2018-2019 Catalog
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## Catalog Changes

Any action by the faculty, the administration, or the Board of Trustees that is duly announced to the student body will supersede any statement published in this catalog or, if not published in the catalog, will have the same status as a published statement. This catalog is effective when published and supersedes all prior catalogs.

Salem University reserves the right to repeal, delete, change or amend any policies, regulations, and provisions contained in this publication and may, with or without notice, withdraw or modify any information contained herein.

Rev. 190621
Mission Statement

The Mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

Goals of the University

The goals of the University are to:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills; and
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

Brief History of the University

Salem College received its charter from the State of West Virginia in December 1888 and offered its first term of instruction beginning in April 1889. Individuals in the Salem, West Virginia community founded Salem College to provide an affordable baccalaureate curriculum grounded in the liberal arts to prepare students for occupations, professional and advanced studies, as well as a Normal curriculum to prepare educators.

The institution was closely associated for many decades with the Seventh Day Baptist Church, including its Founders. While committed to helping students’ develop their spiritual lives as well achieving academic goals, Salem College was never sectarian in its teaching or administration.

In 2017, the institution changed its name to Salem University. This change reflects a desire by multiple constituencies, including students, alumni, and community members, to honor our West Virginia roots, history, and heritage. However, this change shall not be interpreted as indicating any diminishment of our commitment to our mission to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective. Salem continues to serve the educational needs of an increasingly diverse, global citizenry and welcomes students from around the world to join our community of scholars, both on campus and online.
SALEM UNIVERSITY 2018-2019

ACREDITATION AND APPROVALS

Salem University (Salem) has been accredited by The Higher Learning Commission (HLC) since March 1963 (when HLC was known as the North Central Association). HLC can be contacted at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604, http://www.hlcommission.org or by telephone 800.621.7440. HLC is one of six regional accreditation bodies recognized by the U.S. Department of Education. Salem’s headquarters and campus are located at 223 West Main Street in Salem, West Virginia, which is within HLC’s region of authority.

Salem is authorized by the West Virginia Higher Education Policy Commission in accordance with the West Virginia Code of State Rules (CSR), Title 133, Series 20, Authorization of Degree Granting Institutions. The WVHEPC can be contacted via http://www.wvhepc.edu or by telephone 304.558.2101.

Salem is authorized by the Indiana Board for Proprietary Education, 101 West Ohio Street, Suite 300, Indianapolis, IN 46204-4206. The BPE can be contacted via www.in.gov/bpe/ or by telephone 317.232.1033.

Salem is a member of the National Council for State Authorization Reciprocity Agreements. NC-SARA makes it easier for students to take online courses from accredited institutions across the nation. It is administered by four regional education boards; West Virginia is part of the Southern Regional Education Board. Salem is approved to offer distance education courses and programs by the Higher Learning Commission. NC-SARA may be contacted via http://www.nc-sara.org or by telephone 303.848.3275.

In November 2017, the School of Business was awarded full initial accreditation status by the Accreditation Council for Business Schools and Programs (ACBSP). This was achieved after a period of candidacy and after a thorough site visit by peer evaluators. ACBSP can be contacted via http://www.acbsp.org or by telephone 913.339.9356.

In October 2014, Salem’s School of Education was awarded accreditation by the Council for Accreditation of Educator Preparation (CAEP) through the National Council for Accreditation of Teacher Education (NCATE) legacy process. CAEP can be contacted at http://www.caepnet.org or by telephone 202.223.0077. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Salem; however, this accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The School of Education received national program recognition for its graduate level educational leadership programs and undergraduate physical education and health teacher education programs as part of the NCATE legacy process. These include Educational Leadership Constituent Council (ELCC), the National Association for Sport and Physical Education (NASPE), and American Association for Health Education (AAHE).

ELCC is the NCATE Specialized Professional Association (SPA) for leadership preparation and is governed by the National Policy Board for Educational Administration (NPBEA), http://www.npbea.org.

AAHE is the NCATE SPA for health education, which is part of the Society of Health and Physical Educators (SHAPE America, http://www.shapeamerica.org), formerly known as the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), http://www.shapeamerica.org/accreditation/healthaccreditation.cfm.
NASPE is the NCATE SPA for sports and physical education, which is part of SHAPE America (formerly AAHPERD). [http://www.shapeamerica.org/accreditation/peteacherprep.cfm](http://www.shapeamerica.org/accreditation/peteacherprep.cfm).

Salem’s educator preparation programs leading to licensure have been approved by the West Virginia Board of Education, a division of the West Virginia Department of Education, since their inception, most recently in conjunction with CAEP NCATE accreditation process. WVDE may be contacted via [https://wvde.state.wv.us](https://wvde.state.wv.us) or by telephone 304.558.2681.

The Associate of Science in Nursing [also known as the Associate Degree in Nursing(ADN)] has been provisionally (i.e., initially) accredited by the West Virginia Board of Examiners for Registered Professional Nurses (RN Board) since June 2010. The program received full accreditation by the RN Board in April 2018. The program conforms to the requirements of West Virginia 19CSR1, Policies, Standards and Criteria for Evaluation and Accreditation of Colleges, Departments or Schools of Nursing. The RN Board can be contacted via [http://www.wvrnboard.wv.gov](http://www.wvrnboard.wv.gov) or by telephone 877.743.6877.

In March 2018, the Bachelor of Science in Nursing (RN-BSN), delivered via distance education, was accredited with quality improvement conditions by the National League for Nursing Commission for Nursing Education Accreditation (NLN CNEA) located at 2600 Virginia Avenue, NW, Washington, DC 20037. NLN CNEA can be contacted by telephone 800.669.1656 or via [http://www.nln.org/accreditation-services/overview](http://www.nln.org/accreditation-services/overview).

In February 2019, the Master of Science in Nursing (MSN), delivered via distance education, was granted pre-accreditation status by NLN CNEA, effective for three years ending February 28, 2022. Pre-accreditation status does not guarantee that a program will be accredited by the NLN CNEA.

Salem is a member of the National League for Nursing (NLN), an organization dedicated to serving nurse faculty and leaders in nursing education at all levels, from LPN or LVN to doctoral education. NLN may be contacted via [http://www.nln.org](http://www.nln.org) or by telephone 800.669.1656.

Salem is a member of the Council for Higher Education Accreditation (CHEA), an association of over 3,000 institutions that is a national advocate and institutional voice for promoting academic quality through accreditation. CHEA can be contacted via [http://www.chea.org](http://www.chea.org) or by telephone 202.955.6126.

**GOVERNANCE AND ORGANIZATION**

Effective June 1, 2005, the Board of Trustees was vested with the authority for the control and management of the University. The Board of Trustees meets quarterly or more frequently if necessary. It appoints the Chief Executive Officer (CEO) and is responsible for the CEO’s supervision and performance reviews. The CEO manages all aspects of the university’s operations, including recommending additional officers for consideration by the Board. All trustees and officers operate in the best interests of the university and its diverse constituencies without conflict of interest and consistent with customary fiduciary duties including, without limitation, the duties of loyalty and care.

Academics is headed by the Provost, who reports to the CEO. The Provost is advised by the Academic Leadership Team, which comprises all academic program leaders. This standing committee promotes and facilitates fulfilling the mission of the university; provides input on the design, delivery and renewal of programs of study; leads academic program and process
evaluations; and reviews, discusses, and recommends changes in undergraduate and graduate programs, policies, and procedures.

Salem Education LLC owns Salem University LLC. Salem Education LLC is a Delaware company headquartered at 3600 Market St., Suite 530, Philadelphia, PA 19104. Salem University LLC is a Delaware company that operates as Salem University at 223 West Main Street, Salem, WV 26426. It formerly was Salem International University LLC at the same location. The name was changed by resolution of the Board of Trustees in September 2017. Salem University and Salem International University are registered as tradenames in West Virginia, Indiana, and Florida. Salem University LLC owns KIP SIU LLC, a Florida company that does business as Schiller International University with headquarters at 8560 Ulmerton Road, Largo, FL 33771.

NON-DISCRIMINATION

Salem University follows the letter and spirit of the Civil Rights Act of 1964 and the Title IX Amendment to the Education Amendments of 1972, as well as Section 504 of the Rehabilitation Act of 1973, the West Virginia Human Rights Act, the Americans with Disabilities Act of 1990, the Equal Employment Opportunity Act of 1972, and other applicable laws and regulations.

Salem University will not discriminate against any employee or applicant for employment on the basis of race, color, creed, religion, gender, sexual orientation, age, national origin, ability or disability. Salem admits students of any race, color, creed, religion, gender, sexual orientation, national origin, ability or disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, creed, religion, gender, sexual orientation, national origin, ability or disability in the administration of its educational policies, admission's policy, employment practices, scholarship and loan programs, athletic and other University-administered programs.

Salem University is an Equal Opportunity Employer and prohibits discrimination and harassment of any kind.

RETENTION AND GRADUATION RATES

Information about retention and graduation rates as well as other information in compliance with the Student Right to Know and Campus Security Act is available in the President’s Office and online via the Disclosures page, www.salemu.edu/about/disclosures, which is incorporated by reference. The Annual Security (Clery Report) and Fire Safety Report is available online via the Disclosure page and in printed format as well.

DISCLOSURE OF STUDENT RECORDS

Salem collects, processes, and maintains student information that is germane to the institution and the students based on two criteria: enabling the university to better serve its objectives and strengthening the efforts to protect students from any damage that might result from a misuse of the information. Salem University will not redistribute or sell student information including, but not limited to, student lists, mailing labels, or electronic emails for any solicitation, commercial, recruitment, or any other purpose that is not directly related to the university.

Salem complies with the provisions of the Family Educational Rights and Privacy Act (FERPA; 20 U.S.C. §1232g; 34 CFR Part 99) and Federal Regulations related thereto concerning disclosure and dissemination of student records.
**DIRECTORY INFORMATION**, as defined by Salem within FERPA guidelines, may be released as public information without prior consent: name, local address and phone number, permanent address and phone number, email addresses, date and place of birth, citizenship status, number of academic hours completed, level of education, academic major, full- or part-time status, academic and nonacademic honors, high school and other educational institutions attended, scholarship information and amount, and dates of attendance; as well as height and weight of members of athletics teams. Public information may be disclosed on an unlimited basis by university personnel in response to oral or written requests. Students who do not want to have their directory information published must submit a written request to the administration. The procedures and policies regarding student and parent access to educational records maintained by and at the university are available upon request from the Registrar. Students may examine their educational records by submitting a written request.

Salem also complies with provisions of the General Data Privacy Regulation (GDPR). The European Union (EU) enacted GDPR effective May 25, 2018. This regulation aims to protect consumers’ rights to their own data. GDPR has 7 principles: 1) lawful, fair and transparent processing; 2) purpose limitation; 3) data minimization; 4) accurate and up-to-date processing; 5) limitation of storage in the form that permits identification; 6) confidential and security; and 7) accountability and liability.

In conformance with this regulation, Salem has developed a committee and structure to facilitate the data privacy, data management, and data governance needs of Salem’s students from EU member states. The Data Governance Committee (DGC) is chaired by the Chief Data Officer (CDO) and includes representatives from various departments within the university. The DGC defines, collects, manages, shares, and secures all data in use at Salem. The CDO is Salem’s point person regarding any data inquiry. All staff should seek guidance from the CDO with any data question or need. The CDO can provide information on Salem’s data collection, data storage, data systems, data management, data security, data policies, data procedures, and other data needs across all data storage systems at Salem. The DGC and the CDO are responsible for managing all university data policies and procedures, and when necessary, to make recommendations for changes to these policies and procedures following Salem’s policies and procedures for such revisions.

**Telephone Directory**

This list of phone numbers may be used to conduct business with Salem. If the party called is busy or unavailable, you will be able to leave a message with your callback number.

<table>
<thead>
<tr>
<th>DEPARTMENT OR OFFICE</th>
<th>TELEPHONE NUMBER</th>
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<tbody>
<tr>
<td>Accounts Payable</td>
<td>317.805.1795</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>304.326.1109</td>
</tr>
<tr>
<td>Alumni Relations</td>
<td>304.326.1559</td>
</tr>
<tr>
<td>Athletics Compliance Coordinator</td>
<td>304.326.1272</td>
</tr>
<tr>
<td>Athletics Office</td>
<td>304.326.1286</td>
</tr>
<tr>
<td>Blackboard Technical Support</td>
<td>317.333.7300</td>
</tr>
<tr>
<td>Bookstore</td>
<td>304.326.1207</td>
</tr>
<tr>
<td>Bursar, Business Office</td>
<td>304.326.1310</td>
</tr>
<tr>
<td>Campus Safety &amp; Security</td>
<td>304.326.1302 or 304.326.1546</td>
</tr>
<tr>
<td>Career Services</td>
<td>304.326.1482</td>
</tr>
<tr>
<td>Department or Office</td>
<td>Telephone Number</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>304.326.1234</td>
</tr>
<tr>
<td>Dean of Student Affairs</td>
<td>304.326.1482</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>304.326.1394</td>
</tr>
<tr>
<td>Director of Campus Safety &amp; Security</td>
<td>304.326.1481</td>
</tr>
<tr>
<td>Executive Vice President</td>
<td>304.326.1519</td>
</tr>
<tr>
<td>Facilities</td>
<td>304.326.1310</td>
</tr>
<tr>
<td>Financial Aid Director</td>
<td>317.805.1792</td>
</tr>
<tr>
<td>Financial Aid Office</td>
<td>304.326.1530 or 304.326.1466</td>
</tr>
<tr>
<td>Florida General Information</td>
<td>727.239.7606</td>
</tr>
<tr>
<td>Housing</td>
<td>304.326.1473</td>
</tr>
<tr>
<td>International Affairs</td>
<td>304.326.1415</td>
</tr>
<tr>
<td>Library</td>
<td>304.326.1390</td>
</tr>
<tr>
<td>Main Operator</td>
<td>304.326.1109</td>
</tr>
<tr>
<td>On Campus Admissions</td>
<td>800.283.4562</td>
</tr>
<tr>
<td>Online Admissions</td>
<td>304.326.1109</td>
</tr>
<tr>
<td>Personnel</td>
<td>304.326.1234</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>304.326.1341</td>
</tr>
<tr>
<td>Post Office</td>
<td>304.326.1296</td>
</tr>
<tr>
<td>President</td>
<td>304.326.1234</td>
</tr>
<tr>
<td>Provost</td>
<td>304.326.1123 or 727.239.7866</td>
</tr>
<tr>
<td>Registrar</td>
<td>304.326.1304, 304.326.1297, or 304.326.1298</td>
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<tr>
<td>Residence Life</td>
<td>304.326.1473</td>
</tr>
<tr>
<td>Security</td>
<td>304.326.1302 or 304.326.1546</td>
</tr>
<tr>
<td>SEVP Principal Designated School Official (PDSO)</td>
<td>304.326.1298</td>
</tr>
<tr>
<td>Student Advancement and Success</td>
<td>304.326.1559</td>
</tr>
<tr>
<td>Student Life</td>
<td>304.326.1482</td>
</tr>
<tr>
<td>Technical Support Center</td>
<td>304.326.1259</td>
</tr>
<tr>
<td>Toll Free</td>
<td>800.283.4562</td>
</tr>
<tr>
<td>VA School Certifying Official (SCO)</td>
<td>304.326.1530</td>
</tr>
</tbody>
</table>

**Emergency Phone Number**

Dial 911.

