## Student Academic Status

Each student will be evaluated on the following grading system:

<u>Letter</u>	<u>Points</u>	<u>Quality of performance</u>
A	4 points	Superior performance
B	3 points	Average performance
C	2 points	Below average performance
F	0 points	Failure
I	no points	Incomplete
I	Incomplete is indicated on the final grade sheet if all class work has been completed except for a major paper or the final exam has not yet been taken. An Incomplete must be removed by the end of the next term or it will be computed as an “F”.	
IP	An IP is indicated on the final grade sheet for a course that is still in progress (i.e. Practicum).	
NC	A grade given for the non-credit courses, which indicates that, a credit attempt was not acceptable. An NC grade earns no grade points and is not computed in the grade point average.	
R	A grade given which indicates that a credit attempt was not acceptable. A “Retake” grade earns no grade points and is not computed in the grade point average.	
W	Withdrawal is indicated on the final grade sheet if the student withdrew himself/herself from the class during the designated withdrawal period, completed the required paperwork, and paid the required fee. The grade is not computed in the grade point average.	
P	A grade given for transferred credit No grade points are assigned but hours toward the degree are earned.	
WP/WF	Withdraw Passing and Withdrawal Failing may be indicated on the final grade sheet if the designated Withdrawal period is over and ONLY at the discretion of the instructor. No more than one (1) Withdrawal Failing grades is allowed during the MBA program. A WP/WF grade is not computed in the grade point average.	

## Grading System

<u>GRADE</u>	<u>RANGE</u>	<u>QUALITY PTS.</u>
A	100 - 90 percent	4 Grade Points
B	89 - 80 percent	3 Grade Points
C	79 - 70 percent	2 Grade Points
F	below 69 percent	0 Grade Points

### **Forgiveness Policy**

It is the policy of the Graduate School, that any student may retake a maximum of one course, in order to establish effective proficiency in that area. After completion, the student may then request grade forgiveness through the Registrar's Office. The previous course listing will remain on the transcript, but the grade will then change to "R"; thus it will not be computed in the final grade point average. The new grade obtained from repeating the course will be on the transcript and will be used for computing the final G.P.A. if it is higher or the same as the forgiven grade. If the new grade is lower than the first grade, both grades will remain on the transcript and both will be computed into the G.P.A. but only one of the two will be counted toward graduation.

### **Probation**

Students who maintain a minimum of 3.0 cumulative G.P.A. in graduate course work will be classified in "good standing". If a student falls below a 3.0 cumulative G.P.A. he/she will be placed on academic probation. By being classified as on "academic probation", the student is granted the opportunity to raise the cumulative G.P.A. to at least the 3.0 level, within two terms, 9 credits or the end of the degree requirements, whichever comes first. If the student fails to reach a cumulative G.P.A. of 3.0 he/she will be dismissed at the discretion of the MBA Review Committee from the program. No more than two courses with a grade of "C" are accepted toward graduation.

### **Completion Requirements**

Each student must earn a minimum of 36 graduate semester credits (12 classes) of which 30 must be earned at St. Andrews University. The degree must be completed within seven years of the date from which the first MBA class is completed at St. Andrews. Any exceptions to the time limit must be granted by the program's MBA Review Committee.

### **Academic Responsibility**

While St. Andrews University makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

### **Academic Advising**

An academic advisor is assigned to help the student this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

### **Catalog of Entry**

A student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in the graduate program at St. Andrews. Academic policies amended while a student is enrolled at St. Andrews may be applicable regardless of the policies stated in the Catalog at time of enrollment. The University reserves the right to modify requirements from those listed at the time of enrollment due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

### **Admissions Eligibility**

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period will normally be required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

### **Registration**

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

### **Drop and Add**

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. After the Drop/Add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W".

### **Late Withdrawal**

After the deadline for withdrawal a student may only withdraw from a course with the approval from the program's MBA Review Committee.

## **Choosing to stop attending a Class**

A student who simply stops attending a class after the drop and add period will receive a grade of “F” for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. **See Refund Policy**

## **Academic Review/Grade Challenge**

A student may request a review of a final grade within thirty (30) days of assignment of grade. Such a request must be submitted in writing to the Chief Academic Officer and shall state the reason(s) for believing the grade to be unjust. If the Chief Academic Officer determines that the student has reasonable grounds for requesting a review, a committee of faculty members will be appointed to conduct a review. The Chief Academic Officer will notify the student, in writing, of the final decision.

An Academic Review Committee has the sole responsibility to determine the justness of the disputed grade. It may not properly make any recommendation beyond that point.

The student who requests an academic review of a final grade bears the burden of proof in establishing that the grade was undeserved. Failing to prove by preponderance of the evidence, the grade must stand as assigned by the faculty member. The presumption is always that the faculty member assigned the grade for good cause and without bias.

## **Policies Governing University Services**

### **Student's Right to Privacy**

The faculty and staff will make every effort to maintain a student's right to privacy. In ordinary circumstances, only certain information can be disclosed without the student's written permission. They include:

- A. Name
- B. Course of study
- C. Current enrollment status
- D. Full or part time
- E. Participation in officially recognized activities
- F. Dates of attendance
- G. Degrees and awards received

A student may request that the above information not be released by contacting the Registrar and the Dean of Students. The University will cooperate with police and federal/state officials as accorded in the law.

## **Student Finances**

### **Financial Policies**

St. Andrews University is a privately endowed non-profit institution. All educational and operational income is derived from endowment funds, tuition fees, gifts, foundations, business and philanthropic contributions. The student actually pays only a portion of his/her educational expenses.

### **Paying Tuition and Fees**

Tuition and fees are payable in full to the Business Office before the beginning of each term. Payments of tuition and fees may be made by cash, check (personal or business), money order, or credit card including Master Card and Visa. Payment may be made by mail or in person in the Business Office between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday. Credit card payments are also accepted by phone.

Fees charged by the University may be adjusted at any time by the Board of Trustees.

When practicable, advance notice of any change will be given.

At the time of application for admission, the student (resident or non-resident student) submits an application fee of \$50 (\$75 for international). This fee is a non-refundable service charge to cover a portion of the cost of processing the application. An advance deposit of \$200, which is applicable to tuition is required.

One hundred percent (100%) of the deposit is refundable if written notification of cancellation is received by St. Andrews University at least thirty days before registration. The housing deposit is non-refundable after 30 days prior to the first day of classes.

Students who have an interest in student housing should consult the general college catalog for information about residential housing.

Periodically, campus property will be inspected and damage charges may be assessed.

Any student involved will be billed directly for his proportionate share of the damages.

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

### **Official Notice**

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

Students personally guarantee and are responsible for all obligations to the University for tuition, fees and other charges.

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

### **General Regulations**

Regardless of the method of payment selected by the students, other conditions and requirements which apply to all University bills are as follows:

1. All bills are due and payable at the beginning of each term. After financial aid contributions are credited, a finance charge will be charged on the remaining unpaid balance.
2. If any payments are due St. Andrews University, the student will receive no grades; be given no transcripts, degrees, or letters of recommendation; nor will the student be permitted to register for the following term until all financial obligations have been settled in the Business Office.
3. St. Andrews University assumes no responsibility for personal property of the student.

### **Student Fees per Term**

Tuition and fees for each class in the MBA program for the 2012-2013 academic year are \$600 per credit hour, with each course worth three credit hours. The 36-hour MBA program is scheduled so that a student who is continuously enrolled can complete the 12 required courses to meet the degree requirement in only 19 months.

**Tuition:** \$600.00/credit hour or \$1800.00 per 3 hr course

Once the student is accepted into the program, an immediate non-refundable deposit (to be applied toward tuition) of \$200 will be required of the student to secure a place in the class as indicated in section IA.

### **Graduation Fee**

A graduation fee of \$275 will be due at the beginning of the student's final term.

### **Incomplete Fee**

A fee of \$25 is required when a student applies for a grade of "Incomplete."

### **Technology Fee**

All courses offered via internet are subject to a supplemental \$63 per credit hour technology fee.

### **Refund Policy**

Registration in the University is considered a contract binding the student for charges incurred.

### **Students Who Receive Federal Title IV Aid**

Federal Funds are awarded to a student under the assumption that the student will attend the institution for the entire period for which the assistance is awarded. When a student ceases academic attendance prior to the end of that period, the student may no longer be eligible for the full amount of Title IV, HEA program funds that the student was schedule to receive. Federal regulations require educational institutions to have a written policy for the refund and repayment of federal aid received by students who withdraw during a term for which payment has been received. These policies are effective only if the student "completely terminates enrollment" or stops attending all classes.

### **Repayment of Unearned Title IV Student Financial Aid Policy**

The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law specifies the pro-rated amount and the order of return of the Title IV funds to the programs from which they are awarded.

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

If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the earned amount from the amount that was disbursed.

The responsibility for returning unearned aid is allocated between the school and the student. The post withdrawal calculation is performed to determine the portion of disbursed aid that could have been used to cover school charges and the portion that could have been disbursed directly to the student once school charges were covered. St. Andrews University will distribute unearned aid back to the Title IV programs as specified by law. Funds will be returned within 30 days of the date the institution becomes aware of a student's withdrawal. If the student received

Title IV aid in excess of the amount earned, the student may owe a refund to the appropriate agency.

## Refund Policy

The size of the faculty and staff and other commitments of the University are based upon the enrollment at the beginning of the term. The fees collected are used to meet these commitments. After appropriate allocations are made to affected programs, a financial obligation from the student to St. Andrews University may result, which is payable at the time of the student's withdrawal. Student's who withdraw must notify the Director of the MBA Program or the Registrar's Office.

The refund policy for the MBA program provides for a 50% refund until the end of the drop/add-fee period. A student will receive a 25% refund thereafter through the end of the first 25% of class time. After 25% of the term has passed, no refunds will be made.

## Veteran's Benefits

St. Andrews University is approved by the State of North Carolina's Department of Veterans' Affairs for the training of Veterans and Servicemen/women on active duty. Students who may be eligible for veteran's benefits are urged to contact the Registrar's Office at St. Andrews or the U.S. Department of Veterans' Affairs at [www.gibill.va.gov](http://www.gibill.va.gov). No certification of training will be made until registration is completed each semester. Financial arrangements for tuition and other expenses can be made through the Business Office. It is the veteran's responsibility to report any changes in status that may affect his benefits (e.g., course load, course failure). If a student, who is receiving veteran's benefits, is placed on academic probation and fails to reach a cumulative G.P.A. of 3.0 within two terms, 9 credits or the end of the degree requirements, all veteran's benefits will be terminated.

## Financial Aid

Applicants may apply for financial aid by using the Free Application for Federal Student Aid (FAFSA). Federal subsidized and unsubsidized student loans are available to eligible students. Contact the St. Andrews University Financial Aid Office for additional information. (910-277-5561).

## MBA Curriculum and Course Requirements

The mission of the St. Andrews University's Graduate Program in Business is to provide an MBA Program which focuses on the interdisciplinary nature of business practices. Through the faculty's synthesis of contemporary academic and applied practices that are essential for successful management of limited resources in changing global environments, the program will capitalize on its ability to blend proven traditional methods of teaching with state of the art technologies. These technologies will be oriented specifically toward improving managerial problem-solving capabilities.

## Learning Outcomes for the MBA Program

1. Functional Business Knowledge: Students will demonstrate their competence in functional areas of the business disciplines and demonstrate an ability to integrate the functional areas of business.
2. Communication Skills: Students will demonstrate the expertise to lead, influence, and persuade others through effective written and oral communication
3. Teamwork Skills: Students will demonstrate an understanding of the skills necessary to foster team effectiveness for making balanced, innovative business decisions and accomplishing goals in a business environment.
4. Ethical Reasoning: Students will demonstrate an ability to recognize and evaluate ethical dimensions of business decisions, probable outcomes, and effects on stakeholders.
5. Critical and Strategic Thinking: Students will demonstrate the ability to approach and analyze complex problems both systematically and creatively.

## MBA Course Requirements: Management

MBA 605	Information Systems Management
MBA 613	Financial Reporting
MBA 627	Global Economic Environment
MBA 630	Quantitative Research Methods
MBA 635	Marketing Philosophy & Management
MBA 642	Innovation, New Products & Services & E-Commerce
MBA 645	Topics in the Legal & Ethical Environment of Business
MBA 657	Financial Decision Making
MBA 675	Human Behavior in Organizations
MBA 680	Practicum I
MBA 681	Practicum II
MBA 685	Strategic Thinking in Organizations

*(Note: MBA 613 Financial Reporting is a prerequisite for MBA 657 Financial Decision Making. MBA 680 & 681: Practicum I & II and MBA 685 are to be completed as the last set of courses in the MBA program.)*

## **MBA Course Descriptions**

### **MBA 605 Information Systems for Management Decisions**

3 Credits

In this course the student will develop or enhance their skills with various office technology software packages, which are fundamental to a computerized information system. The student will learn about the corporate information system and major issues that relate to the information system, such as decision making, security, privacy, ethics, technologies, project management, team skills, etc. Both individual and team projects are stressed. Prerequisite: An introductory computer course in which the student has developed basic file management, word processing, and spreadsheet skills in creating and formatting neat tables, graphs, and documents.

### **MBA 613 Financial Reporting**

3 Credits

This course integrates accounting, economic theory and empirical research into a framework of financial analysis. It is designed to permit MBA students to understand the process which generates financial statements and to be able to locate and use both published and unpublished financial information. The tools of financial analysis are provided in the context of current financial reporting.

### **MBA 627 Global Economic Environment**

3 Credits

Economics helps managers acquire a broader understanding of the factors that influence the demand for a firm's product. Knowledge of economics also equips the manager to deal with events that are external to the firm such as waves of consumer and business confidence, and changes in monetary, fiscal, and trade policies. Managers who understand how markets work at the firm, industry, and global economy levels are well prepared to make decisions in a dynamic environment.

### **MBA 630 Quantitative Research Methods for Business**

3 Credits

Strategic decisions in organizations must be based in part on information that is subject to cross-verification and validation. This course will introduce students to the methods, strategies, and analysis options available to business researchers. Emphasis will be given to methodological foundations of correlative and experimental research designs including hypothesis testing, sampling methods, and statistical analyses.

### **MBA 635 Marketing Philosophy and Management**

3 Credits

Marketing has evolved in recent years from a mere function of the organization to a business philosophy permeating all levels of the organization. An important objective of organizations is to satisfy the needs of existing and potential customers by meeting or exceeding expectations. In order to accommodate consumer needs efficiently, an organization must recognize the potential consumer (segmentation and targeting), and tailor the design, price, promotion and placing of offerings to most optimum levels.

### **MBA 642 Innovation, New Products & Services, & E-Commerce**

3 Credits

The viability of a business entity is based in part on its ability to innovate by marketing new products and/or services to accommodate rapid changes in tastes, technology, competition and E-Commerce distribution. The innovation concepts will include breaking free from tradition, while thinking outside the box, and the emerging technological trends necessary to be competitive in E-Commerce. Students will also be introduced to the new product processes of idea generation, consumer research and R&D interface, concept and product testing, product launch, and product life-cycle management.

### **MBA 645 Topics in the Legal and Ethical Environment of Business**

3 Credits

This course examines current topics related to business law and ethics, including international issues. Topics are covered through a discussion of cases, and business situations, including legal, ethical, social, and philosophical aspects. A —big picture— understanding of how legal and ethical issues affect managerial decision-making is stressed.

### **MBA 657 Financial Decision Making**

3 Credits

This course explores the advanced theoretical concepts and practical applications associated with corporate finance in general and specifically on capital budgeting and the long-term financing of investment alternatives. Under the assumption of an environment of capital rationing, a particular emphasis is placed on improving decision making through the integrated application of the many aspects of the capital budgeting process to include: forecasting relevant after-tax cash flows, applying a cost of capital to assess project viability and planning to maintain an ideal capital structure while seeking the maximization of shareholder wealth. (Prerequisite: MBA 613 Financial Reporting)

### **MBA 675 Human Behavior in Organization**

3 Credits

This course examines the principles and practices pertaining to human behavior and organizational development. Motivation and leadership issues are studied as they impact the organization and the individual; in turn, the characteristics of individuals and group dynamics are considered as they impact organizational performance. Specific topics relate to micro and macro organizational behavior.

**MBA 680 & 681 Practicum I & II: An Integrated Consulting Project**

6 Credits

A two term team based project that provides students with professional career-related experience. It is designed to synthesize knowledge and direct it towards the investigation of a specific business problem. This is not an internship but an actual consulting project staffed according to client needs and student skills. Projects are chosen from problems that corporate sponsors request students to solve. (Note: MBA 680, 681, and 685 are to be completed as the last set of courses in the MBA program.)

**MBA 685 Strategic Thinking In Organizations**

3 Credits

Through this capstone course, the student uses a process of strategic planning by drawing together the knowledge from various functional areas of an organization to enhance analysis of business in profit and non-profit settings. The course examines the vast array of strategic management tools that enable managers to evaluate traditional and contemporary strategies in an attempt to develop a strategic planning process. This course emphasizes the interacting and diverse interests of shareholders, managers, customers, employees, and the broader societal stakeholders of the organization. Finally, the role of politics and leadership style are examined in the implementation of strategy. (Note: MBA 680, 681, and 685 are to be completed as the last set of courses in the MBA program.)

## Undergraduate Curriculum

All departments will occasionally offer courses taught by their appropriate professors using the X90, X95, X98 and X99 series: per example: Biology 295 Internship in Biology. Courses numbered 0XX do not count toward meeting graduation requirements.

### Special Studies, Practica, Internships & Guided Independent Studies

**190, 290, 390, 490 Special Studies**

1-4 credits

These are courses which are not regularly taught but which are offered when a unique combination of faculty and student interests suggests that an important learning experience may occur. Class size is small, therefore students must assume greater responsibility for preparation for and conduct of the course. Credit and prerequisites as announced.

**195, 295, 395, 495 Internships**

1-4 credits

A work experience with some external agency supervised by a professional in the career area. Prerequisites: permission of the site supervisor, faculty sponsor, and University internship coordinator; and minimum overall G.P.A. of 2.5.

**497 Departmental Honors**

Unless otherwise specified by a particular department, students wishing to graduate with the designation "honors in (the major)" must successfully complete no fewer than 6 and no more than 12 credits of 497 Independent Study covering work in at least two regular terms and culminating in the presentation and defense of an honors thesis or project. (For further information, see the section of the catalogue entitled Academic Honors and Departmental Honors.)

**198, 298, 398, 498 Research/Teaching Practicum**

1-4 credits

As a research practicum, this course provides an outlet for a student-directed special project. As a teaching practicum, this course provides the student with experience as a teaching assistant. Credits and prerequisites as determined by the faculty member.

**199, 299, 399, 499 Guided Independent Studies**

1-4 credits

These courses enable students to perform undergraduate research for credit; thus the student interested in a GIS should contact the faculty member to inquire about research possibilities, many of which may result in presentations or publications. Credit and prerequisites as determined by faculty member. Courses numbered at the 300- and 400-levels are restricted to juniors and seniors except by permission of the instructor.

### Art Courses

**ART 120 Art History I: Prehistory to Medieval**

1.5 credits

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing pre-historical and historical contexts. Periods studied include the Paleolithic through the Medieval Period. Open to freshmen and non-majors. ART 120 is required of majors.

**ART 121 Art History II: Renaissance to Impressionism**

1.5 credits

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing historical contexts. Periods studied in this course include the Renaissance through Impressionism. Open to freshmen and non-majors. ART 121 is required of majors.

**ART 146 2-D Design**

4 credits

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the two-dimensional arts (drawing, painting, and computer art). A combined lecture and studio format introduces the student to general design concepts through specific projects in a variety of media. With ART 223, this course serves as a foundation for further and more advanced work in the visual arts. Open to freshmen and non-majors. ART 146 is required of majors.

**ART 147 3-D Design**

4 credits

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the three-dimensional arts. A combined lecture and studio format introduces the student to general design concepts. Students will explore a wide variety of three-dimensional media through specific problems and projects. This course serves as a foundation for further and more advanced work in the three-dimensional arts. Open to freshmen and non-majors. ART 147 is required of majors.

**ART 223/323/423 Drawing I, II, III**

4 credits each

Students will develop drawing skills at introductory, intermediate and advanced levels. The controlled use of line, form and value, texture and composition are emphasized using a variety of wet and dry media. ART 223 is required of majors. More advanced work is available in ART 444.

**ART 225/325/425 Sculpture I, II, III**

4 credits each

Students will develop sculpture making skills at the introductory, intermediate and advanced levels. Emphasis will be placed on three-dimensional modeling, assemblage, carving and casting techniques in a variety of media. Prerequisite: ART 147 or permission of instructor. More advanced work is available in ART 444.

**ART 226/326/426 Painting I, II, III**

4 credits each

Students will gain painting skills at the introductory, intermediate and advanced levels. Emphasis will be placed on the techniques and materials of painting. This course is taught in oils and acrylics in alternating years. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work is available in ART 444.

**ART 227/327/427 Computer Art I, II, III**

4 credits each

Students will develop electronic imaging skills at the introductory, intermediate and advanced levels. PC-based and Macintosh hardware are used with image manipulation, 3-D modeling and animation software to produce visual imagery for fine and time based art purposes. No programming is involved. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work available in 444.