From campus desk phones, you may need to dial 9 first, then 911. Then call Security.

**Buildings and Facilities**

Salem’s campus comprises about 100 acres in Salem, West Virginia. The center of the campus is a collection of buildings known as the Valley of Learning, which includes the main administrative and academic buildings, the gymnasium, and the chapel.
The original **Administration Building** of Salem College is located on Main Street beside the Jennings Randolph House. It is listed on the National Register of Historic Places. It is not in active service.

**Learning Resources Center** is located on the main campus. The Benedum Library is located on the first floor. Nursing labs and reception are located on the second floor. Classrooms and some faculty offices are on the third floor.

**Benedum Library** is located on the first floor of the Learning Resources Center. The facility is open Sunday through Friday; it is closed for university holidays. The library is open to all students both on campus and online. Its collection includes about 67,000 books, over 1,000 audiovisual aids, 5 newspapers, 2,765 electronic journals, and 300,000 microfiche. The Library is a partial depository for United States Government documents. Links to online materials from the government are included in the online catalog. The physical collection may be reviewed at [www.libraryworld.com](http://www.libraryworld.com), using the login name "benedum library". In addition to Salem’s own collection, students may access to additional library collections and request resources through interlibrary loan. The Library subscribes to several online databases via the WVInfoDepot of the West Virginia Library Commission. The Library subscribes to LIRN®, which provides 88 databases to support the various academic programs. On campus in West Virginia, the library operates a computer lab and has a photocopier and other resources for public use. The library has automated its collection and provides computerized access through the campus-wide network as well as providing access to diverse learning resources 24/7 via the Internet for students taking blended or distance education courses across the nation and worldwide.

**Brewster All-Faiths Chapel** serves as a place for meditation and worship for all students. The Chapel can accommodate up to 200 persons for services and public events. It serves as a lecture hall from time to time.

**Carlson Hall of Science** is a three-story academic building named in honor of Chester Carlson the developer of xerography. The first floor of Carlson Hall of Science houses the Orla A. Davis Lecture Hall, an auditorium that seats about 200 persons, as well as a number of classrooms and faculty offices. Biology, chemistry, and physics labs are on the second and third floors.

**Catalano Stadium** is an athletic facility located two miles west of the main campus. It is the home field for Salem’s men’s and women’s soccer teams and is used for a variety of intercollegiate and intramural sporting events. It was named in honor of John D. Catalano’s father, Don. John D. Catalano was inducted to the Salem Athletic Hall of Fame for his contributions.

**Erickson Alumni Center** is located on Main Street across from the Jennings Randolph House. This facility includes a large multipurpose meeting room with kitchen on the first floor and two overnight accommodations upstairs. The center is named for the Erickson Family in honor of the late Charles O. Erickson, a well-known business and civic leader from Parkersburg, West Virginia, who provided generous funding to build an alumni center at each of the institutions of higher learning in West Virginia.

**Frank Loria Memorial Baseball Field** is the home of the Salem Tigers baseball team. It is part of Clarksburg City Park. The field is named in honor of Frank Loria, a talented multi-sport athlete at Notre Dame High School in Clarksburg who went on to play for Virginia Tech, where he was a consensus All-American defensive back. He then became a coach at Marshall University. Sadly, he was among the 75 players and coaches from Marshall who perished in the tragic Southern Airlines Flight 932 airplane crash on November 14, 1970.
Hoffheimer Hall and Montgomery Hall are six-story student residence facilities that can accommodate about 200 students each. Both single- and double-room accommodations are available. Each hall includes laundry facilities, a study lounge, and a social lounge. These facilities are outfitted with wireless (Wi-Fi) Internet and cable television.

Hope Field has been the home of Salem’s Fighting Tigers softball team for the past 36 years. It is named for the generous support provided by Hope Gas, Inc., which is now a part of Dominion Energy (www.dominionenergy.com). Many improvements have been made over the years with the most recent being the addition of a professional infield mix for an improved playing surface. New dugouts and locker rooms are planned.

The Jennings Randolph House is the childhood home of Senator Jennings Randolph, a distinguished graduate of Salem College (Class of 1924). He served in the U.S. House of Representatives (1933-1947) and the U.S. Senate (1958-1985). He is perhaps best remembered for sponsoring the 26th Amendment to the Constitution, granting the right to vote to citizens at age 18. He championed this cause from 1942 until its adoption in 1971. The residence has a collection of his memorabilia. It is used on special occasions.

The Learning Resources Center is a three-story building with the first floor housing the Benedum Library. The second floor houses nursing labs, offices, and a classroom. The third floor has 10 classrooms include 4 computer labs and 10 faculty offices. There is a student lounge on the third floor as well.

The Online Operations Center is located at 615 W. Carmel Drive, Carmel, IN 46032, USA. This facility provides an administrative support center as well as a call center for online admissions. It also serves as an additional course location to deliver the MBA as a blended, low residency program to support international and domestic students in an executive business park setting.

The Physical Plant is located beside Hoffheimer Hall on K. D. Hurley Blvd (which is named for the seventh President of Salem College, Dr. K. Duane Hurley, who served from 1951 to 1973).

The Randolph Campus Center (RCC) is a three-story multi-use facility that includes the dining hall, campus post office, bookstore, Tiger’s Den coffeehouse, conference rooms, including the Cecil H. Underwood Conference Room, the Huffman Room, and the Powell Lounge. The RCC houses the Offices of the President, Executive Vice President, Provost, Academic Deans and Program Directors, Admissions, Financial Aid, Registrar, Campus Safety and Security, and the Business Office. The main floor features the Tiger’s Den and the Cub Hub.

The T. Edward Davis Building (TED) houses the Department of Athletics, gymnasium, athletic training facilities, a six-lane competition swimming pool, and the Harry Hartman Fitness Center, which was dedicated in 2018. The gymnasium features a Connor performance floor with bleachers on both sides and safety padding on both ends of the playing surface. Completely renovated basketball locker rooms include lockers, showers, and a team lounge room for drawing up the next winning play. The swimming pool is utilized by the Parkersburg YMCA and local high schools as well as being home to the Salem water polo and swimming teams. The athletic training facility features two hydro-therapy pools with technological capabilities to monitor exercise performance on a submerged treadmill, three offices, and a Cybex® TRAZER. The goal of the athletic training department is to serve student-athletes by helping prevent injuries and providing effective rehabilitation when needed.
**Admissions**

Admission to Salem is open to all qualified applicants regardless of race, color, creed, religion, gender, sexual orientation, national origin, or ability/disability. Anyone wishing to attend Salem can obtain the necessary application from the Office of Admissions or online from our website at www.salemu.edu. The completed application should be submitted to the Office of Admissions at the earliest possible date. A nonrefundable application fee is required of all applicants. The university admits students on a rolling, monthly start basis. Acceptance is within the discretion of Salem University; some programs have additional admissions requirements.

**Campus Visits and Tours**

Prospective students and their families are encouraged to visit the campus. The Admissions Office is open from 8:00 a.m. until 5:00 p.m. Monday through Friday, holidays excepted. Guided tours are offered throughout the day and on Saturdays by appointment.

**Domestic Admissions**

**Certification of Graduation**

**Undergraduate**

Domestic applicants must have earned a high school degree from an accredited secondary school in the US, or have passed an equivalency examination (e.g., HiSET). Prospective students are required to submit a signed certification of high school graduation or equivalency examination. This signature is acceptable proof of graduation per Federal law.

Students using Federal financial also sign a certification of graduation as part of the FAFSA process. This signature is acceptable proof of graduation per Federal law.

**Graduate**

Domestic applicants must have earned a bachelor’s degree from an accredited college or university in the US. Prospective students are required to submit a signed certification of same. This signature is acceptable proof of graduation per Federal law.

Students using Federal financial also sign a certification as part of the Free Application for Federal Student Aid (FAFSA) process. This signature is acceptable proof of graduation per Federal law.

**False Certification**

If a student signs a false certification, he or she will be ineligible for all Federal financial aid. The student is liable for repayment of all institutional charges and any stipends received for their entire period of enrollment at Salem. All future estimated payments will be cancelled. In addition, the University is required to notify the U.S. Department of Education of any student who certifies false information on his or her FAFSA.
Admission to Educational Leadership Licensure Programs

Master of Education in Educational Leadership

Applicants must:

1) Possess an undergraduate degree in education and have a valid teaching certificate or otherwise be approved for admission by the Dean of Education and the Provost.

2) Have successfully completed three (3) years of full-time teaching or management-level experience as defined by West Virginia State Board of Education Policy 5202:

   § 4.46. Management Level Experience. – Work experience in which an individual’s assignment in the organization is designated as a position of authority with responsibility for regulating the relationships between and among people.

   § 4.67. Teaching Experience. – Classroom teaching or student support services* experience within the specialization(s) and grade levels reflected on the educator’s license.

   * For definitions of “student support services” please refer to West Virginia State Board of Education Policy 5202. Definitions can be found at: http://wvde.state.wv.us/policies/.

3) Have a cumulative undergraduate GPA of 2.75 or higher.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Post-Master’s Certificate of Advanced Studies in Educational Leadership

Applicants must meet the guidelines for admission to the M.Ed. in Educational Leadership (above) as well as the following criteria:

1) Have earned an education-related master’s degree and have a current, valid teaching certificate or otherwise be approved by the Dean of Education and the Provost.

2) Have a minimum 2.75 undergraduate GPA and a minimum 3.0 graduate GPA.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Admission to the Master of Education in Curriculum and Instruction

Master of Education in Curriculum and Instruction

Applicants must:

1) Have earned an undergraduate degree in education or a training-related field, or otherwise be approved for admission by the Dean of Education and the Provost.

2) Have an undergraduate cumulative GPA of 2.75 or higher.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.
**Education Professional Development Admissions**

Professional development or non-degree-seeking (NDS) status applies to students who are not enrolled in a degree program but want to complete graduate course work to achieve personal or professional goals. Permission to enroll in graduate courses does not constitute admission to any graduate degree programs. Students who wish to change from NDS to regular enrollment status must complete the application process and fulfill the requirements for admission to the program in effect at the time of formal application. Coursework completed as a NDS student may apply to the chosen degree program, as appropriate, depending on an official degree audit and grades.

**Student-Athlete Admissions**

Student-athletes who wish to participate in intercollegiate athletics must complete the admissions process required of all students, either domestic or international. In addition, student-athletes must follow National Collegiate Athletic Association (NCAA) regulations to be eligible to practice, compete, and receive financial assistance. Student-athletes and staff must follow and meet the guidelines set forth by the various athletic conferences of which Salem is a member.

The American College Testing (ACT) or Scholastic Aptitude Test (SAT) must be taken prior to enrollment in any college or university. The ACT or SAT must be on file and valid for athletic eligibility determination.

Student-athletes must submit proof of graduation, including but not limited to an original, official high school transcript. This must be delivered to the Eligibility Center. Original, official transcripts must be provided for all previously attended universities or colleges must be submitted to the Salem Athletic Compliance Office prior to participation. Student-athletes must demonstrate they meet all NCAA and conference requirements at matriculation and continue to meet same annually thereafter. All eligibility questions should be directed to the Compliance Coordinator in the Athletics Department.

**International Admissions**

Salem is authorized under Federal law to enroll non-immigrant alien students. In order to take classes on campus, a student must have a valid F-1 visa. Salem is required to have official documentation that certifies that the applicant has completed a bachelor’s degree or equivalent credential and is prepared to undertake college-level work in English.

International applicants who are granted a non-immigrant visa to attend Salem must commit to an enrollment of at least two academic semesters (representing eight months of continuous enrollment) in order to be admitted and to be eligible for an international student scholarship. If an international student withdraws or transfers prior to the completion of the minimum two semesters, the tuition, fees, room and board charges are non-refundable. Applicants must complete the following steps prior to enrollment:

- **Submit Official Documentation of Prior Educational Attainment.** Documents that demonstrate completion of educational credentials vary from country to country. For documents in English or Spanish, notarized copies of diplomas, certificates, transcripts, examination scores, and so forth, may be used to establish completion of prerequisite education and eligibility to enroll at Salem. For documents in other languages, the student must have the credentials evaluated by an agency recognized by the National
Association of Credential Evaluation Services, the cost of which will be borne by the student. A current list of evaluators is available at [http://www.naces.org/members.html](http://www.naces.org/members.html).

- **Submit Proof of Financial Support.** Verification must be provided to Salem University that the student has the necessary funds to cover the costs for one academic year of full-time study before Salem can issue a Form I-20. The amount of funding may vary depending upon the duration of stay. International students are required to submit an advance deposit of up to one semester’s room and board prior to enrollment. Students may enroll in classes for a full 12 months per year, which is three semesters. If a student plans to enroll for 12 months per year, he or she must be prepared to pay for tuition, room and board, course materials, personal expenses, and so forth, for the third semester.

- **Submit Evidence of English Proficiency.** This requirement can be satisfied by a TOEFL (Test of English as a Foreign Language) paper-based test (PBT) of 500 or more, a TOEFL Internet-based test (iBT) score of at least 61, an IELTS (International English Language Testing System) score of 5.5 or better, or a passing score on a Salem placement test. This requirement may be waived for students who have graduated from a secondary school where English is the language of instruction.

### Readmission

Former students who were in good standing in the last semester attended and who have not been enrolled for one semester or longer must reapply. Upon readmission these students will be subject to the requirements set forth in the current catalog at the time of readmission. Registration deposits must be remitted in the same manner as required for new students.

A student who has been suspended from Salem will not be considered for readmission until the period of suspension has elapsed. A student who seeks to be readmitted before the period of suspension has elapsed must submit a request for readmission in writing to the Provost.

### Placement Testing

Salem uses standardized tests for placement. Students who do not meet the minimum criteria will be counseled to take developmental courses. International students may be limited to taking English as a Second Language (ESL) courses until they demonstrate sufficient oral and written English proficiency to be successful in their studies.

### Auditing

A student who wishes to attend classes in residence at Salem without receiving credit will be classified as an auditor and must file an application for admission and pay the nonrefundable $20 application fee and the applicable tuition and fees. Applications can be obtained from the Office of Admissions.

An auditor is expected to attend class regularly and participate in class activities but is not required to take examinations. Any auditor who wishes to become a student for credit must apply for that credit and satisfy university entrance requirements before the mid-point of the course in which the student is enrolled as an auditor.
Veterans Affairs

Salem has a VA School Certifying Official (SCO) in the Financial Aid Office who can provide forms, information, and a point of contact to assist veterans in receiving benefits. Program approvals are handled with the state approval authority administered by the West Virginia Higher Education Policy Commission. For additional information, contact the Financial Aid Office at vasco@salemu.edu.

Regarding compliance with VA Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, Salem will not prevent their enrollment, assess a late penalty or fee, require secure alternative or additional funding, deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. However, to qualify for this provision, such students may be required to produce the VA’s Certificate of Eligibility by the first day of class, provide written request to be certified, or provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

Federal Work-Study Program

Students who qualify for Federal Financial Aid are eligible for college work-study employment at the university. Students in the work study program compete for jobs and are hired to perform work as assigned by the university. Work-study employees may be paid compensation to their maximum amount of the award. Salem conforms to US Federal guidelines for work-study employees.

Academic Support Services

Course Scheduling

The Registrar’s Office schedules courses for all students on a semester basis. Students may request to be placed in on-campus, blended, or distance education sections from time to time as they desire. Such requests are taken into consideration and approved if possible. However, Salem University reserves the right to schedule courses to ensure its ability to deliver programs of study for all students to progress toward graduation as swiftly as feasible.

The vast majority of courses are four weeks in duration, starting on about a one-course-per-month schedule. A few courses have extended durations, which are noted clearly in the students’ schedules. Course schedules take into account the students’ degree requirements and timely progression toward graduation.

Students may choose to take a Standard Period of Non-Enrollment (SPNE) or other Leave of Absence (LOA) within federal guidelines and without having to withdraw. Please see Periods of Non-Enrollment below.

Academic Advising

Salem provides academic advising by the deans and program directors or coordinators. Advising may be initiated informally by calling, emailing, or visiting the program leaders, or more formally
by arranging a conference call or in-person meeting. Faculty advisors serve as guides and will help students complete their educational programs and options. The advisor may refer the student to career advising or other support services as appropriate.

**Student Advancement and Success**

The Office of Student Advancement and Success (SAS) is located on the third floor of the Randolph Campus Center. SAS may be reached via email to SalemSAS@salemu.edu. It serves all of Salem’s students both on campus and online. SAS focuses on three aspects of student success: Student Learning, Student Engagement, and Student Satisfaction.

**Student Learning** focuses on the support and resources provided to students. These services include placement, assistance for students with disabilities, study skills, tutoring, test-taking skills, using the learning management system, time management, prioritization, and general guidance to address various concerns raised by students. Tutoring, the Writing Center, and other services are provided to help students improve their achievement.

**Student Engagement** focuses on student involvement in campus life, both inside and outside the classroom, to develop an integrated approach to the total student experience. Coordinated through the Dean of Student Life, student engagement includes various events, student organizations, co-curricular activities, community service, residence life, athletics and career advising. Student engagement builds on the eight dimensions of wellness: social, educational, community, physical, spiritual, cultural, career services and emotional.

**Student Satisfaction** addresses feedback from students regarding their perceptions attending Salem. Satisfaction surveys are conducted each fall and spring semester, which give students a means to express their opinions of multiple aspects of university life. The collected data are used to inform changes that are expected to have a positive impact on the overall student experience.

**Tutoring**

Students may request professional tutoring for classes in which they are experiencing difficulty. Tutoring services are arranged by contacting the Office of Student Advancement and Success (SAS). Services are provided for both on campus and online students through Tutor.com. Tutor.com is available for selected courses each month at no additional cost to students. It is available 24/7 via the Internet for students taking courses by any modality from anywhere.

On campus, afternoon, and evening tutoring hours are arranged as study halls. Individual tutoring for online students may be arranged upon request both in person and online. Students may request tutoring by contacting SAS.

Salem provides online tutoring via the Writing Center that offers instructor-led support to improve students’ writing. In addition, self-study courses are provided using Blackboard that focus on Microsoft Office skills.

**Faculty Office Hours**

Faculty members post office hours for each class they teach. During these times, appointments may be kept in person, by telephone, or other means. The syllabus for each course lists the applicable hours and the steps for contacting instructors to arrange a conference.
Faculty provide advising and instructional support for students during these office hours. This service applies to students taking courses on campus, blended, and distance education. While individual faculty on campus may accept drop-in office visits, an appointment is necessary to ensure the faculty is available at a mutually convenient specified time.

At their discretion, faculty members may engage in tutoring. Tutoring usually involves an extended tutor-student interaction that often extends to identifying and remediating areas of prior learning needs. As such, while Salem understands tutoring supports student learning, the expectations for student progression and delivery of the current course content mitigate the time and attention that can be devoted to tutoring.

Students may make arrangements to discuss their coursework with their instructors, their dean or program director, or the provost. Communication with them is best initiated by Salem email and may be followed up by various means as mutually agreed.

**Library Services**

**Benedum Library** is located on the first floor of the Benedum Learning Resources Center on campus in West Virginia. The facility is open Sunday through Friday; it is closed for University holidays. The library is open to all students both on campus and online. Its collection includes about 67,000 books, over 1,000 audiovisual aids, 5 newspapers, 2,765 electronic journals, and 300,000 microfiche. The Library is a partial depository for United States Government documents. On campus in West Virginia, the library operates a computer lab and has a photocopier and other resources for public use.

Links to online materials from the government are included in the online catalog. The physical collection may be reviewed at [www.libraryworld.com](http://www.libraryworld.com), using the login name “benedum library”. In addition to Salem’s own collection, students may access to additional library collections and request resources through interlibrary loan.

The Library subscribes to several online databases via the WVInfoDepot of the West Virginia Library Commission. The Library subscribes to LIRN®, which provides 88 databases to support the various academic programs. The library has automated its collection and provides computerized access through the campus-wide network as well as providing access to diverse learning resources 24/7 via the Internet for students taking blended or distance education courses across the nation and worldwide, including Florida.

Links to library materials are provided by a link included in all courses using Blackboard. A tutorial on using online library resources for information search is included.

**Career Advising**

Career Advising helps prepare students for a successful job search upon graduation. Students can access valuable resources through the Career Advising tab in Blackboard. Students can take advantage of local and virtual job fairs. Internships can be arranged to earn academic credit, which will help students gain valuable job skills and add to their resumes. Workshops are available with topics such as writing a professional statement, personal branding, dining etiquette, and dressing for success. Salem University does not offer placement services and cannot guarantee employment or salary upon graduation. Salem offers Career Advising to help students to identify employment opportunities and to attempt to realize the opportunities
**Student Life**

**Student Government Association**

The Student Government Association (SGA) is the student governing body at Salem. It advocates student rights and responsibilities at the university. All full-time students are members of the Student Government Association. The SGA is directed by Executive Officers and Senators who are elected on an annual basis. There are several appointed positions as well as committees and councils that are open to participation by all students. The Senate holds monthly meetings that are open to all students.

**Student Organizations**

Salem offers a number of student-run organizations that provide a variety of opportunities for students to learn, to network, and to enhance their interpersonal skills, as well as providing a means for service to the community, including the following in alphabetic order. These organizations are open to both on-campus and distance education students as indicated.

- **Alpha Phi Omega** * – National service fraternity dedicated to leadership development and community service.
- **Biology Club** – Focuses on the science community.
- **Black Student Union** – Fosters engagement and thoughtful discussions of issues affecting our diverse study body.
- **Broadcasting Club** * – Student group that works with Sports Information to stream live sporting events via the Internet.
- **Campus Activities Board** – Student-run organization that plans and facilitates cultural, social, and recreational activities.
- **Criminal Justice Club** – Focuses on careers and networking in the field of CJ.
- **Dirigo Yearbook** – Develops and publishes the university yearbook.
- **Enactus** – Partnership of business and higher education to stimulate the next generation of entrepreneurs and business leaders.
- **Fellowship for Christian Athletes** * – Focuses on serving the public good through Christ-centered fellowship.
- **Gardening Club** * – Focuses on campus and community beautification.
- **Golden Key International Honour Society** – International selective membership society that recognizes sustained distinguished academic achievement in the Top 15%, which is 3.6 or higher (sophomore), 3.7 or higher (junior), 3.8 or higher (senior and graduate student).
- **International Student Organization** – National organization helping international students transition to living and studying in the US since 1958.
- **Literary Club** – Focuses on the world of literature with an emphasis on student publishing.
- **National Society of Leadership and Success** – Selective membership based on academic standing and leadership potential.
- **Rainbow Alliance** – Provides a safe and confidential group for students in all stages of exploring their sexual identity.
- **Student Athletic Advisory Committee** * – Coordinates service projects for student-athletes to enhance community service.
- **Student Education Association** – Focuses on supporting students who are interested in the field of education with professional development and community service activities.
• **Student Government Association** – Student-centered organization led by student-elected council to represent the views and needs of students.
• **Student Nursing Association** – National association of student nurses that seeks to advance the profession.
• **Tiger Techies** – Student-led group to help students and staff with their computer and networking needs.

All organizations are open to all eligible students, both on campus and online. However, the organizations marked with an asterisk (“*”) provide services and hold events in Salem in person that require physical attendance in north central West Virginia. For more information, contact the Office of Student Life.

**Athletics**

The university is a member of the National Collegiate Athletic Association (NCAA) Division II. It is a member of the Eastern College Athletic Conference, the Mid-Atlantic Water Polo Conference, and the Bluegrass Mountain Conference (swimming). Men’s Water Polo competes against institutions in NCAA Divisions I, II, and III. The university participates in the following women’s and men’s sports:

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<th>WOMEN</th>
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<td>Baseball</td>
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<td>Basketball</td>
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<td>Cross Country</td>
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Players have the opportunity to earn conference championships, NCAA championships, and various conference awards throughout the season. Salem offers senior and letterman awards to players who qualify. There are opportunities to be a part of the athletic experience by volunteering as team managers, statisticians, joining the broadcast club, or applying for a graduate assistant position.

**Residence Life**

Salem residence halls provide students with on-campus housing in West Virginia and an opportunity to learn from each other within the framework of an international community of learners. The Residence Life Hall Council serves as a voice of resident student concerns and provides opportunities for developing programs and fund-raisers for each hall. On-campus housing is available to all students without regard to race, color, creed, religion, gender, sexual orientation, ability/disability, religion, nationality or ethnic origin.

Students are required to submit a roommate application, a copy of which is available on the university website. Students are given room assignments and are issued keys the day they officially check into the residence hall. In making room assignments, the Residence Life staff will
consider various factors including, but not limited to, the student’s class standing, individual preferences, and the aim of providing multicultural co-curricular learning experiences.

Housing agreements are for a specific room in a specific residence hall and are legally binding. Each time a student moves, either to a different room within the same residence hall or to a different residence hall, he or she will be expected to sign a new housing agreement. The University reserves the right to move the student to another room or to another residence hall if the need arises or for disciplinary reasons. Any student who changes his or her room without permission will be required to move back to the assigned room and will be charged a $50 administrative fee.

All students are collectively responsible for damages done in the public areas of their residence hall. When the person(s) responsible for damages cannot be found, the cost of repairs will be allocated to all students in the hall. Individual residents are responsible for damages within their own rooms.

After a room assignment has been made, students may not change rooms. However, if a room assignment is determined to be unsuitable, a room change may be granted. Students must have specific permission for a room change and must do an official check-out and check-in procedure, including returning room key(s) before keys will be issued for the new room.

All students who reside in university residence halls are required to participate in the meal plan. Students on the meal plan are required to present their student I.D. in the dining room. Whenever possible, specific arrangements may be made for those who require special dietary or medical attention.

Students who remain on campus for holiday breaks may be assigned to temporary rooms for the breaks. Students enrolled for the summer semester will be re-assigned rooms (May-August).

Salem is not responsible for damage or loss of any personal property on campus, and reserves the right to enter a room in an emergency, for maintenance, or for security purposes. The university does not have a secure facility to store personal items, such as furniture, on campus.

Students must be actively enrolled and attending class during each term spent living on campus. The room and board plan begins the first day of the term and ends on the last day of the semester. Students must check-out by 5:00 p.m. of the day following the end of the semester.