**ART 228/328/428 Ceramics I, II, III**

4 credits each

Students will learn methods and techniques used in the creation of ceramic art at the introductory, intermediate, and advanced levels. Emphasis will be placed on developing, manipulation, modeling and construction skills. Prerequisite: ART 147 or permission of instructor. More advanced work available in ART 444.

**ART 361 Seminar in Modern Art**

1.5 credits

Students will gain understanding of the modern and post-modern era through an investigation of the art of the 20th century. The study of art criticism will be integral to the topical analysis of art created during this period. Prerequisite: ART 120, 121 or permission of instructor. ART 361 is required of majors.

**ART 444 Advanced Studies in Art**

4 credits each

Students will build body of advanced work in one of the chosen media:  
Drawing, Painting, Sculpture, Computer Art, or Ceramics. This course may be taken multiple times. Prerequisites: levels I, II, and III of the medium chosen and the instructor's approval.

**ART 456 Art Portfolio**

1.5 credits

The student will prepare a résumé and slide portfolio of his or her artwork. Workshops, lectures and demonstrations will enable students to compile materials for job applications and/or graduate school. ART 456 is required of majors.

**ART 457 Senior Show**

1.5 credits

This course is required of all senior art majors. The student will create a senior art exhibit. Emphasis will be placed on the content and quality of works shown, professional gallery/visual presentation and a final oral presentation. ART 457 is required of majors.

**Asian Studies Courses****AS 101 Introduction to Asia**

3 credits

The civilizations of India, China, and Japan are presented in historical perspective. Korea, selected cultures of Southeast Asia, and the Islamic world are also included. The course is not designed as an attempt at a comprehensive



survey, but rather as a series of more intensive investigations into a selected number of interrelated themes, ideas, and developments in Asia. The first term will be devoted to the traditional period and will include studies of artistic, religious, literary, philosophical, and political achievements and challenges.

**AS 102 Introduction to Asia** 3 credits

The second term will examine the modern period, from Western contacts to the present, emphasizing the same interdisciplinary perspectives. Original texts, guest speakers, and multimedia materials will be utilized whenever possible.

## **Biology Courses**

**BIO 101 Introductory Topics in Biology** 4 credits

This course explores basic principles of biology that relate scientific literacy to the non-scientist. (Three hours of laboratory and three hours of lecture per week.) Fall, Spring.

**BIO 201 Concepts in Biology I** 4 credits

A concept-oriented course in biology that introduces students to rudimentary principles of biological building blocks and macromolecules, cellular organization and reproduction, evolution, Mendelian Genetics. (Three hours of laboratory and three hours of lecture per week.) Fall. This course satisfies the Natural Sciences breadth, but is intended for science majors.

**BIO 204 Concepts in Biology II** 4 credits

Second semester course in introductory biology, with emphasis on the evolution and ecology of different groups of organisms. (Three hours of lecture and 3 hours of laboratory per week) Spring.

**BIO 221 Human Anatomy and Physiology I** 4 credits

This course is an introduction to the structure and function of the major organ systems of the human body. The first semester course will focus on the following systems: integument, skeletal, muscular, nervous, endocrine, and reproductive. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Fall.

**BIO 222 Human Anatomy and Physiology II** 4 credits

This is the second semester course exploring the structure and function of the major organ systems of the human body. This course will focus on the following systems: cardiovascular, lymphatic, respiratory, digestive, and renal. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Spring. Prerequisite: BIO 221.

**BIO 307 Ecology** 4 credits

A survey of the basic concepts, principles and methods of ecology; the subdiscipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. Ecology is a math-intensive discipline; students will collect data, create and analyze graphs, and do word problems. (Three hours of laboratory and three hours of lecture per week.) Prerequisites: BIO 204, MAT 225 or 221 or permission of instructor. Spring.

**BIO 310 Genetics** 3 credits

Genetics is the study of heredity, studied from different, yet integrated, perspectives. The first is a more historical approach (Mendelian Genetics), the second is the heredity of environmental dynamics over time (population genetics), and the last examine genetics at a more molecular level (molecular genetics). Additionally, the class offers opportunities to examine the effects that current genetic discoveries are having on individuals, society, and decision-making. (Three hours of lecture per week.) Prerequisite: BIO 204. Fall.

**BIO 330 Advanced Topics in Biology** 3 credits

This course allows for an in-depth exploration of a current biological topic of interest. Examples of potential topics include the environment, biotechnology, or cancer. The class will consist of extensive study through the literature and the Internet. Regular discussion of at least one paper per week by students and professors is expected. (Three hours of lecture per week.) Prerequisites: BIO 201, 204 and at least sophomore standing.

**BIO 340 Plant Diversity** 4 credits

A systematic survey of the divisions of photosynthetic organisms with an emphasis on evolutionary history and relationships in terms of morphology, anatomy, ecology, and reproductive diversity. Major evolutionary trends will be addressed. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Fall, alternate years.

**BIO 349 Botany**

4 credits

This course is a thorough, one-semester introduction to the study of plant biology, presented in an evolutionary context and emphasizing the structural and functional diversity of Kingdom Plantae. Morphology, anatomy, physiology, photosynthesis, growth and development will be treated in detail. Structural and functional diversity of Kingdom Fungi as well as photosynthesizing protists will also be covered. (Three hours of lecture and three hours of lab per week.) Prerequisites: BIO 204. Spring.

**BIO 353 Zoology**

4 credits

Zoology is a systematic study of animals with emphasis on diversity, evolution, ecology and comparative physiology. The laboratory is devoted to systematic, field, and experimental studies. (Three hours of lecture and three hours of laboratory per week.) Prerequisite: BIO 204. Spring, alternate years.

**BIO 355 Animal Behavior**

4 credits

Animal behavior is a broad discipline of biology integrating mechanisms of behavior with the ecological and evolutionary consequences of behavior. The course will introduce principles of neurophysiology, endocrinology, and development, which control and influence the expression of behaviors. The ecological aspects of behaviors will be considered, especially those that influence reproduction and foraging such as communication, territoriality and migration. A major focus will be on the evolutionary implications of animal behaviors with a strong emphasis on the concepts of sociobiology. Laboratories will involve both experiments and field observations. (Three hours of laboratory and three hours of lecture per week.) Prerequisite BIO 204. Fall, alternate years.

**BIO 365 Microbiology**

4 credits

Microbiology is the study of unicellular microscopic organisms. In particular, this course considers the form, structure, reproduction, physiology, metabolism, and identification of microorganisms. This course also includes the study of microorganisms' distribution in nature, their effects on humans, and the physical and chemical changes they make in their environment. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Fall, alternate years.

**BIO 366 Animal Physiology**

4 credits

This course is an introduction to the processes by which animals function within their environment and will provide an in-depth examination of animal body systems and the environmental variables which interact with them. (Three hours of lecture and three hours of laboratory per week.)

Prerequisite: BIO 204, Fall, alternate years.

**BIO 380 Junior Seminar**

1 credit

In this course, which is required of all Biology Majors, students will learn how to search for and apply to employment, graduate school, or professional schools in the biological sciences. (Open to students with junior standing). Fall.

**BIO 452 Cell Biology**

3 credits

Cell biology is an in-depth investigation of the structural components of cells and their functions, down to the molecular level. Although the major emphasis will be on structure-function relationships common to most cells, functions of certain specialized cells, such as neurons and endocrine cells, will also be discussed. (Three hours of lecture per week.) Prerequisites: BIO 204 and CHE 215 or CHE 220. A chemistry course at the 300-level or above is recommended. Spring, alternate years.

**BIO 460 Molecular Biology**

4 credits

From medicine to criminology, to engineering of plants and animals, humans are increasingly able to manipulate DNA and its expressed protein products. This course will cover the methods behind gene cloning, restriction digest and analysis, PCR, DNA synthesis, regulation of gene expression, methods of gene delivery, and introduce students to genomics and proteomics. (Three hours of laboratory and three hours of lecture.) Prerequisite: Chem 365 Biomolecules.

**BIO 466 Senior Seminar**

1 credit

The primary purpose of this course, which is required of all senior Biology Majors, is to serve as a capstone for the Biology program. In this course, students will critically analyze and present papers drawn from primary literature. Each student will be required to carry out extensive literature review of a selected research topic in biology and complete a written paper and oral presentation on his or her topic. (Open to students with senior standing.) Spring.

**Business & Economics Courses****ACCT 201 Principles of Accounting I**

3 credits

An introduction to financial accounting with an emphasis on the basic accounting equation, transactions and financial statements. The course stresses an understanding of basic concepts and the use of accounting information to support economic decision-making. Prerequisite: Sophomore standing or permission of instructor.

**ACCT 202 Principles of Accounting II**

3 credits

An introductory study of managerial accounting with an emphasis on interpretation and application of accounting data inside specific organizations. The course stresses the use of financial and related information to make strategic, organizational and operational decisions. Prerequisite: ACCT 201.

**ACCT 301 Intermediate Accounting I**

3 credits

The course covers theoretical foundations, the accounting process, income determination, preparation of financial statements, and accounting for current assets. Emphasis is placed on theoretical arguments supporting current accounting practice and alternatives. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

**ACCT 302 Intermediate Accounting II**

3 credits

This course is a continuation of ACCT 301 covering the theory and practice of accounting for plant assets, liabilities, and owner’s equity. Prerequisite: ACCT 301 with a grade of “B” or better; or permission of instructor.

**ACCT 311 Federal Income Tax I**

3 credits

This course will study the “nuts and bolts” of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today’s complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: ACCT 201 and 202 or permission of instructor.

**ACCT 331 Cost Accounting**

3 credits

The course focuses on the application of cost analysis to manufacturing and distribution problems. It covers the recording of manufacturing costs for both the assembly and the continuous process types of industry, analysis of the behavior characteristics of business costs, and a study of principles involved in standard costs systems. Prerequisite: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

**ACCT 341 Auditing**

3 credits

Professional and practical auditing theory is examined. The course covers review of internal control, audit procedures and development of audit programs for various types of business within the framework of auditors’ professional and ethical standards. Prerequisites: Successful completion of ACCT 301 with a grade of “B” or better, MAT 205; or permission of instructor.

**ACCT 351 Governmental & Not-For-Profit Accounting**

3 credits

This course introduces to the business student the unique way in which federal, state, and local governments maintain their accounting systems. The course also studies the accounting methods used by churches, charities, and other not-for-profit organizations found in the United States today. Prerequisites: Successful completion of ACCT 201 and 202 with a grade of “B” or better; or permission of instructor.

**BUS 100 Introduction to Business and Economics**

3 credits

It is the purpose of this course to provide a framework within which to understand the dynamic operation of an organization (profit and not-for-profit), to begin to develop skills and techniques which are necessary to manage an organization, and to provide a base from which to plan a program of study to prepare for successful organizational leadership. The student will learn the primary functions of a business organization.

**BUS 200 Personal Finance**

3 credits

This course will assist business and non-business students in their future financial well being. The curriculum will consist of topics such as understanding the economic environment of personal finance, achieving one’s personal financial goals, understanding financial activities over the life cycle, managing cash, and resolving conflicts in one’s budget, credit use, and income taxes. The knowledge acquired in this course will help students avoid the financial pitfalls that they will face as adults. The course does not count towards the business major.

**BUS 220 Business Technology**

3 credits

A study of the technologies required to be successful in entering today’s business arena. Many software and hardware choices will be explored. Excel, e-mail, and presentation software will be emphasized to the intermediate level which will assist students in their future class work and employment. Designing spreadsheets, database report generation, and future developing technologies will be researched. Students will be required to review and undertake software tutorials if needed. Prerequisite: sophomore standing.

**BUS 252 Business Statistics**

3 credits

A study of statistical methods used for business decisions is covered. Topics include descriptive statistics, probability, estimation, hypothesis testing, regression analysis, and forecasting. Emphasis is on developing and interpreting information for business research and decision making. Normally taught only at Sandhills.

- BUS 301 Business Law** 3 credits  
 A “nuts and bolts” study of the principles of law which create, define, and regulate the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, agency relationships, commercial paper, sales, and bankruptcy. Prerequisite: Sophomore standing or permission of instructor.
- BUS 302 Entrepreneurship** 3 credits  
 A study of the methods used to determine the feasibility of successfully establishing a business in a specific industry or market. Financial, marketing, organizational, competitive, governmental, and demand factors will be analyzed. Each student will develop a business plan and a feasibility study for a new venture. Prerequisites: BUS 321 and BUS 331 and junior standing, or permission of instructor.
- BUS 303 Management Communication** 3 credits  
 This course will focus on developing, implementing and evaluating the written and oral communication skills required in a professional business setting. The use of effective decision-making and critical thinking skills will be emphasized. Prerequisites: BUS 220 and BUS 331 and junior standing, or permission of instructor.
- BUS 321 Principles of Marketing Management** 3 credits  
 A functional analysis of marketing and its importance as an economic activity. Topics covered include: demographic analysis, product development, pricing, distribution, and promotion. Additional managerial orientation is provided through case studies and decision-making practice. Prerequisite: ECON 201 or permission of instructor.
- BUS 322 Advertising & Promotional Management** 3 credits  
 An examination of the strategic application of two of the most important activities for marketing managers in the communication of product information to clients and consumers. Marketing campaigns, media selection, use of trade shows, product research, and effectiveness determination will be studied in concentrated team efforts. Prerequisite: BUS 321 and junior standing, or permission of instructor.
- BUS 331 Principles of Management** 3 credits  
 An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, and delegation of authority. Prerequisites: ECON 201 and ACCT 201; or permission of instructor.
- BUS 332 Organizational Behavior** 3 credits  
 Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Using lecture, discussion, case study and simulation methods, the course will encourage students to apply principles to specific organizations. Prerequisite: One course in Psychology, BUS 120 or BUS 331.
- BUS 333 Human Resources Management** 3 credits  
 This course will focus on human resources, employment procedures, and personnel administration. Topics to be covered include: analysis of personnel programs and policies; communications and practices in relationship to the effect upon productivity, organizational effectiveness and the satisfaction of personal objectives; and the recruiting, interviewing, developing, and maintaining of an effective and satisfied work force. Prerequisite: BUS 331 and junior standing, or permission of instructor.
- BUS 335 Business Ethics** 3 credits  
 This course uses a managerial framework to identify, analyze, and understand how business people make ethical decisions and deal with ethical issues. It covers the theoretical concepts of ethical reasoning as well as the organizational environment that influences ethical decision-making. Case analysis, readings, and research are used to achieve the learning outcomes for the course. Prerequisite: BUS 331
- BUS 341 Principles of Financial Management** 3 credits  
 This course surveys fundamental concepts and computational methods for the financial management of business firms. It will also survey the broad range of financial instruments and the relationship between risk and return. Topics include forecasting, operating and financial leverage, working capital, time value of money, valuation of bonds and stocks, the cost of capital, and capital budgeting. Prerequisites: ECON 201 or 202 and ACCT 201; or permission of instructor.
- BUS 342 International Financial Management** 3 credits  
 A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system, and the problems associated with exchange rates and balance payments. Managerial use of spot and forward exchange markets, as well as the international aspects of short-term and long-term investing and financing decisions, is included. Prerequisites: ECON 201 or 202, BUS 341, and junior standing, or permission of instructor.

**BUS 343 Investments and Portfolio Analysis**

3 credits

A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: BUS 341 and junior standing, or permission of instructor.

**BUS 351 Quantitative Methods for Business & Economics**

3 credits

This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon a careful discussion of problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: ECON 201, ACCT 201, MAT 225 and junior standing, or permission of instructor.

**BUS 421 Strategic Marketing Management**

3 credits

Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies, promotion, and distribution management. Prerequisites: BUS 220, BUS 321 and BUS 331 and junior standing; or permission of instructor.

**BUS 422 International Marketing Management**

3 credits

A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four "P's", developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: BUS 321 and junior standing, or permission of instructor.

**BUS 431 International Business Management**

3 credits

The primary purpose of this course is to investigate the economic and business issues encountered in managing the global firm. These issues include: defining a global competitive strategy; translating a global strategy into local action; understanding the economic environment; market entry and participation policies; alliances, mergers, and acquisitions; role of top management; and organization, system, and people policies. Management theories and principles appropriate to the global firm will be identified and illustrated in terms of the problems and issues studied. Prerequisite: BUS 331 and junior standing, or permission of instructor.

**BUS 451 Operations Management**

3 credits

The course analyzes the management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: BUS 331 and junior standing, or permission of instructor.

**BUS 470 Management In The 21st Century**

3 credits

This course will address the changing workplace in the 21st century. Students will read in the current business press how organizations stay in their profit zone while retaining a customer-centric focus. Chief Executive Officers of major North Carolina corporations and leading experts in their special fields will present their ideas and share their expertise with students in a discussion format. Students will explore their ideas and techniques and discuss their findings with the visiting experts in the field as well as local business leaders. Prerequisites: Junior or senior standing, and recommendation from the B/E faculty.

**BUS 480 Senior Policy & Strategy Seminar**

3 credits

The course requires the student to combine and integrate business and economic principles in sophisticated analysis to a variety of firms and institutions. It includes a study of the formulation of organizational strategy and will emphasize research strategies, communication skills, and problem-solving and decision-making skills. Prerequisites: senior standing and ECON 201, ECON 202, ACCT 201, ACCT 202, BUS 220, BUS 303, BUS 321, BUS 331, and BUS 341.

**ECON 201 Microeconomics**

3 credits

This is a survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues.

**ECON 202 Macroeconomics**

3 credits

The course is an introduction to macroeconomic theory. The course identifies the primary social and economic goals for a society, including income, employment, and stability of prices. The methods and sources of the variables (economic indicators) used to measure those goals are described. The course presents the major theories on the cause and effect relationships between the variables, and explains the human behaviors that underlie those relationships.

**ECON 301 Intermediate Microeconomics** 3 credits

A study of the theory of the firm, its behavior, behavior of consumers, and management decision-making. Specifically, the course will focus on price and output decisions, rational economic choices of consumers, economics of technological change, production efficiency and costs, competitive behavior, and adjustments of markets to new conditions. Prerequisite: ECON 201 or permission of instructor.

**ECON 302 Intermediate Macroeconomics** 3 credits

A study of the empirical patterns of the business cycle and long run growth, the macro theory to analyze them, and methods of forecasting at the economy, industry, and company levels. Prerequisite: ECON 202 or permission of instructor.

**ECON 333 Money, Banking & Financial Institutions** 3 credits

The course surveys money, the payments system, financial instruments, the determination of interest rates, the principal financial institutions and markets, the regulatory institutions, and the roles of governmental regulation. Prerequisite: ECON 202 or permission of instructor.

## Chemistry Courses

**CHE 151 The Chemical Basis of Everyday Phenomena** 3 credits

An introduction to the basic concepts of chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before undertaking CHE 210-215. Chemistry can be described as “the central science” and as such; the course will focus on the underlying concepts of chemistry, how they were discovered, and how they are applied in everyday circumstances. There will be an emphasis on the quantitative/problem solving applications of topics covered. This class cannot be taken Pass/Fail.

**CHE 151L Chemistry Connections Laboratory** 1 credit

This laboratory experience is designed to allow for all the practical application of materials covered in CHE 151. The laboratory allows the students to experience a hands-on exploration of topics so that students connect chemistry and the world around them. This class cannot be taken Pass/Fail. Corequisite: CHE 151.

**CHE 165 Introduction to Environmental Science and Analysis** 3 credits

Introduction to the basic scientific concepts behind selected timely environmental issues. Students will be introduced to topics such as global warming, air quality issues such as smog, acid rain, ozone depletion, and ground water contamination. The class lectures will lead students through the underlying critical chemical and physical processes. This is an interdisciplinary study of the human relationship with the Earth’s environment and how we study it. This class is intended to be an introduction to environmental science and its relationship to chemistry. The class was designed for students with relatively little previous experience with the chemistry or environmental science. The course will focus on applying quantitative and qualitative skills to exploring environmental issues and the methods we use to explore them. Throughout the class, we will be exploring the question of “What do you know and how do you know it?”

**CHE 210 Essential Concepts of Chemistry** 3 credits

(General Chemistry I)

An introduction to the basic concepts of chemistry. It includes aspects of the history of chemistry and accounts of the contributions of some of the important chemists of the past. Modern concepts considered are the structure of matter, atomic theory, chemical bonding, molecular shape, chemical reactivity, stoichiometry, thermodynamics and equilibria. Three hours of lecture per week. Prerequisite: Math 075 or equivalent.

**CHE 210L Essential Concepts of Chemistry Laboratory** 1 credit

A laboratory experience designed to complement the Essential Concepts of Chemistry lecture course. Emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Corequisite: CHE 210.

**CHE 215 Introduction to Structural Inorganic Chemistry** 3 credits

(General Chemistry II)

An introduction to the chemistry of inorganic compounds. It includes an introduction to coordination compounds, nuclear chemistry, complexation equilibrium, redox chemistry, and the cosmic origins of the elements. Three hours of lecture per week. Prerequisite: CHE 210.

**CHE 215L Introduction to Structural Inorganic Chemistry Laboratory** 1 credit

A companion laboratory for the Introduction to Inorganic Chemistry lecture. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Prerequisite: CHE 210, 210L.

**CHE 220 Introductory Organic Chemistry I** 3 credits

Introduction to molecular structure, bonding, and reactivity primarily of aliphatic molecules. This course will include

the study of kinetics and selected spectroscopic techniques. Three hours of lecture per week. Prerequisite: CHE 210.