**Campus Safety and Security**

Salem employs a security force that provides for the security, safety, and welfare of the university community 365 days a year, twenty-four hours a day. In addition to patrolling campus property and buildings, including the residence halls, security can be contacted for assistance from any campus phone by dialing extension 302 or 546 or by dialing 304.326.1302 or 304.326.1546 from any phone. **To contact emergency services such as police, fire, or ambulance, call 911.**

The presence of a campus security force does not eliminate the need for students to take precautions to safeguard their persons and their valuables. For example, personal property should be marked securely with the owner’s information and a list of serial numbers should be kept separately. Doors should be kept locked at all times. Informative charts and safety tips are provided as part of residence hall programming. Of course, students are welcome to visit the Security Office located on the Third Floor of RCC for more information on safety.
Pursuant to the Students Right to Know and Campus Security Act (known as the Clery Act), Salem publishes an Annual Campus Security Report and a Fire Safety Report. The combined report is provided to all students living in the residence halls; it is available from the Registrar, Financial Aid, Admissions, and Security as well as online at: [http://www.salemu.edu](http://www.salemu.edu).

**STATEMENT ON HARASSMENT**

**RATIONALE**

State and federal laws protect employees and students from discrimination and harassment based on certain characteristics, such as race, age, gender (sex), religion, disability and national origin. In its *Guidelines on Discrimination Because of Sex*, the Equal Employment Opportunity Commission states that sexual harassment is an unlawful practice. The purpose of this policy is to unequivocally set forth Salem's position regarding sexual and other forms of illegal harassment, and the procedures to be implemented in order to carry out this policy. Salem prohibits any conduct on a student’s part that subjects other students or employees to illegal harassment, including sexual harassment.

**DEFINITIONS**

Illegal harassment consists of comments or behaviors that are directed at a person's race, gender, age, disability, religion, national origin, or veteran status. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic success;
- Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment.

**POLICY**

Salem’s continuing policy is to provide an environment free from any form of illegal harassment. Sexual harassment in any manner or form is expressly prohibited.

Retaliation against anyone exercising a legal right, such as filing a complaint in good faith or providing information during an investigation, is expressly prohibited, will not be tolerated and will result in disciplinary action, regardless of the disposition of the underlying complaint.

**PROCEDURES**

A student who feels that he or she has been subjected to sexual or other illegal harassment by fellow students, employees, vendors, visitors, or guests should report the incident in writing to the Office of the President.

Complaints will be promptly and thoroughly investigated by an appropriate person or persons. Investigations will be designed to protect the reasonable privacy interests of all parties concerned. Disciplinary and corrective action will be taken dependent upon the circumstances and as appropriate.
Salem will not tolerate verbal or physical conduct by any employee or student that harasses, disrupts, or interferes with another’s work performance or which creates an intimidating, offensive or hostile work environment.

Harassment of any kind will not be tolerated, including harassment on the basis of race, color, creed, religion, sex, sexual orientation, national origin, ability or disability.

All violations of the Student Code of Conduct, which include complaints of harassment, should be brought to the attention of the Office of the President immediately.

**Parking**

Students are responsible for knowing and obeying the on-campus parking policies. A parking decal is required to park a vehicle on-campus. Such a decal, however, is not a guarantee of a parking space. Limited parking is available on a first-come, first-served basis. Vehicles parked on campus without a proper decal are subject to being ticketed and towed.

Resident Student Lots are restricted to Resident Student decals at all times. Parking is not permitted in the circle, in front of garbage dumpsters, or other areas indicated by signs. Parked vehicles cannot block access to doors, to parking entrances, or otherwise impede access.

Parking a vehicle on campus constitutes an agreement to abide by all parking rules and regulations. Parking decals remain the property of Salem and are not transferable.

**Undergraduate Programs of Study**

**Goals of Undergraduate Education**

Salem is committed to providing a high-quality education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. Students should acquire a basic foundation in the liberal arts. The perspectives of the humanities, social sciences, natural sciences, and the arts should be integrated with coursework in the major to facilitate an understanding of the world at large.

This foundation for lifelong learning should provide the knowledge and skills necessary to deal with social, cultural, and technological change. Students should develop critical thinking and problem-solving skills sufficient for life in contemporary society. These skills include the ability to read critically, listen critically, ask appropriate questions, gather relevant information, and apply critical analysis to reach logical conclusions. Central to these skills are mathematical literacy and proficiency in oral and written communications. Students should attain proficiency in their major fields. This proficiency should enable them to be competitive in the job market or in admission to graduate or professional schools. Students should acquire knowledge, understanding, and an appreciation of diversity in languages, cultures, ideas, and peoples, along with a desire to work so that all individuals are treated in a manner consistent with social justice. Students should maintain a lifelong commitment to ethical behavior, responsible citizenship, and public service.

**Undergraduate Curricular Framework**

Salem offers bachelor’s and associate’s degree programs in Biology, Business Administration, Computer Science, Criminal Justice, Education, Information Technology, and Nursing. Bachelor’s
degrees require completion of 120 semester credits. Associate’s degree programs require the successful completion of at least 60 semester credits; however, the ADN Program requires 66. All credits earned in the associate’s program apply to the given bachelor’s program.

For important information about the educational debt, earnings, and completion rates of students who attended any of our programs, click here.

The minimum cumulative GPA to graduate is 2.0. However, specific programs may require a higher GPA, which will be shown in the program handbook or below. In some cases, higher GPA requirements reflect licensure rules.

The courses that comprise the various bachelor’s programs at Salem are categorized as follows:

- Foundation
- International Focus
- Recommended Electives by Major
- Major Core
- Specializations

**Foundation Courses**

Undergraduate degree programs at Salem generally require successful completion of a set of liberal arts foundation courses that includes English, mathematics, natural sciences, social and behavioral sciences, and the humanities. The fundamental roles of these general education courses are to:

- Support the Mission of the University.
- Emphasize the liberal arts, which are directed to general intellectual growth and development.
- Integrate the various disciplines.
- Offer philosophical, ethical, social, historical, literary, or aesthetic components.
- Provide the tools and concepts for analyzing culture and society in an international context.

In addition students are expected to gain the following competencies:

- Writing, listening, and speaking skills
- Critical thinking ability
- Quantitative and technological proficiencies
- Decision-making and problem-solving skills
- International and multicultural awareness
- Leadership and citizenship skills

**International Focus Courses**

Consistent with and in support of the Mission, most undergraduate students will complete several general education courses that focus on global information and perspectives. The institutional goal is 15 semester credits; however, some programs do not fit this pattern, usually because of licensure requirements (e.g., ADN Program). The international focus courses help instill in students international and multicultural awareness and understanding and promote global citizenship.
**Recommended Electives**

Most programs of study offer Recommended Electives that are meant to expand students’ knowledge, skills, and abilities in support of their major. Students may choose to substitute courses from other programs or electives with approval. The various degree programs’ faculties may specify a math and a writing course relevant to the discipline or continue to use the standard courses in technical writing and statistics that are offered for all students.

**Major Core Courses**

All baccalaureate students must complete at least one major comprising at least 30 credits in a single discipline, which defines the major. The courses are developed by the respective faculties to ensure an educational foundation of breadth (coverage) that is comparable to other regionally accredited programs in this discipline as well as being responsive to and maintaining the unique characteristics of Salem.

**Specialization Courses**

Specialization courses provide students with a deeper understanding of a specific component or occupation within the major discipline. Specializations require completion of 9 or more credits of advanced courses.

**Exceptions**

The nursing programs do not follow these curricular guidelines due to licensure requirements of the programs (ADN) or the limitations of being a degree-completion program (RN-BSN).

**Biology**

The Bachelor of Science in Biology (BSBIO) offers a rigorous curriculum that challenges students to explore those significant areas of biological science; to develop scientific approaches to tasks and problem-solving; to prepare for success in technical careers or to pursue advanced studies in professional health sciences, veterinary sciences, or other graduate programs.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

The BSBIO supports the mission of the university with a scientific program of study that challenges students to develop critical thinking aligned with the scientific method. This paradigm is applied to the life sciences but is applicable to diverse occupations and settings. Students will explore the current state of knowledge with respect to global human nutrition and the pathophysiology of diseases across various populations of the world. The importance of global warming and environmental problem-solving issues are focused in the chemistry and physics components of the curriculum help. Modern scientific evidence-based approaches to information search, problem-solving, and innovation. The programs embraces qualitative and quantitative approaches that support decision-making with integrity. Biological sciences are STEM Designated Degree Programs by the US Department of Homeland Security, signaling the importance of these studies to the Nation and the World.
PROGRAM LEARNING OBJECTIVES

Graduates will demonstrate the following:

1) Knowledge and skills to develop scientific approaches to global science issues.
2) Knowledge and skills to be employed in biology- and health-related fields.
3) The application of scientific approaches for success in technical careers related to biology.
4) Knowledge and skills to perform successfully on graduate school admissions tests.
5) The ability to communicate scientific information in written, oral, and graphic scientific format.

FOUNDATION

COM104 Principles of Human Communication
ECO255 Survey of Economics
ENG101 Written English
ENG102 Written English 2
HIS153 U.S. History
HIS154 U.S. History 2
MAT109 College Algebra
PSY100 Introduction to Psychology
SOC110 Introduction to Sociology
UNV100 Student Success
UNV105 Computer Applications

INTERNATIONAL FOCUS

ENG203 Multicultural Literature
FNA202 World Music OR
FNA203 World Art
HIS125 World Civilizations
HIS210 World Geography
HIS305 American Foreign Policy

RECOMMENDED ELECTIVES

ENG200 Research and Writing for Effective Communication
MAT140 Statistics

BSBIO CORE

BIO110 General Biology
BIO111 General Biology 2
BIO112 General Biology Lab
BIO210 Anatomy & Physiology
BIO211 Anatomy & Physiology 2
BIO499 Senior Capstone Project
CHM110 General Chemistry
CHM111 General Chemistry 2
CHM112 General Chemistry Lab
CHM210 Organic Chemistry
CHM211 Organic Chemistry 2
CHM212 Organic Chemistry Lab
CHM350 Biochemistry
CHM351 Biochemistry 2
PHY110 General Physics
PHY111 General Physics 2
PHY112 General Physics Lab

**Human Nutrition and Performance Specialization**

- BIO260 Kinesiology & Biomechanics
- BIO441 Active Nutritional Assessment of Athletes
- BIO445 Pathophysiology of Gut Microbiome & Nutrition
- BIO449 Natural Therapies and Exercise Physiology
- BIO460 Human Nutrition and Physical Performance

**Physiology and Exercise Science Specialization**

- BIO260 Kinesiology & Biomechanics
- BIO365 Physiology of Exercise & Performance Assessment
- BIO442 Microbiology
- BIO444 Pathophysiology
- BIO460 Human Nutrition and Physical Performance

**Associate of Science**

Typically, the associate’s degree is awarded when earned as students progress toward their bachelor’s degrees; however, students may choose to enroll in the associate’s program first. All hours earned in the associate’s apply to the requirements of the bachelor’s. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

**Business Administration**

The School of Business and the programs of study it offers support the Mission of the University to provide a high-quality, high-value education to graduate students who are seeking initial career entry or to advance in their careers. The programs of study provide a broad education in the fundamentals of business administration with specializations to provide in-depth learning opportunities in support of specific occupational goals of students.
MISSION OF THE SCHOOL OF BUSINESS

The School of Business utilizes strong leadership, strategic planning, stakeholder input, data driven decision making, quality faculty and staff, and student-centered processes to provide excellent programs to both undergraduate and graduate business majors.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The core curriculum of the Bachelor of Science in Business Administration (BSBA) provides a foundation across the key functional areas of business administration such as management, accounting, finance, marketing, law, and organizational behavior. Specializations are offered that allow students to gain additional knowledge, skills, and abilities that are focused on occupations, such as accounting, finance, engineering management, general management, health care management, international business, retail management, and sports and recreation management. The capstone course enables students to demonstrate their ability to make decisions with integrity, informed by economic, legal, ethical, and global perspectives.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

PROGRAM LEARNING OBJECTIVES

Graduates will demonstrate the following:

1) Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.

2) Knowledge, skills, and abilities to compete in the global market economy.

3) Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.

4) Ability to communicate information in written, oral, and graphic formats.