**CHE 220L Introductory Organic Chemistry I Laboratory** 3 credits

Students will apply a selection of separation and analytical techniques to problems of the resolution of mixtures and to the determination of patterns or reactivity. Students will work primarily in groups. Four hours of laboratory per week. Prerequisites: CHE 210L, and Corequisite CHE 220.

**CHE 315 Analytical Chemistry** 4 credits

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the “how” and “why” of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

**CHE 340 Advanced Inorganic Chemistry** 4 credits

This course offers a more sophisticated treatment of chemical periodicity, bonding (including elementary quantum mechanics), solids, organometallics, group theory and its relationship to molecular spectroscopy, inorganic acid-base reactivities, and redox/electrochemistry is developed. This course is an integrated laboratory/lecture experience allowing for the practical application of lecture material. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

**CHE 350 Introductory Organic Chemistry II** 3 credits

An integral continuation of CHE 220, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl-containing molecules. Three hours of lecture per week. Prerequisite: CHE 220.

**CHE 350L Introductory Organic Chemistry II Laboratory** 2 credits

Using previously learned and new selections of techniques, students will explore reactivities along with single and sequence synthesis of molecules containing polyalkene, aromatic and carbonyl-based functional groups. Work in this lab will be primarily individual, but comparing results will be included in some experimental write-ups. Four hours of lab per week. Prerequisites: CHE 220L, Corequisite CHE 350.

**CHE 365 Biochemistry I: Biomolecules** 3 credits

An introduction to the chemistry and biochemistry of amino acids, sugars, lipids and nucleosides with selected inclusion of topics in protein, carbohydrate and membrane chemistry. Three hours of lecture per week. Prerequisite: CHE 350.

**CHE 365L Biomolecules Laboratory** 1 credits

This laboratory will focus on the application of chemical and analytical techniques to the determination of selected properties of biomolecules. Three hours of lab per week. Corequisites: CHE 365.

**CHE 345/445 Applied Topics in Chemistry** 3 credits

These courses examine chemical issues, topics and techniques in an applied manner that is not fully addressed in the general chemistry, organic chemistry or analytical sequence. While the focus will vary with each offering, the courses emphasize detailed work with primary sources, equipment, data and specific techniques. The course will be offered singularly at the 300 or 400 level as appropriate to the topic as opposed to a split level course. Topics range from Spectroscopic Analysis of Organic Compounds, Intermediate Techniques in Organic Chemistry, Advanced Bonding and Structure, to Advanced Topics in Environmental Analysis.

**CHE 401 Thermodynamics and Kinetics** 3 credits

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: CHE 215, PHY 201 or PHY 211, Corequisite MAT 222.

**CHE 401L Physical Chemistry Techniques** 1 credit

The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: CHE 315. Corequisite: CHE 401.

**CHE 410 Biochemistry II: Enzymes and Primary Metabolism** 3 credits

An introduction to the chemistry and activity of enzymes and the application of that knowledge to the energy generating primary metabolism of glucose to carbon dioxide and water and the preparation of sugar by photosynthesis. Three hours of lecture per week. Prerequisite: CHE 365.

## Chinese Courses

### Chinese 125 Spoken Chinese

4 credits

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to spoken Chinese, including one-on-one oral drill sessions, and focuses on Mandarin phonetics.

### Chinese 155 Chinese Listening Comprehension

4 credits

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to listening comprehension in Chinese and focuses on Mandarin phonetics.

### Chinese 175 Chinese Grammar

4 credits

This course is offered only at Capital Normal University in Beijing, China. It is open to students who have not studied Chinese previously. It is an intensive introduction to Chinese grammar, beginning with the pinyin style of Chinese romanization and progressing quickly to the study and use of traditional Chinese characters.

## Communication & Theatre Arts Courses

### COM 125 Intro to Theatre

3 credits

This course will blend a study of the world's greatest playwrights with an interactive approach to understanding the collaborative roles of actors, directors, designers, and playwrights in the development of theatre productions. The course will include: new play development, audition preparation, collaborative production meetings, rehearsal techniques, theatre history and the study of playwrights from the ancient Greeks to contemporary times.

### COM 135 Intro to Theatre & Film

3 credits

This course introduces students to the fields of theatre and film, through historical and theoretical study as well as hands-on production experience. Students will ultimately come to understand the relationship between these disciplines through the completion of two rigorous production projects, based on a common script -- one realized as a theatrical performance piece, the other as a dramatic DVD.

### COM 155 Intro to Film & Television

3 credits

Study of the historical, technical, and aesthetic aspects of film and television production.

### COM 181/182 Production Experience

1-3 credits

Practical application and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

### COM 210 Public Speaking

3 credits

This course combines communication theory with Public speaking. Students should gain confidence learning how to structure, research, organize, and deliver a variety of public presentations.

### COM 220 Introduction to Screenwriting

3 credits

An introduction to the art of screenwriting. Students will learn to craft the basic elements essential to a feature-length screenplay, including character, story, plot, pace, dialogue, exposition, tension, and dramatic structure. Classes will be a mixture of lecture, discussion, presenting of original material, and viewing sections of feature films. Fulfills the Arts and Aesthetics requirement.

### COM 225 Tech Theatre

3 credits

Students will gain a working knowledge of set and lighting design. They will also receive hands-on experience in set construction and the operation of lights and sound. The course will culminate in a design project.

### COM 245 Acting I

3 credits

This course provides students with the knowledge of basic acting techniques, from the method to viewpoints and other external forms. The course uses a variety of techniques such as mime, improvisation, games, monologues and scenes designed to help students gain basic skills and confidence in their acting.

### COM 251 Introduction to Video Production

3 credits

A survey of video production techniques, including camera operation and writing for video and television. Students participate in production and gain an understanding of both technological and artistic aspects of the medium.



**COM 252 News media, Journalism**

3 credits

This course provides both practical and theoretical study of writing and editing for newspapers, magazines, and other news media

**COM 310 Playwriting**

3 credits

This course will explore the process of creating new plays by systematic formulas, individual artistry and by the study of the works of great playwrights from the past 2500 years. Students in this course will be expected to create new works of dramatic literature. Students will also be expected to participate in the development of the works of others both as a critic and reader.

**COM 338 Topics in Film: Hitchcock**

3 credits

No other filmmaker has had the impact on the history of world cinema of Alfred Hitchcock. We will closely examine 15 of his works, to gain a better understanding of his personality, his growth as a director, and how he has impacted the ways in which we make, and watch, movies.

**COM 345 Acting II**

3 credits

The more advanced version of Acting I. This course will include improvisation, games, and Shakespeare and may include principles of stage combat, screen acting, or dialects. Prerequisite: COM 245 or permission of instructor.

**COM 351 Advanced Video Production**

3 credits

Students will build on skills learned in COM 253, and move on to master digital videography and computer-based non-linear editing. Prerequisite: COM 251 or permission of instructor.

**COM 354/454 Practicum**

3 credits

Course devoted to advanced experience in completing a media-related project. Study may include videography, scriptwriting, theatre production, or another topic with permission of instructor. Working independently, with some supervision, and at their own achievement level, student will complete a portfolio-ready piece. Prerequisites: Appropriate combination of the following, as dictated by project type and instructor — COM 353, COM 353, COM 354, COM 320.

**COM 355 Directing**

3 credits

Students will learn the basics of directing, organization, concept, staging, coaching actors, etc. They will have opportunities to direct scenes and the class culminates in the direction of a one act play.

**COM 365 Theatre History**

3 credits

This course will look at the history of the theatre in detail from the birth of the art form to modern times. At times the course may focus on certain periods such as Ancient Greece & Rome, Medieval, early modern, restoration, romantic, modern, post modern, musical theatre, and contemporary theatre. We will also examine literature of the various periods of theatre history for the clues they reveal about the people and theatre of various times.

**COM 381/382 Advanced Production Experience**

1-3 credits

Practical applications and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

**Computer and Information Science Courses****CIS 111 Introduction to Computer Usage**

3 credits

An introduction to DOS, MS Windows, and MS Office Pro for the general student. This course concentrates on the basic skills and knowledge needed to use a computer in everyday life. The emphasis is on word-processing and the use of spreadsheets with an introduction to database and presentation software.

**CIS 127 Introduction to Programming & Abstraction**

3 credits

Using the C++ programming language, the student will learn to develop objects and methods to implement algorithms and abstractions. The emphasis will be on how to create an abstraction and how to test the validity of the abstraction. A strong emphasis will be placed on learning basic problem solving skills and how to apply these skills to problems that can be solved using a computer.

**CIS 224 Introduction to Web Design**

3 credits

Students will learn how to navigate in cyberspace and how to create an effective web page. Students will apply the techniques of outlining to producing effective and manageable web pages. They will learn how to manage a web site, and will create their own web page.

## **Creative Writing Courses**

### **CW 221 Introduction to Creative Writing**

3 credits

Students will study models of traditional and experimental poetry, fiction, and drama as they develop their own voices and styles through various writing exercises. Students will also learn the core vocabulary within each genre. (Required for the English and Creative Writing major.)

### **CW 248 Voices and Visions**

1.5 credits

This course will provide an examination of the roots of poetry writing through a study of the influence of myth, mysticism, and history. Works and texts consulted will include Graves' *The White Goddess*, Fraser's *The Golden Bough*, Lorca on *The Duende*, and Joseph Campbell's film series "The Power of Myth." Students will write various poems out of these traditions and devise a final portfolio of verses of their own design.

### **Creative Writing Symposia**

1.5 credits each

Students will study and explore various subgenres and forms within poetry, fiction, and creative nonfiction in a workshop setting. The Creative Writing Symposia are designed for students to study specialized areas in depth within a particular genre and produce work of their own in each selected topic. All symposia are demi-semester courses. Prerequisite: CW 221 or consent of instructor. (A maximum of 10 credits can be earned in CW Symposia.)

### **CW 250 Poetry Symposium**

Possible selected topics: Japanese Poetic Forms, Villanelles and Pantoums, Ghazels in Arabic Poetry, and Vers Libre.

### **CW 255 Fiction Symposium**

Possible selected topics: Fantasy, Science Fiction, Detective Fiction, Children's Literature, and Horror.

### **CW 260 Creative Nonfiction Symposium**

Possible selected topics: Travel, Memoir, Art of the Interview, and Nature Writing.

### **CW 350 Creative Writing Practicum**

variable credits, 1-3

Students have the opportunity to experience hands-on aspects of the writing world through a variety of possible practica options:

I. Fortner Writers' Forum Director 1 credit

The student director of the Fortner Writers' Forum is responsible for hosting each Thursday night's forum: dinner with invited writer, set-up, introductions, and breakdown. Prerequisite: consent of Forum advisor. (A maximum of 2 credits may be earned.)

II. Gravity Hill Editor 1-3 credits

The editor of Gravity Hill is responsible for overseeing all aspects of the University's literary journal: call for submissions, reading all submissions for rejection or acceptance, layout, editing, proofreading, cover design, and promotion. Prerequisite: CW major and consent of Gravity Hill faculty advisor.

III. Teaching Assistant variable credits, 1-3

A teaching assistant will aid a professor to teach a particular class by providing—possibly—tutorials, paper correction, lectures, and lesson preparation. Prerequisite: CW major and consent of instructor.

IV. University Press Practicum variable credits, 1-3

An intern will work closely with the St. Andrews University Press Director to learn all aspects of a small press operation, such as submissions, editing, proofreading, telephone orders, cover design, and other activities. Prerequisite: consent of Press Director.

### **CW 413 Writing Poetry**

3 credits

Advanced study and practice in writing poetry. Students will explore and discover different aspects of their poetic voices through numerous workshop exercises. Prerequisite: CW 221 or consent of instructor.

### **CW 415 Writing Fiction**

3 credits

Advanced study and practice in writing fiction. Students will concentrate primarily on short fiction, producing work that explores and embraces different fictional techniques. Opportunities for work on longer fiction such as the novella or novel will also be available within the course structure. Prerequisite: CW 211 or consent of instructor.

### **CW 425 Writing Creative Nonfiction**

3 credits

Advanced study and practice in writing creative nonfiction. Students will explore all aspects of what constitutes an engaging and lively piece of creative nonfiction. Prerequisite: CW 221 or consent of instructor.

### **CW 479 Thesis and Presentation**

4 credits

All CW majors must submit a thesis of imaginative writing and a theory of writing. Students must also participate in an oral defense their theses before a committee of three faculty members. Prerequisite: Open only to students majoring in English and Creative Writing with a Creative Writing concentration.

**CW 480 Publication**

1 credit

Students will learn the professional protocols for manuscript preparation and submission as well as exploring various literary journals for the publication of their work. Prerequisite: Majors with a Creative Writing concentration only or consent of instructor. (This course is Pass/Fail.)

**Education Courses**

\*\*\* Must be formally admitted to the Teacher Education Program.

**EDU 232 K-6 Healthful Living and Physical Education Methods for the Elementary Education Teacher**

3 credits \*\*\*

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement, and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Education required. Elementary Education majors only.

**EDU 235 Curriculum and Instruction**

3 credits \*\*\*

This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Pre-requisite EDU 250. Field experience required.

**EDU 236 Technology for Educators**

3 credits

This course focuses on the North Carolina advanced technology competencies for educators. Emphasis is placed on using technology-based tools to facilitate teaching strategies specific to meet curriculum goals and manage instruction. Required for all teacher education majors. Fall Semester

**EDU 250 Education, Culture & Diversity**

3 credits

An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform movements, and school law. Students will be assigned to a school setting classroom for field observations.. Required for all teacher education majors. Prerequisite: 2nd semester freshman standing or above. Fall Semester. Field experience required.

**EDU 319 Literature for Children & Youth**

3 credits

This course is an examination of literature appropriate for ages preschool through adolescence. Student learns to critique and select literature for classroom enrichment and for unit and interdisciplinary studies. Required for all elementary majors. Spring Semester

**EDU 322 Reading & Writing in the Content Areas, 7-12**

3 credits \*\*\*

This course is designed to prepare students for teaching reading and writing skills to middle and high school students in physical education and health. The course will present an overview of the major approaches used to teach communications skills, which include reading, writing, speaking, listening and viewing. Cooperative learning, textbook analysis, and various assessment procedures will also be reviewed. Students will be required to teach demonstration lessons, participate in a field experience, develop a portfolio, and participate actively in the classroom's learning community. Required for Physical Education, K-12 majors. Prerequisite: Formal admission to Teacher Education program. Field experience required.

**EDU 324 Educational Psychology**

3 credits

This course is designed to provide a theoretical background for understanding learning motivation and classroom management. Major theories of learning are examined and connected with instructional planning and student study. Research on motivation is presented to assist pre-service teachers in creating environments that are supportive of self-direction and promote life-long learning. Classroom management models connected with behaviorist, social learning theory and cognitive learning theory will be critiqued toward the end of helping novice teachers to develop approaches to classroom management which are consistent with student-centered learning. Prerequisite: Psy 101 Spring Semester.

**EDU 328 K-12 Healthful Living & Physical Education Methods for the Physical Education Teacher** 3 credits \*\*\*

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7-12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Education required.

**EDU 328 Lab Field Experience Teaching Healthful Living Education in the Secondary School** 1 credit \*\*\*

Prerequisite : Senior standing or permission of instructor. Must be taken with EDU 328.

**EDU 332 Language and Literacy**

3 credits\*\*\*

This course is designed as an introduction to reading theory and instructional methods. Examines a variety of approaches to the teaching of reading. Simulation activities allow students to explore and critique current instructional practices and techniques. Prerequisite: Formal Admission to Teacher Education required. Field experience required. Fall Semester

**EDU 338 Reading and Language Arts**

3 credits\*\*\*

This course is designed to ensure students will develop an understanding of the methods of teaching language arts with an emphasis on best practices and the development of a community of learners where a love for literature and writing is cultivated. Prerequisite: Formal Admission to Teacher Education required. Field experience required. Spring Semester

**EDU 339 Teaching Social Studies in the Elementary School**

3 credits\*\*\*

Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography civics, politics, economics, sociology and anthropology in grades K-6. Course requirements include the development of an interdisciplinary unit. Required for all elementary education majors. Prerequisite: Formal admission to Teacher Education program. Fall Semester. Field experience required.

**EDU 341 Teaching Science in the Elementary School**

3 credits\*\*\*

The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Required for elementary education majors. Prerequisite: Formal admission to Teacher Education program. Spring Semester. Field experience required.

**EDU 342 Teaching Mathematics in the Elementary School**

3 credits\*\*\*

The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Prerequisite: Formal admission to Teacher Education program. Fall Semester. Field experience required.

**EDU 350 Learning Diversities of Children**

3 credits\*\*\*

This course addresses the dimensions of diversity in a P-12 classroom. The course focuses on skills and strategies as they relate to diverse learners and diverse environments. Prerequisite: Formal admission to Teacher Education program. Spring semester. Field experience required.

**EDU 352 Teachers as Leaders**

3 credits\*\*\*

This is a required course for the elementary education major. Teachers realize early in their career that being a successful educator is more complex than designing lesson plans, presenting curriculum and assessing student learning. This course is designed to help teachers develop awareness of the variety of roles they will fulfill as a teaching professional. It will help them build skills in following protocol, engaging in professional learning communities and building effective relationships with stakeholders.

Participants will explore the multi-faceted components of their role as a professional educator. They will investigate methods for working effectively within systems both at the school level and as a district employee. The course will offer all participants an opportunity to seek resources at local, state, and federal levels and will help them learn to navigate the complexities of a bureaucratic system. Participants will demonstrate skills in planning for engagement with policy-making, process development, and relationship building with colleagues, service agencies, school communities, and parents. They will create plans for professional growth and set goals for successfully moving from beginning teacher status to experienced professional. Participant reflections will address engagement in the process of mentoring others and how to help build and sustain quality professional learning communities.

Instruction for this course will be focused on helping teachers develop skills for collegial collaboration, effective relationship building with organizational stakeholders, and advocacy for students and the teaching profession. They will gain practical experience through course assignments and apply new information within the context of their current employment situation. They will demonstrate understanding of school funding as it applies to a classroom teacher.

**EDU 355 The Exceptional Child**

3 credits\*\*\*

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectation, and requirements to appropriately

meet the needs of mainstreamed students are also discussed. Prerequisites: Psy 101 and formal admission to Teacher Education program. Spring Semester. Field experience required.

**EDU 365 Fine Arts in the Elementary School** 3 credits

This is a required course for the elementary education major. Appropriate concepts, methods, and materials for integrating the arts (dance, drama, music, visual art) through the elementary school curriculum will be explored as students acquire skills appropriate to developmental age and core curricular concepts through an interdisciplinary design of instruction. A focus will be placed on using the theory of multiple intelligences to increase student capacity and achieve academic success in all disciplines. Field experiences in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

**EDU 370 Health Methods K-12** 3 credits\*\*\*

This course is designed as an instructional methods course to teach health Education to our teacher candidates. The course addresses theoretical concepts, knowledge, skills and dispositions of a professional health educator. The health educator will learn how to plan and coordinate a school health program. Candidates will also be able to assess individual and community needs and also serve as an advocate for health education. Prerequisite: Formal admission to Teacher Education required.

**EDU 423 Student Teaching** 10 credits\*\*\*

Students are placed in a public school setting under the direction and supervision of a University supervisor and a public school cooperating teacher. The basic student teaching experience provides an opportunity for the student to demonstrate in practice that they are Learner-Centered Professional Teachers. Prerequisite: Recommendation of the Teacher Education Committee, 2.5 G.P.A., and successful completion of professional courses. \*\*\*Must be formally admitted to the Teacher Education Program Offered in the Fall and Spring Semesters. This course is graded Pass/Fail.

**EDU 425 Student Teaching Senior Seminar** 2 credits \*\*\*

Seminars for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction. This course is designed to help the student with issues relating to transition into the world of work and graduate school. Taken concurrently with Edu 423. Required for all education majors. Offered in the Fall and Spring Semesters.

## **English Courses**

**ENG 209 Survey of American Literature** 3 credits

An overview of American literature from Colonial times through the present. (Required for the English and Creative Writing major).

**ENG 211 Masterpieces of English Literature** 3 credits

A survey of major works of English literature from the Medieval period through the 19th century Readings will generally be drawn from Beowulf, Chaucer, Spenser, Shakespeare, Milton, Donne, Pope, Johnson, Wordsworth, Shelley, Keats, Tennyson and Browning. Special attention will be given to the themes of perennial interest such as love and death, man and woman, freedom and servitude. (Required for the English and Creative Writing major).

**ENG 221 Shakespeare's Comedies** 3 credits

This course will focus on five comedies by William Shakespeare. Students will read and discuss plays chosen from among the following: Taming of the Shrew, A Midsummer Night's Dream, As You Like It, The Merchant of Venice, Twelfth Night, Much Ado About Nothing, and The Tempest. The class will view at least one film version of each play studied and read examples of modern literary analysis. All students will write response papers.

**ENG 241 Survey of African American Literature** 3 credits

This course will offer a survey beginning with the earliest African American writers and continuing through contemporary works and scholarship. Selected African American fiction, drama, poetry, and essays will be studied in cultural and historical contexts. Writers studied may include Wheatley, Douglass, Harper, Chesnut, Larsen, Hughes, Hansberry, Ellison, Morrison, and Gaines among others.