FOUNDATION

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>COM104</td>
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<td>Student Success</td>
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<td>UNV105</td>
<td>Computer Applications</td>
</tr>
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INTERNATIONAL FOCUS

ENG203  Multicultural Literature
FNA202  World Music
FNA203  World Art
HIS125  World Civilizations
HIS210  World Geography
HIS305  American Foreign Policy

RECOMMENDED ELECTIVES

BUS201  Personal Financial Planning
BUS202  Introduction to Business Operations
BUS203  Real Estate and Insurance
ENG200  Research and Writing for Effective Communication
MAT140  Statistics
PSC100  American Government and Society

BSBA CORE

ACC111  Principles of Accounting
ACC112  Principles of Accounting 2
BUS323  Commercial Law
FIN344  Corporate Finance
FIN345  Corporate Finance 2
MGT210  Principles of Management
MGT361  Management Information Systems
MGT363  Organizational Theory
MGT499  Senior Capstone Project
MKT231  Principles of Marketing

SPECIALIZATIONS

ACCOUNTING

ACC304  Financial Accounting
ACC305  Financial Accounting 2
ACC316  Cost Accounting
ACC411  Auditing
ACC412  Corporate Taxation

ENGINEERING MANAGEMENT

BUS420  Foundations of Engineering Management
BUS421  Logistics Management
BUS422  Supply Chain Management
BUS423  Project Management and Budgeting
BUS424  Quality and Risk Management
### Finance
- **FIN343** International Finance and Banking
- **FIN430** Investment Analysis
- **FIN435** Capital Markets
- **FIN440** Portfolio Management
- **FIN445** Real Estate Finance and Investment

### Health Care Management
- **MGT212** Introduction to Health Care Management
- **MGT222** Human Resources Management
- **MGT225** Legal Aspects of Health Care Management
- **MGT310** Economics and Health Care Finance
- **MGT426** International Issues in Health Care Management

### Human Resources Management
- **MGT222** Human Resources Management
- **MGT410** Compensation and Benefits Management
- **MGT411** Employment Law
- **MGT412** International Human Resources Management
- **MGT450** Special Topics

### International Business
- **BUS440** International Law & Public Policy
- **FIN343** International Finance & Banking
- **MGT222** Human Resources Management
- **MGT424** International Business Management
- **MKT431** International Marketing

### Management
- **BUS410** Business Planning/Small Business Administration
- **MGT222** Human Resources Management
- **MGT362** Operations Management
- **MGT424** International Business Management
- **MKT431** International Marketing

### Retail Management
- **BUS400** Principles of Retailing
- **BUS401** Retail Operations and Purchasing
- **BUS405** Foodservice Management
- **MGT222** Human Resources Management
- **MKT400** Retail Sales Promotion
SPORTS AND RECREATION MANAGEMENT

PED418  Organization & Administration of Physical Education & Sports
SMG210  Principles of Sports Management
SMG230  Governance & Ethics in Sports
SMG340  Facilities & Event Management
SMG380  Legal Aspects of Sports

APPLIED MANAGEMENT

This specialization is designed to accommodate students who have earned an associate of science or associate of applied science in a vocational, career, or occupational program and want to complete their baccalaureate. Students must complete the core courses and the following specialization courses, as well as five or more general education courses to meet the BSBA requirements of 120 earned credits, including at least 30 that qualify as general education:

BUS410  Business Planning & Small Business Administration
MGT222  Human Resources Management
MGT362  Operations Management
MGT424  International Business Management
MGT450  Special Topics

INTERNSHIPS

Students who have earned at least thirty (30) relevant credits with a 2.5 grade point average are eligible to earn academic credit toward their degree through participation in an internship. Students who wish to earn academic credit in this way must fill out appropriate forms for approval before beginning the internship. These forms include a Registration Form, Position Description Form, and an Agreement Form. In preparing the forms, the student must confer with the Dean or program director for approval.

The student is responsible for securing an internship site in a business setting relevant to their occupational and career goals. The selected employer must name a site supervisor without conflict of interest who will commit to providing the Dean with weekly progress reports throughout the duration of the internship. At the completion of the internship the site supervisor must submit a final progress report within 1 week that attests to the student’s work, level of effort (e.g., hours) and accomplishments. The awarding of academic credit is at the Dean’s discretion.

Salem faculty members evaluate the student’s learning experience and assign a grade of Pass or Fail. Of course, students may Withdraw and receive no academic credit.

The criteria for evaluation of the learning experiences are established prior to the beginning of the internship in writing. Each student must meet with the dean or director to discuss the requirements for documenting the learning experience via a portfolio and for earning academic credit before beginning the internship. This portfolio will be reviewed by faculty for grading.

The university routinely will not approve internships that may put the student’s safety in jeopardy. An exception may be made on a case by case basis. A waiver of liability will be required for students who insist on internship sites that may pose threats to their safety.
**ASSOCIATE OF SCIENCE**

Typically, the associate’s degree is awarded when earned as students progress toward their bachelor’s degrees; however, students may choose to enroll in the associate’s program first. All hours earned in the associate’s apply to the requirements of the bachelor’s. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

**COMPUTER SCIENCE**

The Bachelor of Science in Computer Science (BSCS) program at Salem focuses on preparing students to be able to plan, design, development, and manage software systems for commercial and government applications. The core courses cover the principles of computer science, computer architectures, database management systems, operating systems, networking, and project management. Specializations are offered in Software Development and in Data Analytics, two burgeoning occupations as indicated by the U.S. Bureau of Labor Statistics.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

To support the university’s mission, the Computer Science Program endeavors to prepare Computer Science professionals to be effective in a diverse and dynamic Computer Science field. The Computer Science program at Salem University prepares our graduates by providing theoretical, experiential and applied knowledge to provide solutions for a rapidly growing industry. Salem University and the Computer Science Program seek to employ instructors with a wide variety of experiences and education in order to provide expert instruction on the many concepts and principals involved in Computer Science and Information Technology studies. Program faculty strives to provide students with a rewarding classroom experience rich in instruction, skills-building and real-world application. Among other features of the program, this mission oriented approach ensures that Salem University provides a challenging and robust Computer Science program that continues to meet the needs of the student and the industry with a global perspective. Finally, the field of Computer Science offers STEM Designated Degree Programs as defined by the US Department of Homeland Security, signaling their importance to the Nation and the World.

**PROGRAM LEARNING OBJECTIVES**

Graduates will demonstrate the following:

1) Ability to apply computer science theory and principles in addressing global business opportunities and challenges.

2) Knowledge, skills and abilities in the area of computer science with an applied, real-world focus.

3) Knowledge, skills and abilities in business management as applied to computer science development and operations.

4) Ability to communicate information in written, oral, and graphic formats.
5) Knowledge, skills, and abilities to enter into advanced studies in computer science or business.

**Foundation**

- COM104 Principles of Human Communication
- ECO255 Survey of Economics
- ENG101 Written English
- ENG102 Written English 2
- HED120 Core Concepts of Personal Health
- HIS153 U.S. History
- HIS154 U.S. History 2
- MAT125 College Mathematics
- PSY100 Introduction to Psychology
- SCI215 Earth Science
- SCI216 Physical Science
- SOC110 Introduction to Sociology
- UNV100 Student Success
- UNV105 Computer Applications

**International Focus**

- ENG203 Multicultural Literature
- FNA202 World Music
- FNA203 World Art
- HIS125 World Civilizations
- HIS210 World Geography
- HIS305 American Foreign Policy

**Recommended Electives**

- BUS110 Survey of Business
- CS200 Computer Game and Application Development
- ENG200 Research and Writing for Effective Communication
- IT202 Internet Publishing
- MAT140 Statistics
- MGT361 Management Information Systems
- PSC100 American Government & Society

**BSCS Core**

- CS100 Principles of Computer Science
- CS110 Introduction to Computer Architecture
- CS120 Fundamentals of Computation
- CS130 Fundamentals of Computer Graphics
- CS150 Introduction to Programming
- CS310 Database Architectures
CS350 Operating Systems
CS409 Networking
CS445 Project Management
CS499 Senior Capstone

**Specializations**

**Data Science**
- CS401 Advanced Database Development using SQL
- CS402 Data Mining & Data Warehousing
- CS403 Security Data Science
- CS404 Business Intelligence
- CS405 Data Analytics

**Software Development**
- CS323 Methods of Software Development
- CS325 Intermediate Programming
- CS330 Data Structures & Algorithms
- CS420 Information Systems Security
- CS435 Compilers & Languages

**Associate of Science**

Typically, the associate's degree is awarded when earned as students progress toward their bachelor's degrees; however, students may choose to enroll in the associate's program first. All hours earned in the associate's apply to the requirements of the bachelor's. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

**Criminal Justice**

The Bachelor of Arts in Criminal Justice (BACJ) prepares students to enter or advance in careers such as protective services, law enforcement, corrections, crime prevention and support services, court administration and general security. The program supports Salem University's mission by incorporating a world view into the program, exploring diverse perspectives on politics, cultures, justice systems, and crime challenges. In addition, the program is designed to provide students with skills that are useful in the detection, investigation and prosecution of crimes through courses in, policing, criminal investigations, crime scene management and criminal procedure.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

The program further supports the university's mission through courses in criminal justice management, emergency management, correctional administration and ethics where students
learn the skills of critical thinking and ethical decision making. The program encourages students to explore the philosophy and history of the criminal justice system to develop an understanding of its strengths, weaknesses, and continual evolution. The Core courses cover fundamental concepts that are essential to a broad understanding of the field including criminal and constitutional law, crisis intervention, domestic violence, terrorism, evidence and procedure, and investigation and forensics. Specializations include administration of justice, corrections, law enforcement, crime scene investigation, and homeland security.

**Program Learning Objectives**

Graduates will demonstrate the following:

1) Knowledge and skills in constitutional and criminal law to include the history and development of our criminal justice system, processes and the foundations of citizens’ rights.

2) Knowledge and skills in criminal investigations to include initial response, the tools and procedures of modern investigations, and the trial process.

3) Knowledge and understanding of current challenges and areas of focus in criminal justice to include crisis intervention, domestic violence and terrorism.

4) Knowledge and skills in using and interpreting criminal justice research and statistics along with an understanding of the ethical principles involved in the criminal justice field.

5) Knowledge, skills, and abilities for employment in the field of criminal justice or for admission to graduate programs.

**Foundation**

- COM104 Principles of Human Communication
- ECO255 Survey of Economics
- ENG101 Written English
- ENG102 Written English 2
- HED120 Core Concepts of Personal Health
- HIS153 U.S. History
- HIS154 U.S. History 2
- MAT125 College Mathematics
- PSY100 Introduction to Psychology
- SCI105 Life Science
- SCI216 Physical Science
- SOC110 Introduction to Sociology
- UNV100 Student Success
- UNV105 Computer Applications

**International Focus**

- ENG203 Multicultural Literature
- FNA202 World Music OR
- FNA203 World Art
- HIS125 World Civilizations
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**Recommended Electives**

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<td>ENG201</td>
<td>Legal Research and Writing</td>
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<tr>
<td>HIS205</td>
<td>History of Organized Crime</td>
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<tr>
<td>MAT140</td>
<td>Statistics</td>
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<td>PSC100</td>
<td>American Government &amp; Society</td>
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<tr>
<td>SOC130</td>
<td>Criminology</td>
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**BACJ Core**

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<td>CJU210</td>
<td>Criminal Evidence and Constitutional Procedure</td>
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<td>CJU230</td>
<td>Criminal Investigation and Forensics</td>
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<td>CJU233</td>
<td>Crisis Intervention</td>
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<td>CJU242</td>
<td>Domestic Violence</td>
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<td>CJU270</td>
<td>Terrorism</td>
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<td>CJU405</td>
<td>Constitutional Law</td>
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<td>CJU408</td>
<td>Criminal Justice Research and Statistics</td>
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<td>CJU440</td>
<td>Ethics in Criminal Justice</td>
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<td>CJU499</td>
<td>Capstone</td>
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**Specializations**

**Administration of Justice**

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<td>CJU220</td>
<td>Corrections System and Operations</td>
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<td>CJU221</td>
<td>Juvenile Justice</td>
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<td>CJU325</td>
<td>White Collar Crime</td>
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<td>HED320</td>
<td>Substance Use and Abuse OR</td>
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**Corrections**

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<td>CJU221</td>
<td>Juvenile Justice</td>
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<td>CJU320</td>
<td>Corrections Administration</td>
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<td>CJU360</td>
<td>Legal Issues in Corrections</td>
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<td>CJU449</td>
<td>Criminal Justice Management OR</td>
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**Crime Scene Investigation**

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<tr>
<td>CJU441</td>
<td>Crime Scene Photography</td>
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CJU442  Fingerprints and Impression Evidence
CJU443  Crime Scene Management
CJU444  Ballistics and Firearm Identification
CJU446  Digital Evidence
CJU450  Special Topics

**Homeland Security**
CJU447  Homeland Security
CJU448  Emergency Management
CJU449  Criminal Justice Management
CJU450  Special Topics
CJU451  Incident Command and Management

**Law Enforcement**
CJU215  Police Operations
CJU235  Security
CJU300  Police Administration
CJU315  Patrol and Community Policing
CJU449  Criminal Justice Management OR
CJU450  Special Topics

**Associate of Arts**
Typically, the associate's degree is awarded when earned as students progress toward their bachelor's degrees; however, students may choose to enroll in the associate's program first. All hours earned in the associate's apply to the requirements of the bachelor's. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

**Education**
The Salem School of Education is nationally accredited and offers a Bachelor of Science in Education (BSED) degree program with teaching specializations in Biology Education (9th grade to Adult), English Education (5th grade to Adult), Health Education (Pre-Kindergarten to Adult), Physical Education (Pre-Kindergarten to Adult), and Social Studies Education (5th grade to Adult). These programs lead to licensure and have been approved by the West Virginia State Board of Education.

Through standards-based educator preparation programs, the Salem BSED program strives to create educational leaders who facilitate learning in the classroom (teacher), building (principal), and district (supervisor of instruction and/or superintendent). This includes candidate acquisition of the beliefs, knowledge and skills necessary to effectively promote learning in the 21st Century
as a *Facilitator of Learning*. This acquisition is promoted through preparation programs built to emphasize the inter-connectedness of beliefs, knowledge, and skills as identified by:

1) Interpersonal and Collaborative Skills.

   *A facilitator of learning* clearly and consistently communicates in a variety of ways with diverse stakeholders and across multiple school-related settings, effectively utilizing 21\textsuperscript{ST} Century tools and resources.

2) Content Knowledge

   *A facilitator of learning* masters the content knowledge necessary to support 21\textsuperscript{ST} Century teaching and learning and can demonstrate the interrelatedness of this content and its integration across multiple educational roles and settings.

3) Teaching, Learning, and Leading

   *A facilitator of learning* demonstrates leadership by implementing classroom and school processes that promote 21\textsuperscript{ST} Century learning through planning, implementation, evaluation, reflection and revision.

4) Preparation for the 21\textsuperscript{ST} Century Workplace

   *A facilitator of learning* understands the skills required in diverse, globally connected, effective 21\textsuperscript{ST} Century work environments, and the importance of a self-directed path of continuous professional growth.

5) Professional Ethical Standards

   *A facilitator of learning* models the ethical standards expected of a 21\textsuperscript{ST} Century professional educator across multiple learning environments and roles, and within all stakeholder communities.