**ENG 252 Modern Poetry** 3 credits

Readings from a wide selection of modern poets. Special attention will be given to Hopkins, Yeats, Frost, Pound, Williams, Eliot, Laughlin and Kizer. (Required for the concentration in Creative Writing)

**ENG 267 Contemporary Poetry** 1.5 credits

This course will provide an overview of poets writing since World War II, using Auden as a primary transitional poet.

The primary text will be The Norton Anthology of Contemporary Poetry. Poets to be studied will include William Stafford, Carolyn Kizer, James Merrill, Elizabeth Bishop, Murial Rukeyser, Gwendolyn Brooks, Philip Larkin, Seamus Heaney, Sylvia Plath, and Lucille Clifton. Each student will do a concentrated report and a critical commentary comparing two or more poets.

**ENG 278 Intro. to Critical Analysis and Literary Theory** 3 credits

Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature. (Required for the English and Creative Writing major)

**ENG 280 Topics in American Popular Culture** 3 credits

An intensive study of a variety of “texts” (both written and otherwise) in American pop culture. Topics might include the world of Disney, the romance novel, the Western, the detective story and film, and others.

**ENG 281 Children’s Literature** 3 credits

An introduction to the vibrant range of literature and film for children and adolescents: fairy tales, novels, poetry, picture books, illustrated texts, and animated movies. The course will focus primarily on British and American texts from the last 150 years.

**ENG 282 Introduction to Pound Studies** 1.5 credits

A study of the person, philosophy, poetry and criticism of Ezra Pound, “The Father of Modern Poetry,” the course will utilize Hugh Kenner’s *The Pound Era* and Pound’s *Selected Poems* as primary texts. One research paper will be required, along with outside readings. Usually offered Demi-semester 1 of spring semester; required of those anticipating study at Brunnenburg.

**ENG 308 Victorian Literature** 3 credits

A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold, Thomas Huxley, and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: ENG 211 or junior standing.

**ENG 311 The American Renaissance** 3 credits

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: ENG 209 or junior standing.

**ENG 317 Literature of the Romantic Period** 3 credits

A study of the chief poets and critics of English Romanticism. Prerequisite: ENG 211 or junior standing.

**ENG 322 Shakespeare’s Tragedies** 3 credits

This course will focus on five of William Shakespeare’s major tragedies. Students will read and discuss the following plays: *Romeo and Juliet*, *Macbeth*, *Othello*, *Hamlet*, and *King Lear*. The class will view at least one film version of each play studied and read examples of modern literary analysis. There will be a culminating research project. Prerequisite: ENG 211, ENG 221, or junior standing.

**ENG 325 Medieval Literature** 3 credits

This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer’s *Canterbury Tales*, medieval drama, the legends of King Arthur, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: LIT 210 or ENG 211 or junior standing.

**ENG 334 American Fiction of the 20th Century** 3 credits

A study of representative American fiction of the 20th century from a variety of traditions and ethnic perspectives. Prerequisite: junior standing or permission of the instructor.

**ENG 340 T.S. Eliot** 3 credits

A detailed study of the plays and poems of this 20th century mover and shaker. Eliot’s social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 252, or permission of the instructor.

**ENG 359 Renaissance Literature** 3 credits

Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of

the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing.

**ENG 362 Saints and Heroes of the Middle Ages** 3 credits

An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include *The Niebelungenlied*, *Tristan*, *Ywain*, *The Song of Roland*, and *Sir Gawain and the Green Knight*. This course is only offered overseas as part of the Brunnenburg program.

**ENG 371 The Cantos: American Epic** 3 credits

A study of Ezra Pound's "Cantos" in relation to the poetry, politics, and philosophy of the 20th century. Attention will be given to other major poets of the time. This course is only offered overseas as part of the Brunnenburg program.

**ENG 372 Myth and Agro-Archaeology** 3 credits

An academic and field study of mythology and agriculture as the roots of culture, government and the fine arts. This course is only offered overseas as part of the Brunnenburg program. The course does not count toward the minor in English Literature.

**ENG 377 Whitman/Dickinson** 3 credits

Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed, Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including journal work, creative expression, and expository writing. Prerequisite: ENG 209 or junior standing.

**ENG 378 Southern Literature** 3 credits

A study of the writers and literary traditions of the American South from the colonial period to the present, but with special emphasis on the twentieth century. Authors might include Byrd, Jefferson, Poe, Kennedy, Chestnut, Jacobs, Chopin, Glasgow, Chesnutt, Faulkner, Caldwell, Warren, Wolfe, Percy, Hurston, O'Connor, Welty, Styron, Walker, Betts, Smith, and others. Prerequisite: ENG 209, Junior standing or permission of instructor.

**ENG 379 Women Writers** 3 credits

A study of women's writings within a variety of cultures, historical periods, and literary traditions. Prerequisite: Junior standing or permission of instructor.

**ENG 384 North Carolina Literature** 3 credits

This course will provide students the opportunity to study the novels, short stories, and poems produced by North Carolina writers during the literary renaissance of recent decades. Writers may include Gibbons, Chappell, Edgerton, Frazier, Smith, and McCorkle among others. Prerequisite: ENG 209.

**ENG 401 Milton** 3 credits

Intensive reading of Milton's poetry with major emphasis on *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: ENG 211 or junior standing.

**ENG 453 Senior Portfolio & Review** 1 credit

This course will provide an opportunity for senior English majors to collect and reflect upon samples of their skills in written literary analysis, to receive faculty evaluation of their work, and to prepare their postgraduate reading list. Required of senior English and Creative Writing majors with a concentration in English literature and of seniors completing a minor in English.

**ENG 497 Academic Honors** 3 credits

Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit.

## **Equine Studies Courses**

**EQ 244 Stable Management** 2 credits

This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them.

**EQ 244L Stable Management Lab**

2 credits

Through hands-on work experience you will be introduced to the challenges, routines, skills, tediousness, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager.

**EQ 246 Introduction to Management of Equine Operations**

3 credits

This class is designed to give the non-business major and the non-equine business major insights into the various career paths within the horse industry as well as the experience and educational requirements. The class is required for Therapeutic Horsemanship majors and available for students in other majors who will not take business courses but want an overview of equine business. The course will cover basic principles of management and organization, record keeping systems, marketing, liability and contracts and financial management. Students will write a prospectus and develop a business plan for a business they hope to enter into in the future.

Prerequisite: EQ 244

*Note: This course does not count toward the major in Equine Business Management*

**EQ 248 Basic Riding Instructor Skills**

1.5 credits

This course will cover the fundamentals of preparing, organizing and teaching riding lessons. Safety, lesson plans, ring skills, class control and the qualities needed to be an effective instructor will be covered. The goal of this demi-semester course is to lay a foundation for teaching able-bodied beginner riders individually and in groups. The emphasis will be on safety and a progressive development of teaching skills. Through task analysis and problem solving the student will develop lesson plans, learn to evaluate and adjust to different situations in an effective and professional manner, and learn different techniques of expressing themselves to the riders.

**EQ 248L Basic Riding Instruction Skills Lab**

1 credit

This course provides an introductory level opportunity for the application of skills and techniques developed in the Basic Teaching Skills for Riding course. The student will assist an instructor to develop their practical skills and stimulate their awareness and response to issues involving safety. Prerequisite: EQ 248.

**EQ 249 History and Theory of Modern Riding**

3 credits

This course will provide the student with a historical overview of equestrian sports. The class will study the history of educated riding, the development of forward riding from Caprilli to George Morris, the development of modern dressage, and the history and origins of western sports. Pre-requisite: PE 262 and sophomore standing or permission of instructor.

**EQ 280 Natural Horsemanship**

2 credit

This course studies the philosophy and theory behind Natural Horsemanship. The student will study the methods and techniques used primarily in Natural Horsemanship. Parelli will be the primary focus of the class although other practitioners will be studied. The class combines theory with practical application. PE 261 or Permission of the instructor. A fee is required for this course. Students are expected to purchase their own equipment.

**EQ 340 Equine Business Management**

3 credits

This class is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principals of management, record keeping systems, liability and contracts and developing a business plan will be considered in class discussions. Students will write a prospectus and develop a detailed business plan for a business they hope to enter into in the future. The class requires all students to use Excel spreadsheets for forecasting and planning. Prerequisites: EQ 244 or 245 and BE 209 junior standing.

**EQ 341 Preparation for ANRC-Rated Rider Testing**

3 credits

This course will provide the students with an in-depth study of riding theory and how it relates to successful performance. It will provide them the opportunity to develop their riding skills and to experience the practical applications of the acquired knowledge and skills from the perspective of the teacher, the trainer, the serious competitor, and the recreational rider. Students will be evaluated by outside examiners on the ANRC Rated Rider Exam of the appropriate skill level. A fee is required for this course. Prerequisites: PE 264, EQ 248.

**EQ 342 Form to Function: Principles of Judging and Selecting Hunters**

3 credits

The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the horse on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: EQ 241 or junior standing.

**EQ 350 Horse Science I**

3 credits

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the horse's functional anatomy & physiology. Special emphasis will be given to the musculoskeletal, digestive, respiratory,



circulatory & nervous systems of the horse, as well as a brief review of equine evolution. The student will be able to relate the study of equine anatomy & physiology to horse husbandry theories & practice. In addition, the student will develop problem-solving skills in regards to presentations of common equine diseases & the therapeutic options available for treatment. Prerequisite: EQ 244, EQ 244L

**EQ 415 Current Therapies in Equine Internal Medicine** 3 credits

This course will acquaint the student with a detailed overview of current equine internal medicine disorders, with practical aspects of diagnosis & therapeutic management. Understanding basic equine pathophysiologic mechanics is essential in the management of complex disease processes & will be reviewed for a better comprehension of the equine medical disease process. The class will be structured to address specific diseases along system-based lines to include respiratory, gastro-intestinal, urinary, hepatic, cardiac, ophthalmology, & neurological disorders. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing

**EQ 416 Introduction to Equine Clinical Pharmacology** 3 credits

The principle goal in this course is for the student to acquire a working knowledge of commonly employed pharmaceuticals that are used in the medical treatment of horses. Classifications of drugs, misuse of over-the-counter medications, mechanism of actions, as well as side effects, will be studied. General principles such as drug absorption, distribution, metabolism, therapeutic index and interactions will also be discussed. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing

**EQ 417 Equine Orthopedic Lameness** 3 credits

The purpose of this course is to acquaint the equestrian student with an organizational, scientific approach to the diagnosis, treatment and athletic management of equine lameness. This will be accomplished in three separate sections of the course. The course will be equally divided between lectures and labs. During the initial section, orthopedic anatomy and equine biomechanics will be reviewed. In the second section, we'll combine anatomy and biomechanics with the art of insightful observation of the horse on the flat and under saddle. The final section will incorporate discussion of the latest scientific technology for diagnosis, as well as common dysfunctions, etiology and prognosis interrelated to the competitive implications for the best management of the athletic horse. Prerequisite: EQ 350 or permission of the instructor, Junior or Senior standing.

**EQ 420 Equine Nutrition** 3 credits

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine gastrointestinal anatomy and physiology as related to the process of digestion, absorption, and utilization of nutrients. Special emphasis will be placed on lipids, carbohydrates, proteins, vitamins and minerals and their relationships in feed concentrates and in forage. Different aspects of nutritional requirements and deficiencies will also be discussed. The student will be able to apply the basic principles of equine nutrition in order to develop and balance a feed rationing program for horses at any stage of life and athletic capacity. Prerequisites: EQ 244, EQ244L and EQ 350

**EQ 422 Horse Science II - Equine Reproduction & Genetics** 3 credits

The principle learning outcome in this course is for the student to acquire a thorough working knowledge of the equine reproductive anatomy & physiology, equine neonatology & introductory concepts in equine genetics. Reproduction labs will emphasize mare & stallion reproductive evaluation & readiness for breeding. The student will be able to relate the study of equine reproduction & genetics to current breeding husbandry & management techniques. In addition, the student will develop problem-solving skills in regards to presentations of common equine reproductive problems encountered & the therapeutic options available for treatment. Prerequisite: EQ 350, EQ 244 , EQ 244L

## **Forensic Science Courses**

**FOR 201 Introduction to Forensic Science** 4 credits

This course will emphasize scientific investigation of crime. Students will become both detective and criminalist as they learn how to secure a crime scene, and collect and analyze physical evidence. Students will learn how to: 1) do blood typing and DNA analysis, 2) analyze blood splatter patterns, 3) analyze hair and fiber samples, 4) find and lift latent fingerprints and compare to established database, 5) identify the source of ink samples from handwritten notes, and 6) develop a psychological profile of the criminal. Using actual cases, the class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make judgments regarding the weight of the evidence, and to either identify or eliminate suspects. Legal issues such as the insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined.

**FOR 210 Topics in Forensic Science** 2 credits

These courses examine specific issues and/or techniques related to solving crime. The focus will vary with each offering and examples include Fingerprint Classification and Identification, Criminal Profiling, Police Photography, Blood Spatter Analysis, Ethics in Criminal Justice, Interviewing/Interrogation Techniques, or Question Document Analysis. Prerequisite: FOR 201.

**FOR 401 Crime Scene Investigation/Evidence Collection**

3 credits

Advanced course in the identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class will cover the importance of: 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects. Prerequisite: FOR 201 and upper level standing or consent of instructor.

**FOR 402 Microanalysis of Trace Evidence**

4 credits

Advanced course in the identification and analysis of physical evidence previously recovered from a crime scene. Students will learn what types of analysis is best suited to specific forms of evidence. The class will cover: 1) the importance of maintaining a chain of custody and proper documentation, 2) how the different major types of analysis are performed and how to choose the proper technique for the evidence, 3) the theory behind the techniques, and 4) how to discuss the accuracy and precision of the technique in relationship to such information as population statistics. Prerequisite: FOR 201 and upper level standing or consent of instructor

**Game Art and Design Courses****GAM 100 Game Art Foundations**

3 credits

This course is an introduction to the concepts and software used in game art development. Students will learn the basics of 3D modeling, texture creation, and level design. Much time will be spent becoming familiar with the tools and user interface of the software. This course will set the foundations for more advanced study in the individual components of game art creation. This course is appropriate for the casual game enthusiast as well as students interested in the major. No Prerequisites

**GAM 102 Textures and 2D Art I**

3 credits

Students will learn the basics of creating textures and maps. These will be used to build shaders and materials to apply to 3D models. Developing skill in painting software will be emphasized.

Prerequisite: GAM 100

**GAM 203 Modeling I**

3 credits

An exploration into the basic techniques of 3D modeling in the computer. Students will learn modeling from primitives, beveling and extruding, transformation techniques, UV maps and spline patching. Some time will be spent discussing optimization of meshes for import into the game engine.

Prerequisite: GAM 100

**GAM 202 Textures and 2D Art II**

3 credits

The emphasis of this class will be to construct complex shaders and shading systems to enhance the realism of the game environment. Also, we will build a user interface for use in game.

Prerequisite: GAM 102

**GAM 303 Modeling II**

3 credits

A continued investigation into the techniques of 3D model making. Students will use sub-division, and nurbs modeling techniques in addition to those learned in Modeling I to make environment models to populate and construct their game levels. An introduction to soft body/character modeling will be presented.

Prerequisite: GAM 103

**GAM 304 Level Development I**

3 credits

This course concentrates on developing a playable level from game assets created by the student. Students will work with game editing software from concept to finished level. Topics include: concept art, BSP geometry, static meshes, materials, lighting, terrain, physics, and level optimization.

Prerequisites: GAM 102, GAM 103

**GAM 306 Animation**

3 credits

Focuses on basic key frame animation: understanding timing, graph editing and animation nodes. Students will stage and animate several sequences for use in the game engine user interface.

Prerequisites: GAM 202, GAM 203

**GAM 403 Modeling III**

3 credits

Focuses on character modeling. Students will make low poly count meshes for use in game. These same models will be

the basis for hi-res models used for detailing and generating normal maps.

Prerequisite: GAM 203

### **GAM 404 Level Development II**

3 credits

A continued look at game editing software. Topics include: advanced material construction, volumes, physics objects, special effects, particle systems, sound, and animation.

Prerequisite: GAM 204

### **GAM 406 Character Rigging and Animation**

3 credits

This course concentrates on building a “skeleton” rig that is associated with a character model, thus allowing the character to move/run/ speak. Once a model has a “rig” it can be animated to accomplish a variety of in-game actions. Students will use their models to construct animated vehicles and characters for the game engine.

Prerequisite: GAM 306

### **GAM 411 Game Project**

3 credits

This is a collaborative effort where a team of students will create a new game or mod of their own content. This is a course to showcase the ability of the students and will be a major part of their demo reels.

Prerequisite: Senior standing in the major or Permission of the instructor

## **History Courses**

### **HIS 201 American History Survey I**

3 credits

Covering the period from the fifteenth century to the mid-nineteenth century, this course is an introduction to America’s foundation and early growth. Students will also learn the fundamentals of historical research and interpretation.

### **HIS 202 American History Survey II**

3 credits

Chronologically following Survey I, students will examine American history between the Reconstruction period and the 1990s. Students will work with primary sources and practice interpretive skills. Students do not need Survey I to succeed in this course.

### **HIS 209/309 North Carolina History**

3 credits

A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina.

### **HIS 210 Modern Western Civilization**

3 credits

A study of western civilization with an emphasis on modern revolutions, including the English Revolution, the American Revolution, the French Revolution, the Russian Revolution of 1917, and the Nazi Revolution. Attention will be given to revolutionary backgrounds and to historical perspectives and interpretations.

### **HIS 214/314 Topics in American History**

3 credits each

These courses examine problems in American history not fully addressed in the survey courses. Certain topics may be offered singularly at the 200 or 300 level rather than presented in a split course. While the focus will vary with each offering, the courses emphasize detailed work with primary sources. Topics range in time from colonial to modern America and include Race in Early America, US Women’s History, Jacksonian America, the US South, Colonial America, Historically Bad Behavior, the New South, and Nineteenth Century America.

### **HISP 225 Introduction to Public History**

3 credits

This course demonstrates how history intersects with public life. Students will also consider the place of public history in the discipline. The class explores applying historical knowledge in the conservation and representation of the past. Issues include cultural preservation, historical anthropology and archaeology, historical preservation, and the business of public history.

### **HIS 335 United States Slavery**

3 credits

This course offers students the opportunity to develop an understanding of American slavery from the early trans-Atlantic trade to the end of slavery during the Civil War. Primary and secondary source materials offer the chance to analyze slavery as it changed over time and region. Topics include: race and slavery, the slave community, plantation agriculture, slave resistance, and the politics of slavery.

### **HIS 248 African American History Survey**

3 credits

This course offers a study of African Americans from the colonial period to the Civil Rights era. Students will pay special attention to the development of African-American identity, culture, and the quest for freedom and equality.

Topics include the slave trade, slavery, the Civil War, Reconstruction, the Jim Crow era and the Civil Rights Movement.

**HIS 325 Junior Methodology and Research Seminar in History** 3 credits

Required of all majors and minors. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation through historiography. In addition, seminar members will learn research strategies in secondary and primary sources, while bringing a critical, analytical reading to the discipline.

**HIS 334 Civil War & Reconstruction** 3 credits

A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South.

**HIS 345 The American Civil Rights Movement** 3 credits

Starting in the Reconstruction period and culminating in the 1960s, America's confrontation with inequality remains a central story. This course examines the origins and maturity of black Americans' efforts demanding freedom from discrimination. The course will address at least three main questions: First, how is the movement understood in the context of the longer black freedom struggle and resistance to segregation in the South? Second, why did the movement take place when it did? Third, how does the movement fit into our understandings of social movements? Prerequisite: HIS 202 or permission from the instructor.

**HIS 353 The French Revolution and Napoleon** 3 credits

A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century.

**HIS 355 The Turn of the Century & World War I** 3 credits

A study of the developments in Europe from the 1880s until 1920 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era.

**HIS 356 The Second World War & the Holocaust, Europe 1919-1945** 3 credits

A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world.

**HIS 357 The Second World War; Asia & the Pacific, 1919-1945** 3 credits

A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined.

**HISP 395 Academic Internship in Public History** 3 credits

Students will submit an internship plan for work in a public history setting. Appropriate sites include museums, archives, state and federal historic sites, contract archaeology firms, and historic preservation businesses. This course requires departmental approval.

**HIS 410 Topics in Southern History** 3 credits

This course will address themes historians deem important for understanding the American South's history. Course focus will vary with each offering. Topics range in time from the early colonial period to modern America. Special emphasis will be placed on evaluating historiographical arguments. Prerequisite: HIS 201 or 202, and one 300 level history course, also available with the permission of the instructor.

**HIS 412 American Religious History** 3 credits

What is religion's role and function for a society as religiously pluralistic as the United States? This course addresses the question of religion in a pluralistic society by studying the development of religion in America. Emphasis on change over time will illuminate how Americans have allowed religious diversity with a minimum of conflict. Topics include Native-American religion, European religion in colonial America, women and the church, evangelicalism, African American religious culture, and religious minorities. Prerequisites: HIS 201 and 202, or permission from the instructor.

**HIS 425 Senior Research Seminar in History** 2 credits

Required of all history majors; taken in the senior year, strongly recommended for minors. An exploration of various

historical topics selected by students with faculty approval. This research course provides a framework for students to complete a detailed historical examination using primary and secondary sources. Students will develop original interpretations of the past while placing them within the context of extant scholarship.

**HIS 491 Honors Seminar** 3 credits

Admission to this course is by invitation of the history faculty. It stresses historiography, research design and techniques, and preparation of a student's own original research project.

**HIS 497 Honors Research** 3 credits

Admission to this course is restricted to those who have successfully completed HIS 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship.

**HISP 498 Practicum in Library and Archival Science** 3 credits

This practicum is an introduction to the skills and ideas behind library and archival science. Students will learn the basic principles of library management, how to access materials and electronic information, and effective ways of storing and preserving information.

## Honors Courses

**HON 150 Honors Enrichment** 1 credit

Weekly meetings with student Mentors and Honors faculty members. Supportive activities for community building, increasing self-responsibility, and assistance with Honors level assignments. Includes attendance at campus events and volunteer service projects in the greater community Required of all first year Honors students. Fall Semester.

**HON 250 Introduction to Honors** 1.5 credits

Introduction to the challenges of Honors through the study of selected readings, images, discussions, and experiences. Emphasis on encountering new ideas and concepts and developing an ability to express one's own ideas and insights with greater clarity and effectiveness. Required of all first year Honors students. Fall Semester, Demisemester I. May be met by enrolling in a special section of WRT 110 or the equivalent.

**HON 252 Ethical Issues Seminar** 1.5 credits

A seminar focused the ethical dimension of selected major personal, social, biological, and/or environmental issues. Required of all first year Honors students. Fall Semester, Demisemester II. May be met by enrolling in a special section of WRT 110 or the equivalent.

**HON 270 Sophomore Honors Seminar I** 3 credits

An interdisciplinary seminar focused on the foundations and development of civilization. Required of all sophomore Honors students. May be met by taking special Honors sections of SAGE 230 and SAGE 240.

**HON 300 Modern Civilizations** 3 credits

An interdisciplinary seminar focused on modern civilizations. Required of all Honors students. Normally taken in the Spring Semester of the junior year.

**HON 361 Junior Seminar in Honors** 3 credits

Honors students in the seminar will write and defend an integrative paper drawing together under a single theme the learning and experiences encountered in the Honors program. Additional readings on selected topics. Taken normally in the Spring Semester of the junior year.

**HON 400 Senior Honors Thesis** 3 credits

A capstone experience in the General Honors Program. Each senior Honors student will pursue a major, mentored, research project in an area of intellectual interest to the student. The Director of General Honors may accept course work for Honors in a Major as fulfilling this requirement. Taken normally in the Fall Semester of the senior year.

**HON 290/390 Special Studies in Honors** 1-3 credits

Study/travel to other cultures sponsored by General Honors Program or service/learning projects sponsored by the General Honors Program.

**HON 298/398 Teaching Practicum** 1-3 credits

Student tutoring and mentoring in an Honors course.

## Interdisciplinary Studies Courses

**IDS 401 Senior Experience in Interdisciplinary Studies** 1 credit

This course is the senior capstone experience in the Interdisciplinary Studies major. Students will write a synthesizing essay focused on the theme and learning outcomes developed for the Interdisciplinary Studies contract and reflecting

upon the integration of disciplines included in the contract. There will be an oral presentation and discussion of the essay involving faculty members from each discipline included in the major contract. As appropriate to the theme and learning outcomes of an individual Interdisciplinary Studies contract, IDS 401 may include other projects or experiences in addition to the synthesizing essay. This course is required of all Interdisciplinary Studies majors and is to be taken in the final semester of the senior year. Prerequisite: Interdisciplinary Studies majors only.

## Literature Courses

### LIT 210 Classics of the Western Literary Tradition

3 credits

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition.

### LIT 215 Black Mountain Poets

1.5 credits

This course will be a study of the major poets of Black Mountain University, The Black Mountain Review, and Donald Allen's *The New American Poetry*. Poets to be studied will include Charles Olson, Robert Creeley, Allen Ginsberg, Robert Duncan, and Denise Levertov. Students will write one major critical essay and produce a final project which may be an analytical paper or a portfolio of their own poetry written in response to the course readings.

### LIT 275 Japanese Fiction: An Introduction

1.5 credits

An introduction to Japanese Fiction, a vital part of modern letters rooted in ancient Japanese culture and perhaps the first novel, *The Tale of Genji*. Texts will include works by Tanizake, Kawabata, Mishima, Abe, and Oe and projects will introduce Soseki, Dazai, and others. Historical perspective will be gained from works by Benedict, Keene, Richie, and Reischauer.

## Mathematics Courses

### MAT 102 Essential Mathematics

3 credits

Although this is a three-credit course, the credits do not count toward the 120 credits required for graduation. This course is a comprehensive study of mathematical skills. Its main objective is to provide a strong mathematical foundation for further study. Topics include: principles and applications of decimals, fractions, percents, ratios, and proportions, order of operations, geometry, graphs, measurement, and elements of statistics. Upon completion students should be able to perform basic computations and solve real-world, multi-step mathematical problems using technology where appropriate. Placement based on SAT/Act scores and high school background..

### MAT 106 Mathematics: The Science of Patterns

3 credits

This course engages the student in various mathematical topics interweaving historical highlights and current developments. Its purpose is to extend the student's ability to reason with quantitative information and to develop the critical thinking and quantitative reasoning skills needed to understand major life issues. Mathematical topics covered will vary.

### MAT 115 Precalculus

4 credits

This course consists of lectures and computer labs and meets five hours per week. The course stresses concepts necessary for calculus, with particular emphasis on functions and their graphs, problem-solving and mathematical modeling, and an introduction to data analysis. This course will incorporate the use of computers and graphic calculators. The student must complete the Mathematics Placement assessment prior to enrolling in the course. Prerequisite: An appropriate score on the Mathematics Placement assessment, or permission of the instructor.

### MAT 216 Topics in Discrete Mathematics

3 credits

A study of discrete models. Topics include graphs theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting principles with applications to coding and genetic codes, permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to algorithmic techniques. It is recommended for students of the social and natural sciences, as well as for majors in Business, Education, or Mathematics. The student must complete the Mathematics Placement assessment prior to enrolling in this course. Prerequisite: Either MAT 115, appropriate score on the Mathematics Placement Exam, or permission of the instructor.

### MAT 221 Calculus I

4 credits

This course consists of lectures and computer labs and meets five hours per week. The concept "function" is studied from graphical, numerical, and symbolic perspectives. Exponential, logarithmic, and trigonometric functions are reviewed and studied in detail. Derivatives are studied in detail, with emphasis on rates of change, tangent lines, and local linearity. Differential equations and initial value problems are introduced, with emphasis on geometric and modeling perspectives. Computers and computer labs are used throughout. The student must complete the Mathematics Placement assessment prior to enrolling in this course. Prerequisite: Either MAT 115, appropriate score the Mathematics Placement Exam, or permission of the instructor.

**MAT 222 Calculus II**

4 credits

This course consists of lectures and computer labs and meets five hours per week. Differential equations and initial value problems are studied, with emphasis on geometric and modeling perspectives. Integration, symbolic and numerical, is studied in detail, with applications, including distance, area, volume, centers of mass, arc length, and probability. Sequences and series of numbers and functions are studied. Computers and computer labs are used throughout. Prerequisite: Either MAT 221 or permission of the instructor.

**MAT 225 Introductory Statistics**

3 credits

This course is an introduction to elementary techniques of statistics with use of a statistical computer package. This course emphasizes exploratory data analysis, design of observational and experimental studies, and the use of statistical inference in the study of population parameters. The course includes both confidence interval and hypothesis test procedures. The student must complete the Mathematics Placement assessment prior to enrolling in this course. Prerequisite: Either MAT 115, appropriate score on the Mathematics Placement assessment, or permission of the instructor.

**MAT 310 Multivariable Calculus**

4 credits

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green's Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: MAT 222.

**MAT 312 Linear Algebra & Applications**

4 credits

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of the general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of  $R_n$ , eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: MAT 222.

**MAT 340 Ordinary Differential Equations: A Model Theoretic Approach**

4 credits

This course consists of lectures and computer labs and meets five hours per week. Throughout this course, mathematical models are used to introduce, illustrate, and motivate various concepts. Among the topics treated are first order equations, numerical methods, second order linear equations with applications to mechanical vibrations and harmonic motion, higher order linear equations, Laplace transform, series solutions, matrix methods for linear systems, and nonlinear systems. Computer experiments are designed to deepen understanding of concepts, and to carry the study of certain topics to further exploration. Prerequisite: MAT 312, or permission of instructor.

**Music Courses****MUS 110 Music Fundamentals**

3 credits

This course requires no musical experience and focuses on the basic knowledge of music theory including how to read notes, rhythms and basic understanding of scales and harmony. The goal of this course is to apply the knowledge of music theory into actual musical performance, which may include singing, playing recorder, and playing piano.

**MUS 212 Basic Musicianship I**

3 credits

A basic study of scales, harmony, intervals, notation and musical structure. Students learn basic rules of harmonic function and voice leading along with an understanding of the music from which these rules are derived. Prerequisite: MUS 110 or permission of instructor.

**MUS 213 Basic Musicianship II**

3 credits

A continuation of MUS 212 Basic Musicianship I with further emphasis on analysis of larger forms of music. 3 credit hours. Prerequisite: MUS 212.

**MUS 115 Piano for Beginners**

3 credits

The course offers the student an opportunity to learn basic piano technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required. Music minors must demonstrate piano proficiency as would be expected on completion of one semester of this class.

**MUS 218 Intermediate Piano Class**

3 credits

A continuation of MUS 115 Piano for Beginners. The student will expand on the technique learned in MUS 215 and apply it to more complex repertoire. This course is designed for the student who would like to progress on to private piano study. Prerequisite MUS 215 or permission of the instructor.

**MUS 120 The Art of Singing** 3 credits  
Designed for students with an interest in singing who have had no previous formal private instruction. Topics considered include the anatomy of the voice, basics of breathing, phonation, enunciation and tone production. Students will be expected to perform as solo artists for their classmates. No previous music experience is required for this course.

**MUS 130 Guitar for Beginners** 3 credits  
The course offers the student an opportunity to learn basic guitar technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. Each student must provide his/her own guitar. No previous musical experience is required.

**MUS 140 Bagpiping for Beginners** 3 credits  
The course offers the student an opportunity to learn basic bagpipe technique and traditions, along with rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required.

**MUS 256 Introduction to Music Literature** 3 credits  
A broad overview of music in the Western European tradition, with particular attention to the interplay of historical, cultural, aesthetic, and philosophical trends that influenced it. All major stylistic periods will be considered, beginning with the medieval and ending with trends in contemporary art music.

**MUS 274 Musics of the Celtic World** 3 credits each  
A survey of the musical traditions found among the Celtic peoples of Western Europe, including the traditions of Scotland, Ireland, Brittany, Galicia, and Wales. Discussions will consider the historical backgrounds and cultural concomitants of each music studied. Students will do extensive listening, supported by the St. Andrews "Thistle and Shamrock" Archives. Guest lecturers/performers will provide additional insight into various aspects of Celtic music.

**MUS 250 Selected Topics in Contemporary Music** 3 credits  
This course will address sub-genres of either popular or art music created between 1900 and the present. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. May be repeated for credit.

**MUS 365 Selected Topics in Western Art Music** 3 credits  
This course will address sub-genres of music in the Western art tradition created prior to 1900. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. Prerequisite: MUS 110 Music Fundamentals or permission of the instructor. May be repeated for credit.

**MUS 275 Selected Topics in World Music** 3 credits  
This course will address genres music indigenous to non-Western cultures. Course focus will vary with each offering. Special emphasis will be placed on understanding music within its cultural, historical and aesthetic context. May be repeated for credit.

## **Ensembles**

Ensembles are open to all students of the University. Auditions are required. Students enrolled in performing organizations are required to participate in all performances of those organizations.

**MLE 103 University Choir** 1 credit  
Open to all interested students by audition. Auditions are held during orientation and during the first week of each semester. All music is for mixed choir (either SATB or SAB). Although no previous choral experience is required, basic music reading skills are helpful. Ensemble membership requires weekend performances in area churches as well as performances at various community and University functions. Prerequisite: audition and permission of instructor. May be repeated for credit.

**MLE 106 Beginning/Intermediate Bagpipe Band** 1 credit  
An ensemble for less experienced pipers and drummers and those who have taken MUS 240, Bagpiping for Beginners, or have appropriate previous experience as determined by the instructor. May be repeated for credit.

**MLE 109 St. Andrews Bagpipe Band** 1 credit  
Open to experienced pipers, drummers, and Scottish dancers by audition. Membership in this ensemble requires weekend performances at competitions and at local churches. The band is frequently called upon to play for community and University functions. May be repeated for credit.

**MLE 215 Chamber Choir** 1 credit  
An advanced ensemble opportunity for students already participating in Concert Choir which will allow performers to explore music composed for smaller, more specialized ensembles. Repertoire will include jazz, pop, and classical vocal



music of the 20th and 21st centuries, along with music of the renaissance period. Prerequisite: Audition and permission of the instructor. Co-requisite: Membership and participation in MLE 103 University Choir. May be repeated for credit. May be repeated for credit.

## Applied Music

Applied music study is available to all students at the special fee scale listed in the cost section of this catalog. Weekly lessons are available for 30 minutes (1 credit) in the beginner/intermediate level and for 1 hour (2 credits) in the intermediate/advanced level. Students may choose as areas of concentration: piano, voice, and guitar (including bass guitar).

Beginner/Intermediate Level (30 minute lesson, 1 credit)

MLE 0X1 Non-credit

MLE 1X1 First year

MLE 2X1 Second year

MLE 3X1 Third year

MLE 4X1 Fourth year

Intermediate/Advanced Level (1 hour lesson, 2 credits)

Audition required

MLE 0X2 Non-credit

MLE 1X2 First year

MLE 2X2 Second Year

MLE 3X2 Third year

MLE 4X2 Fourth year

The first digit of the course number represents the number of years of applied music study at St. Andrews: 1=one year, 2=two years, 3=three years, 4=four years. The second digit refers to the applied area: 4=guitar and bass guitar, 5=voice, 6=piano, 7=bagpipe. The third digit refers to the length and level of the student lesson: 1=beginning/intermediate for 1 credit, 2=Intermediate/advanced for 2 credits. Each level may be repeated once for credit.

## Philosophy Courses

*Special Note: Only a limited number of Philosophy courses will be available through the 2012-2013 academic year. Please consult the Registration course list that is published by the Registrar's Office each semester.*

### PHI 100 Introduction to Philosophy

3 credits

A consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as the first course in philosophy.

### PHI 203 Introduction to Logic

3 credits

A study of argumentation, formal and informal. The recognition of arguments, the detection of informal and formal fallacies, the testing of validity with Venn Diagrams, the use of techniques for translating ordinary language into standard forms, and the use of techniques for defining terms will be studied.

### PHI 212 Ethics

3 credits

An introduction to moral reasoning that focuses on a variety of contemporary moral problems such as abortion, euthanasia, the treatment of animals, social justice, and capital punishment. Students will learn to clarify and defend their views on such issues, and they will deepen their understanding of the nature of morality.

### PHI 220 Topics in Philosophical Thought

1.5 credits

A demi-semester study of a particular philosophical issue, point of view, or author in a seminar setting. Analysis of relevant literature, ideas, values, and their practical relevance. Possible topics are Existentialism, Free Will, Human Nature, Michael Foucault, Mahatma Gandhi, Aldo Leopold.

### PHI 231 Business Ethics

3 credits

An analysis of the different positions people take on the moral issues involved in the conduct of business. Topics such as work safety standards, preferential hiring, responsibility for the environment, truth in advertising, government regulation, and consumer rights will be examined. In addition, the course will study several important theories of economic justice.

### PHI 240 Topics in Applied Philosophy

1.5 credits

A demi-semester study of the application of philosophical ideas and methods to a particular practice or subject area in a seminar setting. Analysis of relevant literature, values, and their practical application. Possible topics are Ethical Issues in Technology, Professional Ethics, Servant Leadership, Sustainable Communities.

**PHI 246 Environmental Philosophy** 3 credits  
An exploration of ethical and conceptual problems arising out of humanity's relation to nature. Topics include the value of wilderness, the concept of nature, our obligations towards other animals, deep ecology, and ecofeminism. In addition to developing reasoned views on such topics, students will acquire a basic understanding of major environmental problems. If taken for upper-level credit, students will be required to complete additional, more advanced, reading and writing assignments.

**PHI 301 The Beginnings of Philosophy** 3 credits  
The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle.

**PHI 302 Jewish, Christian and Islamic Philosophy** 3 credits  
A study of philosophy as created by Jewish, Christian and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contribution of such men as Augustine, Anselm, Averroes, Maimonides and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered.

**PHI 303 Modern Philosophy and Scientific Revolutions** 3 credits  
A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and humanity. The course concentrates on the major figures from Descartes to Kant.

**PHI 304 Recent Philosophy and Technological Revolutions** 3 credits  
A study of the impact of the industrial and post-industrial revolutions on philosophy and the reaction of philosophers of the 19th and 20th centuries to historicism and social change.

**PHI 320 Topics in Philosophical Thought** 1.5 credits  
A demi-semester study of a particular philosophical issue, point of view, or author in a seminar setting. Analysis of relevant literature, ideas, values, and their practical relevance. Possible topics are Ethical Theory, Friedrich Nietzsche, Hannah Arendt, W. E. B. DuBois. Prerequisite: PHI 100 or PHI 203 or permission of instructor.

**PHI 333 Philosophy of Law** 3 credits  
An analysis of the major philosophical issues concerned with legal concepts such as "liberty," "responsibility," and "law" itself. The course will study historically significant treatments of these topics as well as current discussion of them. Prerequisite: PHI 203 and at least one additional course in philosophy.

**PHI 340 Topics in Applied Philosophy** 1.5 credits  
A demi-semester study of the application of philosophical ideas and methods to a particular practice or subject area in a seminar setting. Analysis of relevant literature, values, and their practical application. Possible topics are Bioethics, Social and Political Philosophy, Philosophical Issues in Mass Communication. Prerequisite: PHI 100 or PHI 203 or PHI 212 or permission of instructor.

**PHI 365 and RST 365 Junior Seminar** 2 credits  
Philosophy and Religious Studies Seminar for juniors. Meets with PHI/RST 465. Required of all juniors majoring in Philosophy and Religious Studies.

**PHI 465 and RST 465 Senior Seminar** 2 credits  
Philosophy and Religious Studies Seminar for seniors. Meets with PHI 365/RST 365. Required of all seniors majoring in Philosophy and Religious Studies. Application of learning in the major to a discussion and analysis of a current issue in philosophy or religious studies, including analysis and discussion of recent literature on current issues. Synthesis in a major essay the learning as a Philosophy and Religious Studies major around a single theme.

## Physical Education (PE) Activity Courses

No more than 3 PE activity credits may be counted toward graduation.

**PE 150 Horsemanship Basics** 1 credit  
This class is designed for students who wish to ride in the St. Andrews Equestrian Program but have no experience with horses. Students will learn how to halter and lead a horse, safety procedures, grooming, mounting and dismounting, two-point position, and the basic aids that are used to communicate with a horse while mounted. The class will meet 10 times during the semester. A fee is required for this course.

**PE 200 Adapted Physical Education** 1 credit  
This course is designed to meet the needs of students with disabilities as they participate in physical education, recreation, and sports. The activities presented in the course will be selected to meet the interests and capabilities of the enrolled students. PE/SM majors enrolled in SS 234 will assist in the course.

- PE 202 Intercollegiate Equitation** 1 credit  
 This course is designed for participants in Intercollegiate Horse Show Association (IHSA) Hunter Seat and Western shows or Intercollegiate Dressage Association (IDA) shows. Participants must be team members in good standing for fall and spring semesters and will register for the class in the spring. Registered students who quit the team or who are dismissed from the team will either withdraw from the class or receive a failing grade. Prerequisite: PE 261 and permission of instructor.
- PE 205 Horseback Riding for Students with Disabilities** 1 credit  
 This course will enable students to develop basic horsemanship skills. This class is offered to meet the need of riders with no experience and progress the rider to their next level of riding. Riders will progress through a rank system based on practical skill and theoretical understanding. Prerequisites for this course are a completed physician statement and the completion of appropriate paperwork. Please be advised that there are medical precautions and contraindications for this activity that must be met according to NARHA so permission of the instructor is required prior to registration. A fee is required for this course.
- PE 210 Swimming** 1 credit  
 An introduction to the basic skills and principles of swimming as a lifetime fitness activity.
- PE 211 Tennis** 1 credit  
 An introduction to the basic skills, rules, and etiquette for the game of tennis as a lifetime recreation activity.
- PE 212 Golf** 1 credit  
 An introduction to the basic skills, terminology, rules, and etiquette of golf as a lifetime recreational activity. Fees required for course.
- PE 213 Soccer** 1 credit  
 An introduction to the basic skills, terminology, rules, and strategy of soccer as a lifetime recreational activity.
- PE 215 Volleyball** 1 credit  
 An introduction to the basic skills, rules, terminology, and strategy of volleyball as a lifetime recreational activity.
- PE 220 Basketball** 1 credit  
 An introduction to the basic skills, rules, terminology, and strategy of basketball as a lifetime recreational activity.
- PE 223 Beginning Weight Training** 1 credit  
 An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.
- PE 246 Advanced Weight Training** 1 credit  
 An advanced study and activity in compassing knowledge of different muscle groups, and various training techniques for lifetime wellness.
- PE 249 Principles of Taiji** 1 credit  
 A basic introduction to the Chinese exercise/discipline of Taiji (T'ai Chi). Students will become familiar with the history of Taiji and its links with Chinese philosophical and medical traditions. They will learn the fundamental principles of internal energy flows, the dynamics of harmonious, balanced movements, and the importance of focused relaxation to reduce stress. Students will engage in conditioning exercises and learn stances and the proper sequence of postures (or forms). The goal for each student is to master at the introductory level the full 24-form routine using the modified Yang style of Taiji.
- PE 253 Lifetime Activities** 1 credit  
 Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Students will participate in a variety of activities that are considered lifetime sports or activities. Students will learn an understanding about the benefits, theories or rules for each activities or sport. Individual and Team sports covered but not limited to are walking, jogging, weight lifting, basketball, soccer, and volleyball.
- PE 261 Equitation I** 1 credit  
 An introductory course to the St. Andrews Equestrian Program offering students the opportunity to develop their skills in their riding discipline. This course is required for all students wishing to ride no matter what their skill level. Students will work through the St. Andrews Equestrian Program ranking system, which emphasizes development of a good working position enabling the rider to effectively communicate with the horse in a non-abusive manner. A fee is required for this course. Prerequisite for 261: Previous experience with horses. Riders must be able to tack up their own horse, without supervision, mount adjust stirrups and girth safely or EQ150 Horsemanship Basics. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

**PE 262 Equitation II** 1 credit

This course will continue to develop the student's knowledge and skill of their discipline. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. Prerequisites: PE 261 All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

**PE 263 Equitation III** 1 credit

This course will continue to develop the student's knowledge and skill in their discipline. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. A fee is required for this course. Prerequisite: PE 262. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

**PE 265 Intercollegiate Athletics** 1 credit

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the 21 intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265. No more than 3 PE activity credits may be counted toward graduation.