**Teacher Education Program Admission, Matriculation, and Graduation**

Students who are majoring in education and intending to enter the Salem teacher education program must undergo a portfolio evaluation and interview. Successful completion of this *Level I Review* (the first of a three-level review process across the program) is required for formal admission into the teacher education program. Upon formal admission, education majors become *teacher candidates*. Teacher candidates must maintain a minimum grade-point average of 3.0 on a 4-point scale and participate in *fieldwork* and *clinical experiences* (*student teaching*). Fieldwork and student teaching provide teacher candidates opportunities to work in local public schools to apply what they learn in classes and practice becoming a teacher. Teacher candidate’s knowledge, skills, and *dispositions* (professional attitudes) are evaluated throughout the preparation program through a variety of course-based and external assessments administered by university professors and public school site supervisors using such activities as performance evaluation, state required licensure tests (*The Praxis Series*), and the Teacher Education Portfolio Review Process. The goal of the ongoing portfolio process is assessment of teacher candidate development as a Facilitator of Learning.

**The Salem Teacher Education Program Portfolio Process**

The Salem Teacher Education Program requires that all teacher candidates maintain an electronic portfolio. This portfolio should be constantly updated over the course of the preparation program. It should be comprised of artifacts (actual examples of work) that best demonstrate the teacher
candidate has an in-depth knowledge and understanding of his or her content area, the West Virginia Professional Teaching Standards, and the Salem Facilitator of Learning framework.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

**WEST VIRGINIA PROFESSIONAL TEACHING STANDARDS**

- Standard 1: Curriculum and Planning
- Standard 2: The Learner and the Learning Environment
- Standard 3: Teaching
- Standard 4: Professional Responsibilities for Self-Renewal
- Standard 5: Professional Responsibilities for School and Community

The purpose of the portfolio is not only to demonstrate mastery of what a teacher candidate knows and is able to do, but also to demonstrate how he or she has grown in knowledge and understanding over the course of the Teacher Education Program. This evidence of growth is a major component used for assessment during the Level II and Level III reviews.

**LEVEL I PORTFOLIO REVIEW – ADMISSION**

The portfolio will first be assessed at Level I, as the application process for formal admission to the School of Education and to the student’s selected teacher preparation program. This process includes a candidate interview. Potential Teacher Candidates are eligible to submit their portfolio for review after they have met the following requirements:

- Completion of 24-36 hours of coursework, including EDU101, SPE120, or EDU272;
- A minimum GPA of 3.0 in content courses, in the professional educator core courses, and overall;
- Praxis Core Academic Skills for Educators (CORE): this series of tests must be passed prior to full admission to a teacher education program. For education majors deficient in meeting Praxis Core requirements, provisional admission status may be granted for a specific timeframe due to extenuating circumstances and education faculty committee review to support remediation efforts.;
- Negative screening for Tuberculosis (Tine Test); and
- Clear background check.

The Level I Review and Interview must demonstrate the potential teacher education candidate has the ability to perform at the "Acceptable" level of knowledge, understanding, and performance necessary to progress through the Salem Teacher Education Program. "Acceptable" performance levels are defined within portfolio scoring rubrics that can be found in the *Salem Teacher Education Portfolio Handbook* available in hard copy, in LiveText, and on the Salem web site.

**LEVEL II PORTFOLIO REVIEW – ADMISSION TO INTERNSHIP**

A successful review of the Level II portfolio is required to advance to the Teacher Candidate Internship (EDU490, EDU491, and EDU492). It is the responsibility of each teacher candidate to schedule these reviews. Teacher Candidates are eligible to schedule a Level II review after they have met the following requirements:
• Successful completion of all required courses for the program of study and attendance at all Education Professional Seminars.
• A minimum GPA of 3.0 in content courses, in professional educator core courses, and overall;
• Meeting the required minimum score identified by the West Virginia Department of Education on all program-required Praxis tests, which includes the CORE and licensure specific specialization tests.

At the Level II review, Candidates must demonstrate they are primarily at the “Target” level of knowledge, understanding and performance required for a productive and effective Teacher Education Internship experience. “Target” performance levels are defined by the portfolio scoring rubrics. The Level II review must exhibit clear evidence to demonstrate the teacher candidate has grown in his or her knowledge and potential to function as an effective teacher candidate intern.

**LEVEL III PORTFOLIO REVIEW– PROGRAM COMPLETION, GRADUATION AND RECOMMENDATION FOR LICENSURE**

At the Level III review, the portfolio should evolve into a final showcase portfolio. This final version of the portfolio should provide the best evidence possible of what a Teacher Candidate knows and is able to do as a potential beginning teacher. Teacher Candidates must successfully complete this final review of the portfolio as the culminating experience of the Salem Teacher Education Program. Candidates are eligible to schedule a Level III Review after they have met the following the requirements:

• A minimum GPA of 3.0 in content courses, in professional educator core courses, and overall.
• Successful completion of EDU416 Educational Assessment and Strategies.
• Successful completion of the Internship (EDU490, 491, and 492).
• Meeting the required minimum score identified by the West Virginia Department of Education on the Praxis Professional Learning and Teaching (PLT) test.

The Level III review requires the Teacher Candidate to successfully present and defend his or her portfolio.

**TEACHER EDUCATION INTERNSHIP**

The Teacher education program culminates with a twelve (12) credit-hour, 16-week Student Teaching Internship (EDU416, EDU490, EDU491, and EDU492). During this internship, teacher candidate interns will follow the same workday/time schedule as their cooperating teacher(s). Teacher candidates should understand they are required to be on campus while school is in session. The internship assignment typically will consist of two eight–week placements in public school settings in the appropriate programmatic level and content area. In addition to classroom assignments, interns participate in extracurricular activities of the school and the community.

**TRANSFER STUDENTS**

Transfer students, whether within the university or transferring from another institution of higher education, who wish to pursue the teacher education program must register their intent with the Registrar and with the School of Education. The initial evaluation for acceptance into the major will depend on the GPA and Praxis scores at the time of transfer.
Teacher Certification Requirements

Teacher candidates, upon completion of the teacher preparation program of study will be fully prepared for licensure by the State of West Virginia. Those desiring to secure teaching certificates in States other than West Virginia should familiarize themselves with the requirements for certification in the State in which they plan to seek employment.

High Moral Character

Please be aware: West Virginia State Law regarding licensure requires Salem University to attest in writing that the applicant for licensure is of “high moral character” (Form 19-Professional Administrative Certification). Do not jeopardize the institution’s ability to sign this certification on your behalf by demonstrating poor judgment during your program of study.

Bachelor of Science in Education

The Bachelor of Science in Education (BSED) is an educator preparation program. All teacher candidates matriculating in the program are required to meet the minimum General Education requirements. The Professional Educator Core forms the nucleus of the BSED program and provides adequate proficiency to the beginning teacher. Ideally, the teacher education term is to be taken in the senior year, with the internship being the culminating experience. The student teaching/internship process requires exact planning during the early years of the undergraduate program, as well as in the senior year.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Biology Education

The BSED in Biology Education specialization focuses on 21st Century skills and emphasize the mastery of knowledge, skills, and dispositions identified in the National Science Teachers Association (NSTA) Standards and the Facilitator of Learning model as assessed in Portfolio Levels I, II, and III. Biology licensure by the State of West Virginia is for 9-Adult.

Learning Objectives

Graduates will demonstrate the knowledge, skills, and dispositions needed to provide effective instruction related to:

1) Knowledge and practices of contemporary science interrelating and interpreting important concepts, ideas, and applications in their fields of licensure.

2) Knowledge and practices on how students learn and develop scientific knowledge using scientific inquiry to develop this knowledge for all students.

3) Planning for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science, aligning plans with state and national standards while reflecting the nature and social context of science, inquiry, and appropriate safety considerations, designing and selecting activities, instructional settings, and resources, including science specific technology, to achieve those goals, and plan for fair and equitable assessment strategies to evaluate if the learning goals are met.
4) Maintenance of chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 setting science classroom appropriate to their area of licensure in a P-12 classroom setting.

5) Evidence to show that P-12 students’ understandings of major science concepts, principles, theories, and laws, have changed as a result of instruction, by the candidate and that student knowledge is at a level of understanding beyond memorization and provide evidence for the diversity of student they teach.

6) Continuous striving to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion, for all students in science, and candidates identify with and conduct themselves as part of the science community.

**Foundation**

- COM104 Principles of Human Communication
- ENG101 Written English
- ENG102 Written English 2
- MAT125 College Mathematics
- UNV100 Student Success
- UNV105 Computer Applications

**International Focus**

- HIS125 World Civilizations

**Recommended Electives**

- MAT140 Statistics

**Professional Educator Core**

- EDU101 Foundations of Education
- EDU222 Technology Integration in the Classroom
- EDU271 Human Development
- EDU272 Educational Psychology
- EDU362 Reading Across the Content Areas
- EDU370 Schools, Families, and Communities
- EDU376 Materials & Methods of Teaching
- EDU416 Educational Assessment Strategies
- EDU436 Classroom Environment & Management
- EDU490 Student Teaching 1
- EDU491 Student Teaching 2
- EDU492 Student Teaching 3
- SPE120 Areas of Exceptionality in Special Education
- SPE390 Inclusive Curriculum, Materials & Methods
In addition, students in the BSED in Biology Education must complete the following courses:

- BIO110  General Biology
- BIO111  General Biology 2
- BIO112  General Biology Lab
- BIO210  Anatomy and Physiology
- BIO211  Anatomy and Physiology 2
- BIO442  Microbiology
- BIO444  Pathophysiology
- BIO460  Advanced Topics in Human Nutrition
- BIO377A  Materials and Methods of Teaching Biology
- BIO377B  Materials and Methods of Teaching Biology 2
- CHM110  General Chemistry
- CHM111  General Chemistry 2
- CHM112  General Chemistry Lab
- CHM210  Organic Chemistry
- CHM350  Biochemistry
- PHY110  General Physics
- PHY111  General Physics 2
- PHY112  General Physics Lab

**English Education**

The BSED in English Education specialization focuses on 21st Century skills and emphasize the mastery of knowledge, skills, and dispositions identified in the National Council of Teachers of English (NCTE) Standards listed below and the Facilitator of Learning model as assessed in Portfolio Levels I, II, and III. English licensure by the State of West Virginia is for 5-Adult.

**Learning Objectives**

Graduates will demonstrate the knowledge, skills and dispositions needed to provide effective instruction related to the study of:

1) **Content Knowledge**: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

2) **Content Knowledge**: Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

3) **Content Pedagogy, Planning Literature and Reading Instruction in ELA**: Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

4) **Content Pedagogy, Planning Composition Instruction in ELA**: Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.
5) Learners and Learning, Implementing English Language Arts Instruction: Candidates plan, implement, assess, and reflect on Research based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and Responds to diverse students' context based needs.

6) Professional Knowledge and Skills: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

7) Professional Knowledge and Skills: Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

**Foundation**

- COM104  Principles of Human Communication
- ECO255  Survey of Economics
- ENG101  Written English
- ENG102  Written English 2
- HED120  Core Concepts of Personal Health
- HIS153  U.S. History
- HIS154  U.S. History 2
- MAT125  College Mathematics
- UNV100  Student Success
- UNV105  Computer Applications

**International Focus**

- ENG203  Multicultural Literature
- HIS125  World Civilizations
- FNA203  World Art

**Recommended Electives**

- ENG200  Research and Writing for Effective Communication
- MAT140  Statistics

**Professional Educator Core**

- EDU101  Foundations of Education
- EDU222  Technology Integration in the Classroom
- EDU271  Human Development
- EDU272  Educational Psychology
- EDU362  Reading Across the Content Areas
- EDU370  Schools, Families, and Communities
- EDU376  Materials & Methods of Teaching
- EDU416  Educational Assessment Strategies
- EDU436  Classroom Environment & Management
In addition to the courses shown above, students in the BSED in English Education must successfully complete the following courses:

- ENG206 Structural Grammar: The English Language
- ENG220 American Literature
- ENG222 American Literature 2
- ENG230 British Literature
- ENG232 British Literature 2
- ENG300 Cultural Impact on Language and Learning
- ENG304 Non-Western World Literature
- ENG306 Drama and Poetry
- ENG308 Short Story and Novel
- ENG377A Materials and Methods of Teaching English
- ENG377B Materials and Methods of Teaching English 2

**Health Education**

Learning Objectives for the specialization in Health Education focus on 21st Century skills and emphasize the mastery of knowledge, skills, and dispositions identified in the American Alliance for Health, Physical Education, Recreation and Dance/American Association for Health Education (AAHPERD/AAHE) Standards listed below and the Facilitator of Learning model as assessed in Portfolio Levels I, II, and III.

**Learning Objectives**

Graduates will demonstrate the knowledge, skills and dispositions needed to provide effective instruction related to:

1. Knowledge and skills of a health literate educator.
2. Assessment needs to determine priorities for school health education.
3. Planning for effective comprehensive school health education curricula and programs.
5. Assessment of student learning.
6. Planning and coordinating a school health education program.
7. Serving as a resource person in health education.
8. Communication and advocacy for health and school health education.

**Foundation**

- COM104 Principles of Human Communication
ECO255  Survey of Economics  
ENG101  Written English  
ENG102  Written English 2  
HED120  Core Concepts of Personal Health  
HIS153  U.S. History  
HIS154  U.S. History 2  
MAT125  College Mathematics  
PSY100  Introduction to Psychology  
SOC110  Introduction to Sociology  
UNV100  Student Success  
UNV105  Computer Applications  

**International Focus**  
ENG203  Multicultural Literature  
FNA202  World Music OR  
FNA203  World Art  
HIS125  World Civilizations  

**Recommended Electives**  
ENG200  Research and Writing for Effective Communication  
MAT140  Statistics  

**Professional Educator Core**  
EDU101  Foundations of Education  
EDU222  Technology Integration in the Classroom  
EDU271  Human Development  
EDU272  Educational Psychology  
EDU362  Reading Across the Content Areas  
EDU370  Schools, Families, and Communities  
EDU376  Materials & Methods of Teaching  
EDU416  Educational Assessment Strategies  
EDU436  Classroom Environment & Management  
EDU490  Student Teaching 1  
EDU491  Student Teaching 2  
EDU492  Student Teaching 3  
SPE120  Areas of Exceptionality in Special Education  
SPE390  Inclusive Curriculum, Materials & Methods  

In addition to the above courses, students in the BSED in Health Education must successfully complete the following courses:  
BIO210  Anatomy & Physiology  
BIO365  Physiology of Exercise & Performance Assessment  
BIO460  Advanced Topics in Human Nutrition
PHYSICAL EDUCATION

Learning Objectives for the specialization in Physical Education focus on 21st Century skills and emphasize the mastery of knowledge, skills, and dispositions identified in the American Alliance for Heath, Physical Education, Recreation and Dance (AAHPERD/NASPE) Standards listed below and the Facilitator of Learning model as assessed in Portfolio Levels I, II, and III.

LEARNING OBJECTIVES

Graduates will demonstrate the knowledge, skills and dispositions needed to provide effective instruction related to:

1) Understanding and applying discipline specific scientific and theoretical concepts critical to the development of physically education individuals.

2) Being physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NAPSE K-12 Standards.

3) Planning and implementing developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

4) Using effective communication and pedagogical skills and strategies to enhance student engagement and learning.

5) Utilizing assessments and reflection to foster student learning and inform instructional decisions.

6) Demonstrating dispositions essential to becoming effective professionals.

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INTERNATIONAL FOCUS

FNA202 World Music

RECOMMENDED ELECTIVES

BIO101 Basic Principles of Biology
ENG200 Research and Writing for Effective Communication

PROFESSIONAL EDUCATOR CORE

EDU101 Foundations of Education
EDU222 Technology Integration in the Classroom
EDU271 Human Development
EDU272 Educational Psychology
EDU362 Reading Across the Content Areas
EDU370 Schools, Families, and Communities
EDU376 Materials & Methods of Teaching
EDU416 Educational Assessment Strategies
EDU436 Classroom Environment & Management
EDU490 Student Teaching 1
EDU491 Student Teaching 2
EDU492 Student Teaching 3
SPE120 Areas of Exceptionality in Special Education
SPE390 Inclusive Curriculum, Materials & Methods

In addition to the courses shown above, students in the BSED in Physical Education must successfully complete the following courses:

BIO210 Anatomy and Physiology
BIO211 Anatomy and Physiology 2
BIO460 Advanced Topics in Human Nutrition
PED101 Individual Sports
PED102 Team Sports
PED116 Foundations of Physical Education & Sport
PED209 Adapted Physical Education & Fitness
PED250 Kinesiology and Biomechanics
PED377A Materials and Methods of Teaching Physical Education
PED377B Materials and Methods of Teaching Physical Education 2
PED395 Physiology of Exercise and Performance Assessment
PED422 Advanced Topics in Physical Education

SOCIAL STUDIES EDUCATION

The BSED specialization in Social Studies Education focuses on 21st Century skills and emphasize the mastery of knowledge, skills, and dispositions identified in the National Council for the Social Studies (NCSS) Standards listed below and the Facilitator of Learning model as assessed in Portfolio Levels I, II, and III.
LEARNING OBJECTIVES

Graduates will demonstrate the knowledge, skills and dispositions needed to provide effective instruction related to the study of:

1) Culture and culture diversity.
2) Time, continuity, and change.
3) People, places, and environments.
4) Individual development and identity.
5) Individuals, groups, and institutions.
6) Power, authority, and governance.
7) Production, distribution, and consumption of goods and services.
8) Science, technology, and society.
9) Global connections and interdependence.
10) Civic ideals and practices.

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PSC100 American Government and Society

Professional Educator Core

EDU101 Foundations of Education
EDU222 Technology Integration in the Classroom
EDU271 Human Development
EDU272 Educational Psychology
EDU362 Reading Across the Content Areas
EDU370 Schools, Families, and Communities
EDU376 Materials & Methods of Teaching
EDU416 Educational Assessment Strategies
EDU436 Classroom Environment & Management
EDU490 Student Teaching 1
EDU491 Student Teaching 2
EDU492 Student Teaching 3
SPE120 Areas of Exceptionality in Special Education
SPE390 Inclusive Curriculum, Materials & Methods

In addition to the courses shown above, students in the BSED in Social Studies Education must successfully complete the following courses:

HED130 Consumer Health
HED320 Substance Use and Abuse
HIS300 West Virginia History, Geography & Government
HIS377A Materials & Methods of Teaching Social Studies
HIS377B Materials & Methods of Teaching Social Studies 2

Associate of Science in Education

The associate’s degree is awarded when earned; however, students may not enroll in the associate’s program as a standalone program. All hours earned in the associate’s apply to the requirements of the bachelor’s. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Information Technology

The Bachelor of Science in Information Technology (BSIT) provides a foundation for students to successfully apply information technology (IT) theory and principles to address real-world opportunities and challenges. Under the guidance of the faculty, the BSIT core enables students to develop knowledge, skills, and abilities in systems analysis, programming, database systems, computer networking, information security, Web technologies, and project management. Specializations are offered in enterprise networking and cybersecurity. The BSIT establishes a basis for students’ continued career growth and life-long learning as an IT professional. Career
opportunities in IT span the full range of computer-related occupations, from technical support specialists to computer operations management. Successful completion of the BSIT prepares the student for graduate studies.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

To support the university’s mission, the Information Technology Program endeavors to prepare Information Technology professionals to be effective in a diverse and dynamic Information Technology field. The Information Technology program at Salem University prepares our graduates by providing theoretical, experiential and applied knowledge to provide solutions for a rapidly growing information technology industry. Salem University and the Information Technology Program seek to employ instructors with a wide variety of experiences and education in order to provide expert instruction on the many concepts and principals involved in Computer Science and Information Technology studies. Program faculty strives to provide students with a rewarding classroom experience rich in instruction, skills-building and real-world application. Among other features of the program, this mission oriented approach ensures that Salem University provides a challenging and robust information Technology program that continues to meet the needs of the student and the industry with a global perspective. Finally, IT offers STEM Designated Degree Programs by the US Department of Homeland Security, signaling their importance to the Nation and the World.

**Learning Objectives**

Graduates will demonstrate the following:

1) Ability to apply information technology theory and principles in addressing global business opportunities and challenges.

2) Knowledge, skills and abilities in the area of information technology with an applied, real-world focus.

3) Knowledge, skills and abilities in business management as applied to IT development and operations.

4) Ability to communicate information in written, oral, and graphic formats.

5) Knowledge, skills, and abilities to enter into advanced studies in IT or business.

**Foundation**

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**International Focus**

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**Recommended Electives**

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**BSIT Core**

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**Specializations**

**Cybersecurity**

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<td>IT450</td>
<td>Special Topics</td>
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ENTERPRISE NETWORK MANAGEMENT

IT340 Networking Discovery
IT410 Enterprise Networking
IT420 Information Systems Security
IT442 Server Administration
IT443 Client Administration
IT450 Special Topics

ASSOCIATE OF SCIENCE

Typically, the associate’s degree is awarded when earned as students progress toward their bachelor’s degrees; however, students may choose to enroll in the associate’s program first. All hours earned in the associate’s apply to the requirements of the bachelor’s. The AS requires the completion of 60 semester credits with a cumulative GPA of at least 2.0. At least 24 of these credits must be in general education. At least 15 credits must be approved by the departmental faculty as qualifying for the major, usually including at least 3 courses from the Core.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

NURSING

The School of Nursing is committed to lifelong learning, which is an underlying principle of the career advancement pathway (CAP) concept. This fundamental belief is that all levels of nursing are significant and contribute to the delivery of health care in a multitude of meaningful activities. All levels of nursing have common basic principles on which knowledge and experiences can be built. Nursing education proceeds from the simple to the complex. Over the course of their careers, nurses may advance from a certificate in practical nursing to a terminal degree – the Career Advancement Pathway.

For important information about the educational debt, earnings, and completion rates of students who attended any of our programs, click here.

Students come to higher education today with diverse educational preparation and needs. This requires many user-friendly entry and exit points in order to facilitate the quest for a career in nursing. Consideration must be given to academic and career recognition with opportunity at each level. Accordingly, Salem is committed to providing an educational system that meets these goals by providing the career enhancement pathway opportunity.

VISION OF THE SCHOOL OF NURSING

The School of Nursing will provide accessible, state-of-the-discipline education. The School will focus on fostering the preservation, promotion, and restoration of health in the international community. Our graduates will be highly competent practitioners who are grounded in a sense of inquiry and committed to human caring across the lifespan within a climate of diversity.

MISSION OF THE SCHOOL OF NURSING

The mission of nursing education coincides with that of the University and is committed to preparing professional nurses who utilize a systematic approach in the assessment and
management of actual or potential health needs across the life span of a diverse population. A commitment to lifelong learning will serve as the catalyst that propagates career advancement.

**PHILOSOPHY**

The School of Nursing uses key concepts of the nursing paradigm as a way of organizing beliefs about nursing and its role in society. The School has defined its core values and concepts with an emphasis on continuous quality improvement, and with a focus on nursing practice standards and professional role behaviors identified by the West Virginia Legislature and the Boards of Examiners, the National League for Nursing and accrediting bodies. Program goals and learning outcomes for the program are reflective of these components. “The core concepts are nursing, person, health, and environment. These 4 central concepts are the metaparadigm of nursing, and the key areas of focus when it comes to patient care. The core values are based on the National League for Nursing values, which are caring, diversity, integrity, and excellence. These core values guide the activities of the School of Nursing.”

**Nursing Core Concepts**

**Nursing**

An art and science that involves protection, promotion, and optimization of health and abilities, prevention of illness and injury, and alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and diverse populations. Nursing encompasses autonomous, collaborative and holistic care of individuals of all ages and in all settings. It includes evidence-based practice modalities, patient education, promotion of a safe environment, and participation in shaping health policy and health systems management. Lifelong learning is the scaffold for adherence to standards of nursing practice. *(Based on definitions by the World Health Organization, International Council of Nurses, and American Nurses Association.)*

**Person**

The Individual, family, community, or population that is the focus of the nursing process. The person is conceptualized as a holistic being, and includes biological, psychological, emotional, social, spiritual, and cultural dimensions in the context of the environment.

**Health**

Health is a central focus of nursing and is defined by the World Health Organization as: a state of complete physical, mental and social wellbeing, and not merely the absence of disease or infirmity *(World Health Organization).*

**Environment**

Internal and external stimuli or factors that are in constant interaction with the person. Environment surrounds and affects behavior and development of persons, and encompasses the global community.
NURSING CORE VALUES

CARING
Caring is considered to be the essence of nursing practice. It is a universal way of being that is characterized by exhibiting empathy, concern, compassion, and respect toward others. Caring is reflected and enhanced by responding to the needs of others in a sensitive manner to preserve health and human dignity, affirm feelings, and creating a supportive and therapeutic environment.

INTEGRITY
A personal, social, and professional virtue consisting of a complex set of values that are considered as a whole. Integrity is acting in accordance with an appropriate code of ethics and moral principles, and adherence to professional values and accepted standards of practice. Integrity is reflected in professional nursing practice when the nurse is honest and provides fully competent and just care to individuals, families, communities, and populations based on an ethical framework that is accepted within the profession of nursing.

DIVERSITY
Respect and regard given to a full range of differences in customs, attitudes, practices and behaviors that exist among the international community and its group affiliations, including: culture, ethnicity, social class, age, gender, religion, physical ability, and roles within an organization. Knowledge of diversity and cultural competency is at the core of high quality patient-centered care, and is paramount to eliminating inequities in the quality and availability of care, especially for vulnerable and underserved populations.

EXCELLENCE
A dynamic process that involves the use of the best theoretical and practice knowledge for each individual encounter. Excellence in nursing encompasses the provision of evidenced-based care to individuals, families, communities, and populations to promote health and wellbeing through the health illness continuum. Excellence is fundamental to the achievement of optimal health outcomes. Attributes of excellence in nursing include: understanding and enacting the full scope of nursing practice; highly developed problem solving, conflict management, and communication skills; the ability to think critically in exercising professional judgment, especially in complex situations; the ability to access the appropriate resources for the best possible care; and a spirit of inquiry reflected by a commitment to lifelong learning.

NURSING CONCEPTUAL FRAMEWORK
The conceptual framework is modeled upon a wheel with spokes, as shown in Figure 1. The wheel, like nursing is confronted with a never-ending variety of tasks, simple to complex. Both have the ability to adapt, utilize the necessary resources, and move toward goal attainment. The many spokes represent practice and professional standards. The core concepts are found at the hub. The surrounding rim is the core values. The wheel represents the cyclic and connected nature of nursing.
The purpose of the Associate of Science in Nursing (known as the “ADN Program”) is to prepare student nurses, through classroom and clinical education, with the necessary knowledge, skills, and professional values to enter the healthcare field and function at the entry level of practice for registered nursing.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

The ADN Program requires the successful completion of a minimum of 66 semester credit hours. Nursing majors must achieve a cumulative grade point average of 3.0 to progress to the ADN Program nursing core courses. Nursing students must earn a “C” or higher in all ADN Program nursing core courses and a cumulative grade-point average of at least 2.5 overall to graduate. In addition, nursing students must meet or exceed the designated passing score on the comprehensive capstone achievement exam to graduate.