## Physics Courses

**PHY 104 Introductory Astronomy** 4 credits

An in-depth survey of the universe beyond Earth. The course includes: a) observation of planets, moons, stars, and galaxies; b) physical description of their properties and motions, and c) explanations of some features of their properties and motions as provided by basic laws of physics. Three hours of class and one laboratory session per week, plus observation sessions, held mostly at night. Some high school level algebra is needed.

**PHY 201 University Physics I** 4 credits

Basic concepts in the fields of mechanics, sound, and heat. Three hours of lecture and three hours of laboratory per week. Prerequisite: an average background in high school mathematics will be needed.

**PHY 202 University Physics II** 4 credits

Basic concepts in electricity, magnetism, and light, plus a brief introduction to modern physics. Three hours of lecture and three hours of laboratory per week. Prerequisite: PHY 201.

**PHY 211 General Physics I** 4 credits

The fundamental laws of mechanics, sound and heat presented at a level appropriate for students planning careers in science or engineering. Three hours of lecture and three hours of laboratory per week. Prerequisite: MAT 221.

**PHY 212 General Physics II** 4 credits

The basic principles of electricity, magnetism, and optics. Presented at a level appropriate for science and 3-2 engineering students. Three hours of lecture and three hours of laboratory per week. Prerequisites: PHY 211 and MAT 222.

**PHY 305 Analytical Mechanics** 3 credits

Development of mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies. Harmonic motion and motion in central force fields are among the topics considered. Prerequisites: PHY 211 and MAT 310, or permission of the instructor.

## Politics Courses

**POL 201 Introduction to American Government** 3 credits

An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. Required course for the major and minor and for upper-level offerings in behavior, law and contemporary issues. Offered every year.

**POL 211 Introduction to International Politics** 3 credits

A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global

systems. Required course for the major and minor and for all upper level offerings in international politics, comparative politics, area studies, and contemporary issues. Offered every year.

**POL 225 Contemporary Issues**

1.5 credits

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor.

**POL 231 Introduction to Law**

3 credits

An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, and drug laws. Career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, writing of briefs. Required course for all upper level politics courses in law and Politics' internships in law related fields. Offered every other year.

**POL 242 Emerging Leaders**

1 credit

For students in leadership positions on and off campus. Readings in the theory, practice, evaluation, and development of leadership. Practical application of leadership theory to the practice of leadership. Establishment and evaluation of leadership goals. Available both terms. Offered every year. Must apply and be accepted in the Emerging Leaders Program to enroll.

**POL 250 Contemporary Issues**

3 credits

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor.

**POL 266 Politics of Sex**

3 credits

An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual imaging from the individual to the societal level. Offered every other year.

**POL 267 Political Issues in Global Perspective**

3 credits

Introduces the student to selected issues of global importance by utilizing diverse, multicultural sources. Examples of such issues include the legacies of colonization, relations of rich and poor countries, sustainable development, environmental threats, terrorism, and universal human rights. Especially suitable for first-year students who want to study topics in the news using fresh approaches.

**POL 276 Politics of Behavior**

3 credits

An introductory exploration of the political dimension of everyday behavior in such settings as the classroom, family, museums, prisons, the media, mental institutions, the armed services, and factories in relationships as between lovers, doctor and patient, child and parent, and officer and soldier. Required course for all upper level courses in behavioral politics and in leadership development. Offered every other year.

**POL 304 Democracies**

3 credits

Examines both the older and newer democracies, within a framework of democratic political theory. Applications are made to contemporary democratic systems and the problems of democratic governance. Issues examined include transitions from authoritarian systems, economic development, comparative cultural values and democracy, electoral systems, money influences on representation, and prospects for reform. Prerequisites: POL 201 and 211, or permission of the instructor with junior or senior standing.

**POL 309 Area Studies**

3 credits

The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Examples include: Non-Western Areas, Asia, Africa, South Asia, West Asia, India, China, and Vietnam. Prerequisites: POL 201 and POL 211, or permission of the instructor. Offered every year. May be repeated for credit.

**POL 310 Area Studies**

1.5 credits

A study of the politics, culture and history of a selected area of the world. Examples include: Indonesia, Vietnam, India, South Africa, and Korea. Prerequisites: POL 201 and POL 211, or permission of the instructor. May be repeated for credit.

**POL 319 Junior Seminar** 3 credits  
Politics seminar for junior majors. Meets with POL 419 (see description). Required of all juniors majoring in Politics. Offered every year in the Spring Semester.

**POL 323 Conflict Resolution** 3 credits  
A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Prerequisites: Junior or Senior standing or permission of the instructor. Offered every other year.

**POL 325 Constitutional Law: Historical Cases** 1.5 credits  
A demi-semester course in Constitutional Law that features great historical cases. Prerequisites: POL 201 and POL 231 or permission of the instructor.

**POL 335 Constitutional Law: Civil Rights** 1.5 credits  
A demi-semester course in Constitutional Law that features civil rights cases. Prerequisites: POL 201 and POL 231 or permission of the instructor.

**POL 340 Contemporary Issues** 3 credits  
A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism, and Religion and Politics. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. May be repeated for credit.

**POL 342 Contemporary Issues** 1.5 credits  
Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demi-semester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Prerequisites: POL 201 and POL 211, if an international issue, or permission of the instructor. May be repeated for credit.

**POL 355 Issues in American Foreign Policy** 3 credits  
The course analyzes strategic approaches to the conduct of American foreign policy in the context of a changing international environment. Topics examined include defense and security, Presidential-Congressional tensions, multilateralist and unilateralist doctrines, diplomacy and the use of force. Selected global issues and regional and bilateral relationships will be studied as time permits. Prerequisites: POL 201 or POL 211.

**POL 366 Politics of Sex** 3 credits  
An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Prerequisites: POL 276 or permission of the instructor. Offered every other year.

**POL 419 Senior Seminar** 3 credits  
Required of all senior majors in Politics. Application of learning in the major to a discussion and analysis of current national and political issues and to a discussion and analysis of recent literature on current politics. Evaluation of the Politics major and curriculum. Juniors enrolled in POL 319 will conduct work on career and vocational development. Seniors will synthesize in a major essay their learning as a Politics major around a single theme. Students pursuing honors in Politics will enroll in POL 497 (4 credits) during the fall semester of their senior year and in this seminar in the spring semester as part of their six-credit requirement. Offered every year in the Spring Semester.

## **Psychology Courses**

**PSY 101 Introduction to Psychology** 3 credits  
An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior.

**PSY 150/350 Departmental Seminar** 2 credits each  
This course will focus on career exploration, professional development, ethical issues, course progression and program development. It is designed to facilitate an understanding of how students can best participate in the process of gaining an education in psychology. Students will take the seminar once in their freshman or sophomore year and once in the spring of their junior or senior year. Establishment and development of the student portfolio demonstrating competency in the following areas will be required: 1) knowledge base; 2) ethics; 3) oral and written communication skills; 4)

information gathering skills; 5) analytical skills/research methods; 6) interpersonal skills; 7) practical application; and 8) resume or vita. Juniors or seniors will take the Major Field Achievement Test.

**PSY 202 Research Methods in Psychology** 4 credits

A study of the methods of research design employed in psychology. This course includes discussion of appropriate methodology for conducting research in psychology and its related fields, as well as demonstrations and other experimental investigations of selected topics. Laboratory work develops skills in designing and conducting experiments and scientific report writing. Prerequisites: PSY 101 and Math 225. (Offered every year, generally in the Spring semester.)

**PSY 220 Child and Adolescent Development** 3 credits

This course covers the cognitive, emotional, social, physical, and moral development of children from infancy through adolescence. Basic theories of developmental psychology, the role of biology vs. environment, and the role of scientifically derived information as applied to children's development will be explored. Prerequisite: PSY 101.

**PSY 232 Biopsychology** 3 credits

A study of the basic concepts of the biological bases of behavior. The impact of methods and technology on research findings will be investigated, and the relationship between nervous and endocrine system structure and function in animal and human behavior will be examined. Prerequisite: PSY 101. (Offered every year, generally Fall semester.)

**PSY 244 Abnormal Psychology** 3 credits

Abnormal psychology is the study of mental and behavioral disorders (also called mental illness, psychological disorders, or psychopathology) – what they look like, why they occur, how they are maintained, and what effect they have on people's lives. The course will examine biological, psychodynamic, behavioral, and cognitive explanations for mental/behavior disorders. Prerequisite: PSY 101. (Offered every year, generally Fall semester)

**PSY 260 Psychology in Legal Contexts** 3 credits

This course will emphasize psychological theory and principles as applied to police work, jury dynamics, civil commitment, forensic assessment of competency and insanity, eyewitness identification and testimony, the psychology of victims, and treatment in the correctional system. Psychological "tools" such as hypnosis, voiceprints, anatomically correct dolls, and lie detectors will also be discussed in the context of their utility and accuracy.

**PSY 314 Counseling Psychology** 3 credits

Basic processes of counseling (e.g., listening skills, rapport building, and reflection) are discovered through theoretical study and role-play. These processes will be considered in light of specific behavior and adjustment problems. Students will be expected to begin and continue a life-long process of self-evaluation as a person in a helping role. Prerequisite: PSY 101 and either PSY 220 or 244 Abnormal, or permission of instructor.

**PSY 325 Drugs and Behavior** 3 credits

An examination of the biochemical and physiological systems that mediate the effects of psychoactive drugs on behavior and mental processes; consideration of the biological, psychological, and sociological explanations for drug use/abuse; classification systems: how and why specific drugs work; regulatory and legal issues; drug use among special populations (adolescents, women, athletes, HIV/AIDS); and issues of education, prevention, and treatment. Prerequisite: PSY 101, CHE 201, BIO 201 or BIO 221.

**PSY 331 Social Psychology** 3 credits

Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice, interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

**PSY 335 Organizational Behavior** 3 credits

Integrates the study of social psychology and management, and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Prerequisites: PSY101, BUS 100 or BUS 331.

**PSY 337 Personality Theory and Research** 3 credits

The study of current and classical theories of personality and advances in personality research. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

**PSY 343 Learning and Motivation** 3 credits

This is a course designed to develop an understanding of the elementary principles of learning and motivation, and of

how experience and biology interact to organize, activate, maintain, and change behavior. Students will explore the nature of change due to learning and seek generic principles of adaptive change. Topics covered will include classical and operant conditioning, reinforcement, punishment, forgetting, vicarious learning, individual differences, attention, drives, instincts, aggression, achievement, attitudes, affiliation, attraction, and emotion. Prerequisites: PSY 101 and either junior standing or permission of instructor.

**PSY 433 Cognitive Neuroscience** 3 credits

An in-depth study of the science that seeks to comprehend the relationship between brain and mind, moving from a knowledge of nerve cell structure and function to a level of understanding how biological events give rise to behaviors and consciousness. The course will consider the biological bases for higher-level perceptual functions, attention, memory, language, motor control, and consciousness, and will include study of the roles of cerebral lateralization and specialization, executive functions and the frontal lobes of the brain, and plasticity. Prerequisites: PSY 101, and PSY 202, and PSY 232.

**PSY 434 Perception** 3 credits

Focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. Overview of the sensory systems, of advanced methodologies as applied to sensory-perceptual processes and selected topics of special interest. Prerequisites: PSY 101, and PSY 202, and PSY 232.

**PSY 438 Applied Psychology** 3 credits

Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult life styles and physical and psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Prerequisites: PSY 101 and PSY 202.

**PSY 440 Psychology of Persuasion & Influence** 3 credits

In contemporary society, we are faced with continuing attempts to persuade and influence us to think, feel, and act in particular ways. This course addresses classic and contemporary theories and research regarding influence and persuasion from areas such as: media advertising and marketing, film, music, consumerism, politics, the internet, cult indoctrinations, health care, the environment, groups in action, and cultural values. Prerequisites: PSY 101, PSY 202 or BE 333 or BE 364, or permission of instructor.

**PSY 445 History & Systems (Senior Seminar)** 3 credits

A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. Prerequisites: PSY 101, PSY 202, senior standing, or consent of the instructor. (Offered every year, generally in the Spring semester)

**PSY 390/490 Special Topics in Psychology** 1-3 credits each

**PSY 391/491 Honors in Psychology** 3 credits each

**PSY 395/495 Internship in Psychology** 1-3 credits each

**PSY 398/498 Research or Teaching Practicum** 1-3 credits each

**Public History Courses (see History)**

**Religious Studies Courses**

*Special Note: Only a limited number of Religious Studies courses will be available through the 2012-2013 academic year. Please consult the Registration course list that is published by the Registrar's Office each semester.*

**RST 120 The Bible Today** 3 credits

This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The widely accepted methods of current historical biblical scholarship will be employed.

**RST 220 Introduction to the Hebrew Bible** 3 credits

This course is an introduction to the literature of the Hebrew Bible and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of representative texts and the use of secondary sources.



**RST 230 Introduction to the New Testament**

3 credits

This course is an introduction to the literature of the New Testament and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes and beliefs of the literature will be explored through the study of New Testament texts and the use of secondary sources.

**RST 232/332 Topics in Biblical Studies**

3 credits

This course will focus on a particular literature within the Bible (The Pentateuch, Hebrew Prophets, Synoptic Gospels, etc.) or a particular topic in biblical studies (Apocalyptic Literature, the Historical Jesus, the Life and Letters of the Apostle Paul, etc.).

**RST 311 Christianity and Social Action**

3 credits

This course is a service-learning course that places students as volunteers in social action agencies/ministries and provides theoretical, interpretive frameworks for such work.

**RST 340 History of Christian Thought: Augustine through the Reformation**

3 credits

This course explores the sweep of ideas, people, cultural influences, and socio-political forces at work in shaping Christian thought and practice from the fourth century to the Reformation. It is highly recommended that the student complete Christian Origins before enrolling in this course.

**RST 345 Foundations of Modern, Western Religious Thought**

3 credits

This course surveys theology and philosophy of religion from the 17th through the 19th centuries (the Enlightenment through Romanticism). Special attention is given to thinkers who reshaped the understanding of religion in the West such as: Hume, Kant, Schleiermacher, and Hegel. Themes such as the doctrine of God, arguments for God's existence, theodicy, reason, science and religion, will be explored.

**RST 350 Modern Christian Theology**

3 credits

Through the works of major 20th century theologians, this course analyzes a variety of trends in modern Christianity, including such perspectives as neo-Orthodox, process, and feminist thought. The emphasis will be on understanding theology as a critical and systematic discipline wherein affirmations about the nature of God and humanity entail logical, philosophical, doctrinal, and ethical consequences. It is highly recommended that the student complete Christian Origins and/or Foundations of Modern Western Religious Thought before enrolling in this course.

**St. Andrews General Education Courses (SAGE)****SAGE 102 University Success**

1.5 credits

This course provides students with the knowledge and skills needed to be successful in University. Students are given tools for studying more effectively and avoiding common problems when taking University courses. Topics will include: time management, stress management, memory, note-taking, study skills, and goal setting. Students will find that the skills learned reach beyond University courses and into the world of work.

**SAGE 230 Human Thought and Culture I: Ancient to Medieval**

3 credits

This course begins an interdisciplinary survey of Western civilization in its global context. We will examine the variety of ways literate humans have grasped the human tasks of governance, moral obligation, artistic expression, and relationship to transcendence from our beginnings to the medieval period. Our purpose will be to appreciate the commonality and diversity among various cultures in their own terms and to respond critically to them. Communication and critical thinking skills continue to be emphasized: formal writing, research strategies, discussion, argumentation, and analysis. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course.

**SAGE 240 Human Thought and Culture II: Renaissance to Modern**

3 credits

This course continues the interdisciplinary survey of Western civilization in its global context. We will examine shifts in science and technology, governance, aesthetics, and concepts of authority from the Renaissance period through modernity. Our objective will be to understand the intellectual, social, and religious foundations of modern Western civilization. Rhetorical skills continue to be developed, including the ability to analyze and evaluate arguments rationally and to frame thoughtful and persuasive responses. Prerequisite: Sophomore standing; Required of all students. Students are not permitted to withdraw from this course.

**SAGE 381 Transitions**

1 credit

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. All students are required to complete this course or one within their major that has been approved.

**SAGE 450 Global Issues and Ethical Response**

3 credits

SAGE 450 is the capstone course in the General Education program. This course challenges class members to investigate a topic of global significance and develop a response as servant leaders. Topics or issues will vary depending upon class composition and interest. Guided by a faculty convener, students will work to understand historical and ideological roots of this issue, to collect cross-disciplinary data, to explore political and social dimensions, and to formulate an ethically sensitive response. The path of inquiry will be particularly informed by the students' disciplinary studies. The class will work collaboratively on a culminating project and presentation. Students will write substantial essays that synthesize their learning in the context of the seminar and their broader academic experience. Prerequisite: Senior standing; Required of all students.

**WRT 100 Fundamentals of Writing**

3 credits

WRT 100 provides a review of basic writing skills, including sentence structure, mechanics and usage. Students will gain experience writing effective sentences and paragraphs and developing short essays. This course also provides an introduction to academic writing and critical reading. Students will be placed in this course based on a review of SAT/ACT scores and high school transcripts. Although this is a three-credit course, the credits do not count toward the 120 credits required for graduation. Students are not permitted to withdraw from this course.

**WRT 110 Composition I: Inquiry through Writing**

3 credits

This course introduces students to academic writing. Through exposure to different genres in reading and writing, students develop an appreciation of the writing process, conventions and rhetorical approaches. The course emphasizes critical thinking and effective communication. Through writing, reading, and effective reasoning we challenge students to begin to develop habits of intellectual inquiry. Students must earn at least a C in WRT 110 to fulfill the requirement and enroll in WRT 120.

Required of all students. Students are not permitted to withdraw from this course.

**WRT 120 Composition II: Reasoning through Writing**

3 credits

This course continues the development of critical thinking and effective written communication. The course emphasizes argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented academic research. Students must earn at least a C in WRT 120 to fulfill the requirement. Prerequisite: a grade of C or better in WRT 110; Required of all students. Students are not permitted to withdraw from this course.

**Spanish Courses****SPA 151 Spanish Language I**

3 credits

This is an entry-level course in Spanish that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with SPA 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student.

**SPA 152 Spanish Language II**

3 credits

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four-skills approach as SPA 151. The course opens with a brief review of essential grammatical structures and vocabulary from SPA 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary appropriate to everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student. Prerequisite: Spanish 151 or equivalent.

**SPA 220 Intermediate Spanish I**

3 credits

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The course is designed to build on the work of the introductory courses in two ways. First, it helps in the development of a greater ease in the use of the language and all its major tenses and forms. Second, it builds a significant active vocabulary across a wide range of real-life situations. The course involves work on the four skills of reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Prerequisites: Spanish 151 & 152 or equivalent.

**SPA 251 Practical Spanish Conversation**

3 credits

This course stresses oral communication in Spanish. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: Spanish 152, or permission of instructor.

**SPA 252 Spanish Composition**

3 credits

Students develop from single sentence writing to longer forms of written expression, from guided compositions to

freer paragraphs. Attention is given to differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: Spanish 152, or permission of instructor.

**SPA 253 Spanish Readings** 3 credits

This course helps students bridge the gap from oral language to the written word. Readings from a variety of sources. Emphasis is on reading and interpreting rather than on translation. Designed for students wanting to develop a reading knowledge of Spanish or to prepare for graduate study in any field. Prerequisite: Spanish 152, or permission of instructor.

**SPA 325 Intermediate Spanish II** 3 credits

This course assumes a basic knowledge of the significant structures of the language, and mastery of some basic vocabulary. Classes are conducted primarily in Spanish. The two-course intermediate sequence, of which this is the second part, is designed to build on the introductory work of the basic courses in two ways. It helps in the development of greater ease in the use of the language and all its major tenses and forms. And it builds a significant active vocabulary across a wide range of real-life situations. The course includes work on all four language skills: reading, writing, listening and speaking, with a clear emphasis on listening and speaking. Pre-requisites: Spanish 151 & 152 or equivalent. Completion of Spanish 220, the first part of this two-course sequence, is highly recommended.

**SPA 331 Spanish Culture and Civilization** 3 credits

An introduction to the history, art, culture, and literature of Spain to the present, with emphasis on contemporary Spain. Taught in Spanish. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

**SPA 332 Spanish-American Culture and Civilization** 3 credits

An introduction to Spanish-American history, art, culture, and literature to the present, with emphasis on contemporary Spanish America. Prerequisites: Two 200-level courses in Spanish or placement by the department.

**SPA 351 Survey of Hispanic Literature** 3 credits

An introduction to many outstanding Spanish-language writers of varied periods. In addition to reading, students learn of important literary movements in Spanish-American literature. Students learn to analyze and interpret literature. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

**SPA 353 Advanced Conversation** 3 credits

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: Spanish 251 and one other 200-level course, or permission of instructor.

**SPA 451 Advanced Composition** 3 credits

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: Spanish 252 and one other 200-level Spanish course, or permission of the instructor.

**SPA 452 Special Topics in Literature** 3 credits

For students who already have a general knowledge of Hispanic literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: Spanish 352 or permission of the instructor.

## **Sport Studies Courses**

**SS 120 Health and Wellness** 1.5 credits

A course designed to introduce the content and methods of having a healthy lifestyle for one's body, mind and spirit throughout the aging process. Students will analyze his/her current lifestyle in fitness and wellness and how to develop a program for increasing or maintaining a healthy lifestyle. Healthy issues and topics included but not limited to exercise, diet and nutrition, stress management and making healthy decisions. A special emphasis will be given to total wellness concepts. This course includes a combination of lectures, research and physical activity.

**SS 215 Skill Analysis: Individual Sports** 1.5 credits

An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

**SS 216 Skill Analysis: Team Sports** 1.5 credits

An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

**SS 227 Community Health, First Aid and CPR**

1 credit

An introduction to current issues of health, personal and social needs of the individual and the community. Two independent but related focuses are (1) multiple dimensions of health and (2) the development of the tasks of the University student. Also, the principles and applied techniques of first aid and cardiopulmonary resuscitation for home, school, and community are provided. Red Cross Certification in first aid and CPR will be attainable. A fee is required for this course.

**SS 231 Foundation and Principles of Physical Education and Sport**

3 credits

This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sport are explored.

**SS 234 Adapted Physical Education, Sport and Recreation**

3 credits

This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences.

**SRS 235 Recreation Programming**

3 credits

This course examines the various programs offered in a recreation and parks setting with special emphasis on program planning and evaluation. Prerequisites: SS 231

**SRS 237 Sport and Recreation Event and Venue Management**

3 credits

The examination of the organization, management, and evaluation of sport and recreation events. Specific emphasis will be placed upon the economic impact of events, the event bidding process, the event planning process, event logistics, event evaluation, and risk management policies and procedures. Further the factors that are involved in the design and management of sport and recreation venues will be examined. Prerequisites: SRS 211 **Or SS 231**

**SS 275/375 Topics in Sport and Recreation Studies**

3 credits

These courses examine topics in the sport management and sport and recreation studies disciplines that are only introduced by the principles courses. Examples include such topic as Sport Sociology, Sport Psychology, Sport Marketing, Sport or Fitness Club Management, Sport Nutrition, Sports in Society, Sport and Recreational Activities, Sport in American History, Sport and Character. Prerequisites and level: dependent on the content of the course.

**SS 310 Foundations in Sport Coaching**

3 credits

Focuses on the foundations and principles of coaching individuals and team sports from elementary grades, high school, University intramurals, and parks and recreation leagues. This course encompasses an overview and application of the responsibilities of a coach in sport fundamentals (drills, strategy, philosophy, ethics, physiology, biomechanics, psychology, and sport medicine). Prerequisite: Junior standing.

**SS 320 Foundations of Officiating**

3 credits

Concentrates on the aspects of officiating which include: characteristics of good officials, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the local community. Prerequisite: Junior standing.

**SS 325 Kinesiology and Biomechanics**

4 credits

A study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. Prerequisite: BIO 221.

**SRS 385 Governance and Ethics in Sport and Recreation**

3 credits

This course provides an overview of the major amateur and professional sport governance and recreational structures in the United States and internationally. This course introduces students to the major topics, trends, problems and issues involved in athletics, sport and recreation management. It is designed to assist students to examine their values, moral reasoning skills and develop a personal philosophical approach to ethics in sport and recreation. Major moral/ethical issues within sport and recreation are researched and discussed. Students experience the ethical decision-making process through opportunities for critical thinking by drawing upon their philosophical bases. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor)

**SS 402 Exercise Physiology**

3 credits

Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain "homeostasis." Lecture combined with laboratory. Prerequisite: BIO 221, Human Anatomy and Physiology I.

**SS 410 Organization and Administration of Physical Education & Sport** 3 credits

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management and staffing, facility management, logistics, fiscal irresponsibility, motivation, communication and policy development. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor)

**SRS 480 Risk Management and Legal Aspects in Sport and Recreation** 3 credits

This course is designed to introduce the student to the legal principles applicable to a variety of sport and recreation settings. The emphasis of the course will be on tort liability and the effective management of risk in sport and recreation settings. This course is designed to introduce the student to the legal principles applicable to various sport and recreation settings. Specifically, constitutional, administrative, and statutory laws that are applicable to the sport and recreation industry will be examined. Prerequisites: Junior or Senior standing; SS 231; SRS 237; (or permission of the instructor)

## **Therapeutic Horsemanship Courses**

**TH 155 Introduction to Therapeutic Horsemanship** 1 credit

An experience that enables students to obtain hands on participation in a therapeutic horsemanship program. Students receive volunteer training prior to assisting in a therapeutic horsemanship class. Students will maintain a log about their experience that will be turned in for feedback.

**TH 246 Therapeutic Horsemanship Principles and Concepts** 3 credits

This course provides an introduction to therapeutic horsemanship and study of the field. Topics covered include the history of equine assisted activities/therapy, therapeutic horsemanship, the therapeutic riding model, the organization and administration of programs, accreditation, standards, certification, selection of students, training volunteers, selecting and training horses, equipment, and evaluating a therapeutic riding facility.

**TH 268 Training the Therapeutic Riding Horse** 2 credits

This course will focus on the selection, evaluation, and training of horses used in a therapeutic riding program. The student will have the opportunity to explore the horse's behavior, personality, and training and how it relates to therapeutic riding. The student is expected to work with his/her assigned horse at least 2 times per week in addition to scheduled class meeting additional instructor/student meetings as needed). Fee required for the course. Prerequisite: TH 246, Hilltopper Riding Rank- SAPC Equestrian Manual and Junior standing or permission from instructor.

**TH 346 Advanced Techniques in Therapeutic Horsemanship** 4 credits

This course will focus on the Therapeutic Horsemanship Instructor. All of the aspects of being an effective instructor will be covered; including voice production, body language, dress, non-verbal communication. In addition to lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for therapeutic benefit. This course will also address the role of the TH instructor in a team setting. OSHA and ADA information will be reviewed for its applicability to TH activities. Prerequisite: TH 246 or permission of the instructor.

**TH 347 TH Program Management: Administration** 2 credits

This course will focus on the administration of the therapeutic horsemanship program through hands-on participation. The student will recruit, retain, and reward volunteers, promote the horsemanship riding program through public relations and marketing activities, organize and conduct a fund-raising event, determine goals, objectives, and time lines, and write and present Board of Director Reports.

Prerequisite: TH 246 or permission of the instructor.

**TH 348 TH Program Management: Teaching** 3 credits

This course will focus on teaching in a therapeutic horsemanship program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: TH 346 or permission of the instructor.

**TH 465 Therapeutic Horsemanship Issues and Ethics** 3 credits

This course will survey a variety of current issues and topics within the national and international fields of therapeutic horsemanship. The students will review and discuss ethics in therapeutic horsemanship. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic horsemanship. Prerequisites: TH 246, TH 346, and junior standing or permission of the instructor.

**TH 466 Survey of Specialties in Therapeutic Horsemanship** 2 credits

This course will provide in-depth surveys of specialty areas in therapeutic horsemanship. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. PATH sections and other national and international organizations will be discussed. Prerequisites: TH 246, junior standing or permission of the instructor.

## **Women's Studies Courses**

### **WS 101 Introduction to Women's and Gender Studies**

3 credits

An interdisciplinary, team-taught course that provides students with the tools necessary to critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences.

### **WS 200 Feminist Theory**

2-3 credits

This course explores the historical development of feminist theory and its impact upon academic disciplines. Students are encouraged to begin investigating new methods of doing research.

### **WS 400 Senior Thesis Project**

1-3 credits

In consultation with designated faculty contacts, students will design and propose a senior project formulated to synthesize their study of feminist theory with their disciplinary interests.

## **Board of Trustees 2012-2013**

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### **Administrative Council**

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Dr. Robert J. Hopkins

#### **Vice President for Administration**

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#### **Vice President for Institutional Effectiveness**

Dr. William J. Loftus

#### **Vice President for Finance**

Terry Laughter

#### **Vice President for Enrollment Management**

Jeff D. Bennett

#### **Office of the President**

Paul Baldasare, Jr., B.A., J.D., President

#### **Academic Affairs**

Robert J. Hopkins, B.S., M.S., Ph.D., Vice President for Academic Affairs and Dean of the University

Edna Ann Loftus, B.A., M.A., Ph.D., Associate Dean for Academic Affairs and Director of Academic Advising

Administrative Assistant to the Vice President for Academic Affairs

Rooney L. Coffman, B.A., Director of Logistics

Lori L. Weaver, Administrative Assistant for Academic Affairs

#### **St. Andrews @ Sandhills**

Jim Miles, A.A., B.S., M.A. Ed.; Director of St. Andrews at Sandhills

#### **Registrar**

Deborah A. Smith, B.A., M.S., Registrar and Director of Institutional Research

#### **Center for Academic Success**

Elizabeth Hernandez, B.A., M.A., Director of Center for Academic Success

Teresa Reynolds, B.A., M.A., Ed.D., Program Coordinator for Disability Services

#### **DeTamble Library**

Mary McDonald, B.A., M.L.S., Director, DeTamble Library; Reference Services

Librarian

Diane Hanke, Office and Technology Manager

Tom Waage, Library Resources Coordinator

### **Institutional Effectiveness**

William J. Loftus, B.A., M.A., Ph.D., Vice President for Institutional Effectiveness

### **Equestrian**

Margaret (Peggy) McElveen, B.A., Director of Equestrian Program  
Pebbles Turbeville, B.A., M.R.R., Director of Therapeutic Horsemanship Program  
Jacqueline M. Dwelle, B.S., M.B.A., Equestrian Instructor and Dressage Coach  
Laura Kellam, B.A., D.V.M., Veterinarian-in-Residence  
Carla Wennberg, B.S., Equestrian Instructor and Western Coach  
Matt Arrigan, B.A., Hunter Seat Coach  
Robert Jacobs, B.A., Equestrian Instructor  
Heather Wile, B.A., Equestrian Instructor  
Kelsi Peterson, B.A., Equestrian Instructor and Show Team Coach  
Elizabeth Dulski, B.A., Ride Like A Knight Program Director  
Kellie Garrabrant, B.A., Barn Manager  
Jennifer Sansbury, B.A., Associate Barn Manager  
Kelly Meehan, B.A., Assistant Barn Manager  
Audrey Hayden, B.A., Operations Manager  
Marianne Stark, B.A., Barn Assistants  
Amber Powell, B.A., Barn Assistants  
Dale McDavid, Facilities Manager  
Bobby Holt, Maintenance Supervisor  
Jeremy Sansbury, Assistant Facility Manager

### **Athletics**

Glenn T. Batten, B.A., M.Div., Vice President for Administration, Dean of Students and Director of Athletics  
Elizabeth Burris, B.A., M.Ed., Associate Director of Athletics, Senior Women's Administrator, Compliance  
Coordinator, Head Coach of Softball  
Jim Walters, B.S., M.S., Assistant Director of Athletics  
Chenoa Davis, Administrative Assistant to the Athletic Director  
Joe Baranik, B.S., M.S., Head Coach of Wrestling  
Troy Baranik, B.A., Sports Information Director  
Emily Beeson, B.S., M.S., Assistant Athletic Trainer  
Andrew Brown, B.A., Head Coach of Men's Basketball  
William E. Carter, B.A., M.A., Head Coach of Men's and Women's Golf  
Bill Cason, B.A., M.A., Head Coach of Men's and Women's Cross Country  
Evan Cherone, B.S., M.S., Assistant Athletic Trainer  
Sheyna Grabowski, B.A., M.A., Head Coach of Women's Lacrosse  
Randy Hernandez, B.A., Strength and Conditioning Coordinator  
Stevan Hernandez, B.A., M.A., Head Coach of Men's Soccer  
Holly Mandeville, B.A., Head Coach of Volleyball  
Brienne Monith, B.A., M.S., Head Athletic Trainer  
Rick Parlow, B.A., Head Coach of Women's Soccer  
Erika Poole, B.A., Assistant Sports Information, Game Manager  
Rod Riley, B.A., Pool Maintenance  
Andrew Roberts, B.A., M.Ed., Head Coach of Baseball  
Christopher Sherman, B.A., Head Coach of Men's Lacrosse  
Jessica Vanco, B.A., M. Ed., Head Coach of Women's Basketball

### **Student Affairs**

Glenn T. Batten, B.A., M.Div., Vice President for Administration, Dean of Students and Director of Athletics  
Lewis Stroud, B.A., M.A., Senior Associate Dean of Students  
Will McPhaul, B.A., Director of Housing Services  
Jennifer Roberts, B.A., Student Activities Coordinator  
Renée Portorsnok Jones, B.A., M.A., Director of Career Services  
Wynnafred H. Gay, Office Manager, Health and Wellness Center

### **Physical Plant and Purchasing**

William S. James, B.A., M.S., Director of Physical Plant and Purchasing  
Judy McCormick, Purchasing Agent  
Rudolph Laviner, Maintenance and Environmental Compliance Supervisor  
Becky Sheppard, Housekeeping Supervisor



### **Enrollment Management / Admissions**

Jeff Bennett, B.A., Vice President for Enrollment Management  
Debbie Bell, B.A., Associate Director of Admissions  
Erin Balduf, B.A., Manager of Admissions Visits and Application Review  
Kristi Rogers, Manager of Admissions Communications and Database  
Megan Harvey, B.A., M.Ed., Admissions Counselor – MBA and International Recruitment  
Steven Lambert, B.A., Admissions Counselor  
Jessica Bitz-Richards, B.A., Admissions Counselor  
Angela Gaskins, B.A., Admissions Counselor

### **Financial Services**

Kimberly A. Driggers, B.A., M.P.A., Director of Financial Aid  
Shawn Caulder, Assistant Director of Financial Aid  
Sherilynn Mims, Financial Aid Assistant

### **Business Affairs & Administrative Services**

Terry Laughter, B.S., CPA, Vice President for Business and Finance  
Ellen W. Wright, Administrative Assistant to the Vice President for Administration and  
Administrator of Insurance and Contracts  
Millie English, A.A.S., Payroll/Benefits Coordinator  
Kendra Pegues, Student Billing  
Rachel Vulhop, Accounts Payable

### **Administrative Support Center**

Brooke Hill, Assistant Office Manager, Administrative Support Center  
Louise Mabry, Assistant

### **Computer Services**

Tony Inskip, Computer Services Manager  
Jamie Misenheimer, PC Technician

### **Institutional Advancement**

Rooney Coffman, B.A., Director of Photography  
Melissa C. Hopkins, B.A., Director of Communications  
Cynthia A. Madden, B.S., Director of Donor Records

## **2012 - 2013 Faculty**

### **Full-Time Faculty**

(The date following the name indicates the year of appointment.)

#### **Jeffrey Birdsong (2008)**

Assistant Professor of Spanish. B.B.A., University of Georgia, 1985; M.A., Georgia State University, 2001; Ph.D., University of North Carolina, 2008.

#### **Joe Bunting (2003)**

Instructor in Economics. B.S., M.A., East Carolina University, 2001, 2003.

#### **Cornelius Bushoven III (1969)**

Distinguished Professor of Politics. B.A., Davidson College, 1964; M.A., Ph.D., Duke University, 1967, 1971.

#### **Rebecca B. Cameron (2006)**

Assistant Professor of Education. B.A., Appalachian State University, 1977; M.A., Fayetteville State University, 1987.

#### **William S. Caudill (1989)**

Director of Scottish Heritage Center and Instructor in Music. B.A., St. Andrews Presbyterian College, 1989; M.A., University of North Carolina at Chapel Hill, 2009.

#### **Loren Cornish (2006)**

Assistant Professor of Accounting. CPA; A.A.S., State University of New York at Alfred, 1968; B.S., State University of New York at Albany, 1970; M.B.A., University of Maine at Orono, 1980.

**Mary Elisabeth Dendy (1999)**

Instructor in English. B.A., Emory and Henry College, 1983; M.A., Clemson University, 1986.

**Bonnie Draper (2012)**

Assistant Professor of Biology. B.S., Marymount University, 2001; Ph.D., The Catholic University of America, 2008.

**Jacqueline M. Dwelle (1998)**

Instructor in Sport Studies. B.S., Indiana Wesleyan University, 2003; M.B.A., East Carolina University, 2006.

**Gilda Ennis (2012)**

Assistant Professor of Psychology. B.S. University of North Carolina Chapel Hill, 1985; MA., M.S., Ph.D. North Carolina State University, 2005, 2009, 2012.

**Walter A. Flomer (2011)**

Associate Professor of Chemistry. B.S., Auburn University at Montgomery, 1985; Ph.D., Clemson University, 1989.

**Douglas W. Glass (2006)**

Assistant Professor of Business. B.S., Tennessee Technological University, 1975; M.B.A., Elon University, 1987; D.B.A., Nova Southeastern University, 2006.

**Amanda Goldberg (2012)**

Assistant Professor of English. B.A., University of Pittsburgh, 2002; M.A., Ph.D., Indiana University of Pennsylvania, 2005, 2010.

**Joe T. Harris, Jr. (1998)**

Associate Professor of Mathematics. B.S., Georgetown University, 1985; Ph.D., Stanford University, 1995.

**David F. Herr (2001)**

Associate Professor of History. B.A., St. Andrews Presbyterian College, 1991; M.A., University of North Carolina at Greensboro, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2002.

**Elizabeth Bowden Hernandez (2003)**

Director of the Academic Success Center and Visiting Faculty in Writing. B.A., Belmont Abbey College, 2000; M.A., University of North Carolina at Pembroke, 2003.

**Robert J. Hopkins (1983)**

Vice President for Academic Affairs and Dean of the University. Professor of Business and Economics. B.S., Tennessee Technological University, 1968; M.S., Ph.D., University of Tennessee, 1970, 1972.

**Sandra Parker Jones (2005)**

Assistant Professor of Education. A.B., Catawba College, 1971; M.Ed., Cleveland State University, 1979; Ed.S. (Reading), Appalachian State University, 1983; Ed.S. (Administration), Appalachian State University, 1987; Ed.D., Virginia Polytechnic Institute and State University, 1989.

**Laura Kellam (2004)**

Assistant Professor of Equine Studies and Veterinarian-in-Residence. B.A., Virginia Commonwealth University, 1989; D.V.M., VA-MD Regional College of Veterinary Medicine, 1997.

**John Arthur Knesel (2010)**

Associate Professor of Biology. B.S., M.S., Northeast Louisiana University, 1971, 1974. Ph.D., Purdue University, 1983.

**Edna Ann Osmanski Loftus (1977)**

Associate Dean for Academic Affairs. Professor of English. B.A., Sweet Briar College, 1972; M.A., Ph.D., Princeton University, 1974, 1977.

**William J. Loftus (1974)**

Vice President for Institutional Effectiveness. Professor of French. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

**Christopher McDavid (1996)**

Associate Professor of Art. B.F.A. University of Kentucky, 1986; M.F.A. Florida State University, 1989.

**Stephanie McDavid (1992)**

Professor of Art. B. A., University of Kentucky, 1987; M.F.A. Florida State University, 1989.

**Mary McDonald (1989)**

Library Director, References Services Librarian with the rank of Assistant Professor. B.A., St. Andrews Presbyterian College, 1979; M.L.S., North Carolina Central University, 1989.

**Charles W. Meadows (2012)**

Assistant Professor of Communications. B.M., M.S., Appalachian State University, 2005, 2007; Ph.D., University of Alabama, 2012.

**Sean A. Moore (2004)**

Music Accompanist/Instructor of Music. B.M., Memphis State University, 1990; M.M., University of Memphis, 1997.

**Corinne L. Nicholson (1989)**

Professor of Business. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

**Lawrence E. Schulz (1971)**

Distinguished Professor of Politics and Asian Studies. B.A., University of Redlands, 1965; M.A., Ph.D., Claremont Graduate University, 1967, 1972.

**Pebbles Turbeville (2000)**

Associate Professor of Equine Studies. B.A., Columbia College, 1987; M.R.R., North Carolina State University, 1991.

**Ted Wojtasik (2008)**

Visiting Assistant Professor of Creative Writing. B.A., George Washington University, 1979; M.F.A., Columbia University, 1987; Ph.D., University of South Carolina, 1998.

**Faculty Emeriti****William M. Alexander**

Distinguished Professor of Philosophy and Religion Emeritus. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; S.T.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

**Ronald H. Bayes**

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College; University of Pennsylvania; Litt. D.M., Universita Delle Arti; L.H.D., St. Andrews Presbyterian College.

**Rodger W. Decker**

Professor of Education and Psychology Emeritus. B.A., Hope University; M.S., State University of New York at Albany; Ed.D., Columbia University.

**Allen C. Dotson**

Professor of Mathematics and Physics Emeritus. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

**Pamela G. Ely**

Professor of Psychology Emerita. B.A., Ohio Dominican University, 1989; M.A., Ph.D., Miami University, 1991, 1993.

**George E. Melton**

Distinguished Professor of History Emeritus. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966.

**Catharine E. Neylans**

Professor of Romance Languages Emerita. B.A., Wesleyan University; M.A., Ph.D. University of North Carolina at Chapel Hill; M.A., Middlebury University.

**Richard C. Prust**

Distinguished Professor of Philosophy Emeritus. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

**William W. Rolland**

Associate Professor of Mathematics and Computer Science Emeritus. B.A., King University, 1954; Ph.D., Duke University, 1963.

**Julian L. Smith**

Professor of Physical Education Emeritus. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University.

**Carl F. Walters**

Distinguished Professor of Religious Studies Emeritus. B.A. Southwestern at Memphis (Rhodes University), 1956; B. D. (M. Div.) Th. M., Ph. D., Union Theological Seminary, 1959, 1960, 1964.

**Other Faculty****William M. Alexander**

Distinguished Professor of Philosophy and Religion Emeritus. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; S.T.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

**Ronald H. Bayes**

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College, 1955, 1956; University of Pennsylvania, 1959-60; Litt. D.M., Universita Delle Arti, 1982; L.H.D., St. Andrews Presbyterian College, 2005.

**Robert F. Bell**

Visiting Faculty in Business. B.A., North Carolina State University, 1977; M.P.A., University of North Carolina at Pembroke, 2003.

**Norman T. Boggs, III (1982)**

Associate Professor of Chemistry. B.A., Hamilton College, 1962; Ph.D., State University of New York at Buffalo, 1967.

**Pamela Bradley**

Visiting Faculty in Psychology. B.S., University of West Florida, 1979; M.A., University of North Carolina at Pembroke, 1997.

**Elizabeth Burris**

Visiting Faculty in Sport Studies. B.A., University of North Carolina at Charlotte, 2001; M.Ed., Florida Gulf Coast University, 2005.

**Neal Carter**

Visiting Professor of Philosophy. B.A., Southeastern University, 1990; M.Div., Duke University, 1993; Th.M., Duke University, 1996; D.Min., Princeton Theological Seminary, 2004.

**Evan M. Cherone**

Visiting Faculty in Sport Studies. B.S., University of Wisconsin, 2007; M.S., University of Kansas, 2009.

**Cynthia P. Daub**

Visiting Faculty in Business. B.A., Elon University, 1992; J.D., Campbell University School of Law, 1996.

**Clifton D. Dial**

Visiting Faculty in Biology. B.A., M.A., University of North Carolina, 2005, 2008.

**Allen C. Dotson (1981)**

Professor of Mathematics and Physics Emeritus. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

**Malcolm Carroll Doubles**

Visiting Professor of Religious Studies. A.B., Davidson University, 1953; B.D., Union Theological Seminary, 1957; Ph.D., St. Andrews University (Scotland), 1962.

**Pamela G. Ely (1995)**

Professor of Psychology Emerita. B.A., Ohio Dominican University, 1989; M.A., Ph.D., Miami University, 1991, 1993.

**E. Wayne Freeman (2012)**

Assistant Professor (Visiting) Business and Economics (MBA Program). B.S., University of North Carolina, 1984; M.P.A., North Carolina State University, 1988; M.B.A., Duke University, 1990; Ph.D., North Carolina State University, 2009.

**Michelle Gray**

Visiting Faculty in Education. B.S., Radford University, 1995; M.Ed., North Carolina State University, 2000.

**Randy Hernandez**

Visiting Faculty in Sport Studies. B.A., St. Andrews Presbyterian College, 2009.

**James I. Lankford, Jr.**

Visiting Professor in Chemistry. B.S., University of Virginia, 1955; Ph.D., University of Miami, 1985.

**Raymond Lee**

Visiting Faculty in Mathematics. B.S., M.Ed., West Virginia Wesleyan University, 1987, 1989; Ph.D., American University, 1992.

**William T. McConnell (2003)**

Associate Professor of Music. B.M., Oral Roberts University, 1982; M.M., East Carolina University, 1991; D.M.A., University of Cincinnati University - Conservatory of Music, 1998.

**Margaret L. (Peggy) McElveen (2000)**

Director of Equestrian Program. Instructor in Sport Studies. B.A., Sweet Briar College, 1971.

**Rona Leach-McLeod (2005)**

Visiting Assistant Professor of Education. B.A., St. Andrews Presbyterian College, 1973; M.S., North Carolina Agricultural & Technical State University, 1976; Ed.D., Nova Southeastern University, 1987.

**George E. Melton (1968)**

Distinguished Professor of History Emeritus. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966.

**James R. Miles**

Visiting Faculty in Education. B.S., Eastern Michigan University, 1971; M.A., East Carolina University, 1981.

**Jenny Carmichael Minnick**

Visiting Faculty in Education. B.A., University of North Carolina, 1978; M.Ed., Campbell University, 1984.

**Tim C. Nocton**

Visiting Faculty in Education. B.S., Indiana State University, 1985; M.Ed., University of North Carolina at Pembroke, 2004.

**Jim Putnam**

Visiting Instructor of Computer Science. B.A., St. Andrews Presbyterian College, 1976.

**Mary de Rachewiltz**

Adjunct Professor of Literature. Litt.D. University of Idaho, 1978; L.H.D., St. Andrews Presbyterian College, 1991.

**S. W. de Rachewiltz**

Adjunct Professor of Literature. B.A., Rutgers University, 1969; A.M., Harvard University, 1972; Laurea in lingue e letterature straniere moderne Università di Urbino, 1973; Ph.D., Harvard University, 1983; L.H.D., St. Andrews Presbyterian College, 2002.

**L. Howard Reichner (1992)**

Instructor in Politics. B.A. University of California at Santa Barbara, 1960; M.P.A., University of Tennessee, 1974.

**Teresa Reynolds (2009)**

Visiting Assistant Professor of Education. A.A Emmanuel University 1976; B.A. Randolph Macon Women's College 1990; M.A. Fayetteville State University 1996; Ed.D. Fayetteville State University 2006.

**Jessica Vanco**

Visiting Faculty in Sport Studies. B.A., St. Bonaventure University, 1999; M.Ed., Boston University, 2000.

**Ashley Walker**

Visiting Faculty in Sports Studies. B.A., M.A., University of North Carolina at Pembroke, 2002, 2004.

**James E. Walters, Jr.**

Visiting Faculty in Sport Studies. B.S., M.A., University of North Carolina at Pembroke, 2003, 2004.

**Carla Wennberg**

Visiting Faculty in Sport Studies. B.S., University of Georgia, 1981.

**Alice L. Wilkins**

Visiting Faculty in Music. B.A., Houghton College, 1960; M.S, Columbia University, 1962.

**Edward V. Williams**

Visiting Faculty in Music and Director of the St. Andrews Choir. B.A., Pfeiffer College, 1974; M.M.E., Virginia Commonwealth University, 1986.

**Susan Williams**

Visiting Faculty in Writing. A.A., Southeastern University, 1972; B.A. East Carolina University, 1974; M.A. Campbell University, 1979.

**Christopher M. Wood**

Visiting Faculty in Communications. J.D., Regent University, 1993.

## **Appendix**

### **General and Restricted Funds**

The following named endowment funds of at least \$10,000 have been established:

The H.T. Atkins Fund  
The Board of Christian Education - Chair of Bible  
The Jack Burriss Rehabilitation Center Endowment Fund  
The Neal Bushoven Honor's Program  
The Class of 1991 Faculty Development Award  
Neill Alexander & Aug.a Evans Currie Memorial Library Fund  
George R. DuPuy Memorial Library Fund  
The E. Hervey Evans Visiting Fellows Program  
The Harriet D. Fouke Endowment Fund  
The Jane Gribble Fullen Faculty Development Fund  
Robert F. Gustafson Faculty Award for Excellence  
The Warner L. Hall Chair of Religion and Philosophy  
The Hillsdale Endowment Fund  
The Jefferson-Pilot Distinguished Professorship  
Canon Douglas Lachlan Maclean Memorial Scottish Book Fund  
The Mary Franklin Jones McCoy Music Fund  
The McGaw Chair of Science  
Archie McRimmon Family Bagpipe Band Fund  
The Morgan Music Fund  
The Flora McKinnon Perry Endowed Book Fund  
The Lura A. and W.W. Rader Electron Microscopy Fund  
The Kate Bitting Reynolds Fund  
Charles Bascombe Shaw Scottish Heritage Fund  
The Scottish Fund  
The St. Andrews Press Endowed Fund  
The Wachovia Fund for Excellence  
The Women of the Church - Chair of Bible

Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:

Alumni Faculty Development Fund  
A.R. Bland, Sr, Adel Scott Bland, and A.R. Bland, Jr. Family  
Memorial Library Fund  
The Margaret W. Bowen Endowed Fund  
Katherine S. Boyd  
Leslie Bullock Religion Fund  
Wendy Ann Crapsey Memorial Library Fund  
Margaret J. Denny  
Elise Academy  
Goldsboro First Presbyterian Church Endowment  
Mr. and Mrs. Hiram Grantham  
L. Spencer Ludlow Philosophy Book Fund  
The Jeanette McClelland Library Fund  
John Daniel McKay Memorial Fund  
McRae/Bayes Ezra Pound Award  
St. Andrews University Chaplaincy Endowment  
Daniel Schuman Philosophy Essay Award  
Blair Pierce Turner History Prize  
George M. Wilcox  
James Wilson and Emma Holt White

### **Endowed Scholarship Funds**

The following named scholarship funds of at least \$10,000 have been established:

The David Leon Alexander Scholarship Fund  
Sarah Land Alexander Scholarship Fund  
The Alumni Association Scholarship Fund  
The Robert C. & Sadie G. Anderson Scholarship Fund  
The Julia Bridgers Ashley Memorial Fund  
Lilly Graham Auman Scholarship Fund  
The Mattie B. McLean Baldwin Scholarship Fund

The Jonathon Coleman Barger Memorial Scholarship Fund  
 The Belk Memorial Scholarship Fund  
 Carl D. and Margaret W. Bennett Scholarship Fund  
 Glenn Bingham Scholarship Fund  
 The John Blue Scholarship Fund  
 The Dr. Waylon and Margaret McDonald Blue Scholarship Fund  
 Martha Cross Bradberry Scholarship Fund  
 Lucy Harrington Brewer Scholarship Fund  
 Brock Family Scholarship Fund  
 The William Flowe Brown Scholarship Fund  
 Brownson Memorial Presbyterian Church Scholarship Fund  
 James E. and Mary Z. Bryan Scholarship Fund  
 The Edith Williams Bullock Scholarship Fund  
 The Leslie Bullock Scholarship Fund  
 The Burlington First Presbyterian Women's Scholarship  
 The Nancy Boyle Caballero Music Scholarship  
 The William Ralston Campbell and Della Martin Campbell Scholarship Funds  
 The C. Fred Carlson Scholarship Fund  
 The R. Don and Hilda M. Carson Scholarship Fund  
 The Church in the Pines Scholarship Fund  
 Miriam Smith Grubb Clark Scholarship Fund  
 The Class of 1952 Scholarship  
 The Class of 1966 Scholarship  
 The Class of 1992 Scholarship  
 John A. Conant and George H. Johnson Scholarship Fund  
 The Letha Copeland Education Fund  
 The Robert F. Davidson Scholarship Fund  
 William C. Duncan Memorial Scholarship Fund  
 The Faculty Scholarship Fund  
 The Fayetteville First Presbyterian Church Scholarship Fund  
 Lt. Frank Moore Fisler Scholarship Fund  
 The Ruth and Mary Fitzgerald Student Aid Fund  
 Samuel Hewitt Fulton Scholarship Fund  
 The E. L. Gaither Scholarship Fund  
 The Hannah Katherine Gibson Scholarship Fund  
 The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund  
 GlaxoSmithKline Science Scholarship for Women  
 The Greater Charlotte Foundation Scholarship Fund  
 The Elma and Price H. Gwynn, Jr. Scholarship Fund  
 Virginia Blair Carter Hagan Music Scholarship Fund  
 Ira M. Hardy III Scholarship Fund  
 The James J. Harris Trust Scholarship  
 Henderson Scholarship Fund  
 The Jane Flow and Joseph Eli Henderson Scholarship Fund  
 Thomas F. Henley Scholarship Fund  
 The Hensdale Scholarship Fund  
 The Mary B.A. Howell Scholarship Fund  
 International Students Scholarship Fund  
 The Jackson Foundation Scholarship Fund  
 Marian McLaughlin Jessup Memorial Scholarship Fund  
 The F. Badger Johnson Jr. International Fellowship  
 The Halbert M. Jones Memorial Scholarship Fund  
 The Emma Lillian Keigwin Scholarship Fund  
 The Ery W. Kehaya Scholarship Fund  
 The Ery W. and Helga Kehaya Scholarship  
 The Grace Whitaker Kehaya Scholarship  
 The Senah Critz and Charles A. Kent Scholarship Fund  
 The Lela and Jesse King Foundation Scholarship Fund  
 The Knight Foundation Scholarship Fund  
 The Sarah H. and Louis C. LaMotte Scholarship Fund  
 The Joseph H. Lansinger Scholarship Fund  
 The Laurinburg Presbyterian Church Scholarship Fund  
 The Edward H. Little Memorial Trust



Alice Ivey and Douglas Logan Scholarship Fund  
 The Lumberton First Presbyterian Church Scholarship Fund  
 The Hector MacLean Scholarship Fund  
 The A.H. McLeod Scholarship Fund  
 The Oscar Blue McCormick Scholarship Fund  
 The Mary and Foster McGaw Scholarship Fund  
 The McGraw Pipe Band Scholarship Fund  
 The McLaurin Brothers (J.W., Thomas H., Roy & Ed) Scholarship Fund  
 The Almena Currie McLean Scholarship Fund  
 The Mildred McLaurin McLean Scholarship Fund  
 The Ellen McNeill Scholarship Fund  
 The Sallie Flora McEachern McNeill Memorial Scholarship Fund  
 The Laurin McQueen Scholarship Fund  
 The Robert L. McWhorter III Scholarship Fund  
 The Frank Mizell Scholarship Fund  
 The Pamela S. Moll Scholarship Fund  
 The Ansley C. Moore Scholarship Fund  
 The Lucian H. Neal II Scholarship Fund  
 The Charlotte W. Newcombe Endowed Memorial Scholarship Fund  
 The Edward M. O'Herron III Scholarship Fund  
 Timothy J. Olthoff Memorial Scholarship Fund  
 The Beulah Averitt Parker Memorial Scholarship Fund  
 The Charles W. Perry Scholarship Fund  
 The Evelyn Butler Phillips Memorial Scholarship Fund  
 The Lucy Pollock Fund  
 The Florence Patten Pope Scholarship Fund  
 The Robert C. Quantz Scholarship Fund  
 The Reader's Digest Endowed Scholarship Fund  
 E. Claiborn Robins Scholarship Fund  
 Jane Morris Saunier Scholarship Fund  
 The Peggy Shinn Memorial Scholarship Fund  
 The Alvin H. Smith Scholarship Fund  
 The David Oscar Smith Memorial Scholarship Fund  
 The Grace Henderson Smith Scholarship Fund  
 Sue Hunnicutt Smith Scholarship Fund  
 The Henry L. and Della Sneed Scholarship Fund  
 William H. Somerville Scholarship Fund  
 Cyril O. Spann Scholarship Fund  
 The Frances Ley Springs Scholarship Fund  
 The St. Andrews Covenant Presbyterian Church Scholarship Fund  
 The Lucy Steele Scholarship Fund  
 The Franz G. Stillfried Memorial Scholarship Fund  
 S. Pickney and Julia Dickson Stowe Scholarship Fund  
 The Algernon Sydney Sullivan Scholarship Fund  
*The Algernon Sydney Sullivan Foundation Endowed Scholarship is a need-based award given on the demonstrated aid eligibility, academic promise and demonstrated high personal character and commitment to public service.*  
 The William Mills Taylor Scholarship Fund  
 Margaret Ann McLeod Teabeaut and  
 Margaret Teabeaut Wheeler Scholarship Fund  
 The Charles H. Trexler Scholarship Fund  
 The Anne Blue Tucker Scholarship Fund  
 The Mattie Rebecca Turner Memorial Scholarship  
 The Charles G. Vardell Memorial Scholarship Fund  
 John W. Ward Scholarship Fund  
 The Roy E. and Margaret Watts Scholarship Fund  
 The Richard L. Weidenbacher Scholarship Fund  
 The Margaret Kelly Wells Scholarship Fund  
 The J. Harvey White Scholarship Fund  
 The Jo Ann Williams Memorial Scholarship Fund  
 The Wilmington First Presbyterian Church Scholarship Fund  
 Krissten C. Zimmerman Scholarship Fund

Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:

William Amos Abrams Memorial Scholarship  
Dr. and Mrs. Robert Anderson  
William M. Baker  
Mrs. James F. Blue  
James Boyd  
Harry L. Brockman  
Rowland A. Brown  
Andrew Bryson  
Duncan G. Calder, Jr.  
Carolina Telephone and Telegraph Company  
Chadbourn Presbyterian Church  
The Class of 1993 Scholarship Fund  
Currie and Paterson Memorial  
William Drake  
Fayetteville Presbytery  
Warren M. Ficklen  
N.N. Fleming  
Berry G. French  
Alma Green Frye  
J. Bruce Frye Scholarship Fund  
Maude Farmer Garber Memorial Scholarship Fund  
Gastonia First Presbyterian Church  
Elizabeth Monroe Taylor Gilmour  
Margaret Fraser Gluck  
Mr. and Mrs. Ernest Graham, Sr.  
Kate Fields Grannis  
John Wesley Hall  
Sally McCall and Robert Pickett Hamer  
The Hawley Memorial Fund  
Margaret Johnston Hay  
John L. and Janie J. Henry  
Martha A. Holt  
Andrew J. Howell  
Huntersville Presbyterian Church  
Franklin L. Hyndman  
Minnie Melvin Johnson  
Paul Guthrie Jones  
Junior Services League of Laurinburg  
Lenoir First Presbyterian Church  
Katherine, Mary Patterson and Mattie Livingston  
Locust Presbyterian Church  
Hattie McBride  
Dr. Davis McBryde  
Daniel Archibald McCormick  
Bessie McNeill McEachern  
Annie E. McIntyre  
Dani John and Evaline Stafford McKay  
John W. McLaughlin  
Antress McLean  
David A. McLean  
Andrew Calhoun McLeod  
Flora McLean McLeod  
Mr. and Mrs. George F. McMillan  
J. L. McMillan  
James L. McNair  
William and Ida Carmichael McQueen  
Mebane Presbyterian Church  
Angus McKinnon Morgan  
Mark Morgan  
Harry H. and Lois R. Munroe  
Olney Presbyterian Church  
Orange Presbytery

Osteen-Woodson Scholarship  
Fannie Bullock Pullen  
Reidsville First Presbyterian Church  
Rockingham First Presbyterian Church  
St. Andrews Society  
Jessie Schoelkoff  
Kate, Lela and Margaret Shaw  
The Sinnott Scholarship  
Thomas Stamps  
Leroy A. Sadler  
Statesville First Presbyterian Church  
Mr. and Mrs. J. D. Stewart  
Thomasville First Presbyterian Church  
Katherine Allen and Jane Dickson Bell Vardell  
Linda Vardell  
Lea and Ella Wallace  
White Hill Presbyterian Church  
Mary Gale Carter White  
Jessie Chandler Willard  
Marion Stokes Williamson  
Wilmington Presbytery Scholarship Fund  
Elizabeth Yongue

**Loan Funds**

The following loan funds of at least \$10,000 have been established:

The Jennie E. Alexander Loan Fund  
The George Washington Braddy Loan Fund  
Mattie Lee Smith Byrd Loan Fund  
Ruth and Mary Fitzgerald Loan Fund  
The Miriam R. and Darius Flinchum Fellows Incentive Fund  
The James Madison Graham Memorial Loan Fund  
The T. M. Stanback Loan Fund

Other funds of at least \$1,000 have been given for loan purposes in the names of the following:

Andrew Bryson  
J. F. McNair  
J. L. McNair  
The Masonic Order  
Dr. O. L. Parker  
The Smyth Family  
Julia Stewart  
Mrs. J. D. Swinson  
Mrs. Emma G. Thorpe