Courses follow a logical plan to prepare students for nursing practice in a variety of settings. Concurrent classroom, lab and clinical experiences empower students to gain competencies and use the nursing process to care for infants, children and adults of diverse cultures across the lifespan. Current concepts in health care and the changing roles of nurses at all levels have been taken into account in developing and evaluating the curriculum. Special emphasis is placed on specifying measurable, objective, behavioral student learning outcomes. At the successful completion of the program, the student is prepared to take the NCLEX-RN exam for licensure as a Registered Professional Nurse.
Program Learning Objectives

Graduates of the associate degree in nursing program will:

1) Understand nursing and health care theory basics and demonstrate critical, creative and reflective thinking to guide evidenced based nursing practice decisions that maximize health potential of the individual, family or community. (Caring)

2) Utilize the nursing process to provide and manage the care of individuals across the life-span. (Caring)

3) Understand and demonstrate the ability to function effectively in a multicultural environment utilizing effective interpersonal communication and information technologies. (Diversity)

4) Collaborate appropriately in clinical decision-making with concern for evidence-based practice within the scope of practice to ensure delivery of safe, effective nursing care. (Excellence)

5) Comprehend a range of general education topics consistent with Associate degree programs including, but not limited to, knowledge of English composition, psychology, growth and development, sociology, nutrition, microbiology, anatomy and physiology as well as pharmacology and understand the need for lifelong learning. (Excellence)

6) Understand and maintain standards and role behaviors of the licensed registered nurse. (Integrity)

The mission and conceptual framework are integrated throughout the curriculum plan and are reflected in the evaluation methods. The student must complete both the theory, laboratory, and clinical practicum for each course before advancing to the next course.

ADN Nursing Core

The ADN Program Nursing Core Courses comprise the following:

- NUR111 Basic Concepts of Nursing
- NUR115 Pharmacology and Dosage Calculation
- NUR121 Medical-Surgical Nursing 1
- NUR122A Medical-Surgical Nursing 2
- NUR122B Medical-Surgical Nursing 3
- NUR231 Maternity & Neonatal Nursing
- NUR232 Pediatric Nursing
- NUR241 Mental Health Nursing
- NUR251 Advanced Medical-Surgical Nursing 1
- NUR252A Advanced Medical-Surgical Nursing 2
- NUR252B Advanced Medical-Surgical Nursing 3
- NUR299 Nursing Capstone

Required Prerequisite Courses

The following table lists the required perquisite courses that must be completed by students prior to entering the ADN Program Nursing Core Courses:

- BIO123 Human Nutrition
Students who have completed the qualifying pre-nursing courses at a previous institution must have transcripts reviewed by the School of Nursing to determine earned transfer credits. Transfer credits for nursing majors are approved only by the Dean of Health Sciences and/or the Director of Nursing.

**Bachelor of Science in Nursing**

The Bachelor of Science in Nursing ("RN-BSN Program") is a non-licensure, degree completion program for licensed registered nurses that is delivered entirely via distance education with experiential activities. Consistent with all baccalaureate programs at Salem, the program requires the successful completion of 120 semester credit hours, including a maximum of 90 transfer credits with a cumulative GPA of 2.5.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

The RN-BSN Program Nursing Core comprises 30 credits (10 courses) that all students must complete with a grade of “C” or higher and a cumulative GPA of 2.5. Each course is four weeks’ duration; therefore, depending on transfer credits, students may be able to complete their BSN within ten (10) months of continuous, successful enrollment.

As a professional nurse with an active, unencumbered RN license issued by one of the United States or the District of Columbia, each student will be granted 60 transfer credits. Credits earned at other accredited institutions either beyond or in addition to the ADN program may apply. For RNs who have completed training or courses that carry ACE-recommended college credit, these may qualify. Challenge exams (e.g., CLEP and DSST) may apply. Documented, corroborated, relevant prior work experience, training, and military service will be evaluated on an individual basis by the Admissions Committee in the School of Nursing, the Dean of Health Sciences and/or the Director of Nursing Education. See the Transfer Credit section of the Academic Policies, Procedures & Practices chapter of this catalog for more information.

**Program Learning Objectives**

Graduates of the RN-BSN program will:

1. Integrate general education and scientific knowledge, technology proficiency, and information literacy to support critical, creative and reflective thinking and sound decision-making in nursing practice and policy development. (Nursing, Person, Health, Integrity, Caring, Excellence)
2) Synthesize nursing and health care theories and concepts, and apply these to practice for positive and holistic health outcomes across the life span and across the continuum of health care environments. (Nursing, Person, Health, Environment, Diversity, Excellence)

3) Apply leadership & management skills to facilitate high quality, safe and effective care to individuals, families, groups, and communities. (Nursing, Person, Caring, Integrity, Diversity, Excellence)

4) Use professional communication and collaboration across disciplines to coordinate delivery of care, promote and restore health, and prevent illness, especially in complex situations. (Nursing, Person, Health, Environment, Caring, Diversity, Excellence)

5) Incorporate international, cultural, ethnic and socially diverse concepts to foster individualized patient-centered care, and facilitate positive health outcomes. (Nursing, Person, Health, Environment, Caring, Diversity)

6) Apply evidence-based research and the nursing process to guide and improve nursing practice, with attention to professional development and lifelong learning. (Nursing, Person, Health, Integrity, Excellence)

7) Promote and maintain professional values and legal, ethical, and moral aspects of nursing to support and advance safe, high quality nursing practice. (Nursing, Person, Environment, Caring, Integrity, Excellence)

8) Evaluate healthcare policy and services based on standards of nursing practice and established patient health and safety goals to advocate for, and promote quality and accessible care, particularly for vulnerable and underserved populations. (Nursing, Person, Health, Environment, Caring, Integrity, Diversity, Environment)

**RN-BSN Program Nursing Core Courses**

The RN-BSN program requires the successful completion of 10 courses (30 semester credits):

- NUR401 Professional Role Transition
- NUR402 Health Assessment
- NUR403 Nursing Research
- NUR404 Legal and Ethical Issues in Nursing and Health Care
- NUR405 Chronic and Complex Health Problems
- NUR406 Evidence-Based Practice
- NUR407 Special Topics and Issues in Nursing
- NUR408 Nursing Leadership and Management
- NUR410 Community and Public Health Nursing
- NUR499 Nursing Capstone

**Recommended Electives**

In addition to the above 10 courses (30 credits), Salem offers a number of general education (liberal arts) courses that will broaden the graduates' knowledge, skills, and abilities. A student with no transfer credits beyond the associate’s degree typically will be advised to complete the following courses to earn a total of 120 credits required for the degree:

- COM104 Human Communication
- ECO255 Survey of Economics
ENG200  Research and Writing for Effective Communication
ENG203  Multicultural Literature
FNA202  World Music OR
FNA203  World Art
HIS125  World Civilizations
HIS210  World Geography
HIS305  American Foreign Policy
MAT140  Statistics
PSC100  American Government & Society

Nursing Admissions

Admission to each of the nursing programs has specific requirements with respect to academic qualifications, transfer credits, immunizations, criminal background checks, references, and so forth. For more information on applying for admission to the School of Nursing, contact the Admissions department to arrange an interview or to visit the campus.

Graduate Programs of Study

Goals of Graduate Education

Salem is committed to providing a high-quality graduate education to all students without regard to race or color, sex, sexual orientation, veteran status, religion, age, disability, national origin, creed, ancestry, or political affiliation. The goals of graduate education are:

1) To provide effective educational experiences leading to marketable graduates, skilled in their respective areas;

2) To design and maintain a unique environment conducive to developing an international citizen;

3) To select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills;

4) To promote the acquisition of competencies that lead to the development of leaders in the world;

5) To provide opportunities for professional growth and development; and

6) To develop skills that allow the graduates to conduct research, integrating theory and practice.

Salem offers master’s programs in Business, Education, and Nursing. The School of Education offers a post-master’s certificate of advanced studies in Educational Leadership and a post-baccalaureate certificate in Special Education Leadership.

For important information about the educational debt, earnings, and completion rates of students who attended any of our programs, click here.

Master’s degrees require completion of at least 30 semester credits, including transfer credits. The MBA requires 36 credits. The M.Ed. in Curriculum & Instruction requires 30 credits. The
M.Ed. in Educational Leadership requires 30 credits to prepare the student for principal licensure and 36 credits to prepare for principal, general supervisor, and superintendent licensure. Certificates of Advanced Study are offered in educational leadership that require 18 credits for principal preparation and 24 credits for principal, general supervisor, and superintendent preparation. Additional details are provided below.

The University’s minimum cumulative GPA to graduate from a graduate program is 3.0.

**Business Administration**

The School of Business and the programs of study it offers support the Mission of the University to provide a high-quality, high-value education to graduate students who are seeking initial career entry or to advance in their careers. The Master of Business Administration (MBA) provides a broad education in the fundamentals of business administration with specializations to provide in-depth learning opportunities in support of specific occupational goals of students.

**Mission of the School of Business**

The School of Business utilizes strong leadership, strategic planning, stakeholder input, data driven decision making, quality faculty and staff, and student-centered processes to provide excellent programs to both undergraduate and graduate business majors.

**Master of Business Administration**

Salem offers the MBA on campus in West Virginia, blended in West Virginia and Indiana, and via distance education worldwide. Students complete the core curriculum comprising 27 semester credits and one specialization comprising 9 credits for a total of 36 including transfer credits.

The core curriculum provides a foundation across the key functional areas of business administration such as management, accounting, finance, and marketing. Specializations are offered that allow students to gain additional knowledge, skills, and abilities that are focused on occupations, such as accounting, finance, engineering management, general management, health care management, international business, project management, public administration, retail management, sales management, and sports and recreation management. The capstone course enables students to demonstrate their ability to make decisions with integrity, informed by economic, legal, ethical, and global perspectives.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

**Program Learning Objectives**

Graduates of the MBA will demonstrate the following:

1) Ability to integrate skills, concepts, and strategies for effective business leadership and management.

2) Technical competencies for succeeding in a global business economy.

3) Mastery of business vocabulary for effective communication in a global economy.

4) Mastery of the components of the essential elements of change management.

5) Ability to apply knowledge, skills, and abilities in solving business problems.
### MBA Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACC515</td>
<td>Accounting for Managers</td>
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<tr>
<td>BUS500</td>
<td>Applied Business Statistics</td>
</tr>
<tr>
<td>BUS698</td>
<td>Directed Readings and Research</td>
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<tr>
<td>BUS699</td>
<td>Enterprise Strategic Planning and Change Management</td>
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<tr>
<td>ECO570</td>
<td>Managerial Economics</td>
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<tr>
<td>FIN560</td>
<td>Financial Management</td>
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<tr>
<td>MKT530</td>
<td>Marketing Management</td>
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<tr>
<td>BUS554</td>
<td>Business Law</td>
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<tr>
<td>BUS600</td>
<td>Organizational Behavior, Leadership, and Ethics</td>
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### Specializations

#### Accounting

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ACC551</td>
<td>Advanced Accounting</td>
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<tr>
<td>ACC553</td>
<td>Advanced Auditing</td>
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<tr>
<td>ACC556</td>
<td>Partnership Taxation</td>
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#### Engineering Management

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>BUS630</td>
<td>Foundations of Engineering Management</td>
</tr>
<tr>
<td>BUS631</td>
<td>Logistics Research and Design</td>
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<tr>
<td>BUS633</td>
<td>Project Management and Budgeting</td>
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#### Finance

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<th>Course Code</th>
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<tr>
<td>FIN510</td>
<td>Advanced Corporate Finance</td>
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<tr>
<td>FIN525</td>
<td>Applied Portfolio Theory</td>
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<tr>
<td>FIN540</td>
<td>Financial Analysis</td>
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#### Health Care Management

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<tbody>
<tr>
<td>HCM605</td>
<td>Introduction to Health Care Management, and Operations</td>
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<tr>
<td>HCM610</td>
<td>Health Care Law, Policy and Ethics</td>
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<tr>
<td>HCM625</td>
<td>Health Care Planning, Promotion, and Evaluation</td>
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#### Information Technology Management

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BUS660</td>
<td>Management Utilization of Technology (elective)</td>
</tr>
<tr>
<td>ITM510</td>
<td>Database Administration</td>
</tr>
<tr>
<td>ITM680</td>
<td>Business Intelligence, Data Analytics, and Decision-Support Systems</td>
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#### International Business

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<th>Course Code</th>
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<tbody>
<tr>
<td>BUS640</td>
<td>International Law and Public Policy</td>
</tr>
<tr>
<td>BUS650</td>
<td>Global Business Operations</td>
</tr>
<tr>
<td>FIN520</td>
<td>International Finance</td>
</tr>
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MANAGEMENT

BUS633  Project Management and Budgeting
BUS660  Management Utilization of Technology
BUS670  Global Challenges of Communications and Human Resources Management

PROJECT MANAGEMENT

BUS620  Foundations of Project Management
BUS621  Project Performance and Measurement
BUS633  Project Management and Budgeting

PUBLIC ADMINISTRATION

MGT605  Fundamentals of Public Administration
MGT610  Public Policy Analysis
MGT615  Public Budgeting and Finance

RETAIL MANAGEMENT

RTM600  Principles of Retail Management
RTM601  Retail Operations and Purchasing
MKT600  Retail Sales Promotion

SALES MANAGEMENT

SAM605  Negotiations
SAM620  Sales Leadership
SAM625  Advanced Selling Techniques

SPORTS AND RECREATION MANAGEMENT

SMG601  Economics of Sports and Recreation
SMG602  Sports and Recreation Finance
SMG604  Sports and Recreation Planning, Promotion, and Evaluation

EDUCATION

The School of Education offers Master of Education (M.Ed.) degrees in Educational Leadership and in Curriculum and Instruction (C&I). A post-master’s certificate of advanced studies in Educational Leadership is available for those individuals who have earned an education-specific Master’s degree.

MASTER OF EDUCATION

The Master of Education (M.Ed.) is a professional degree program for practicing educators committed to their own professional development as 21st Century educators in the classroom, school building, or school district. The degree consists of both licensure and non-licensure specialization paths designed to add to the expertise of PK-12 educators.

- Curriculum and Instruction – *Does not lead to licensure.*
• Educational Leadership – Leads to West Virginia licensure as PreK-Adult Principal, General Supervisor, or Superintendent.

Graduate students may elect to enroll in any of the courses offered to earn a degree, work toward re-certification of a professional license, or update their knowledge for professional development. Course content is aligned to the following national standards:

• West Virginia Professional Teaching Standards (WVPTS)
• Educational Leadership Constituent Council (ELCC)
• Praxis® Test 5411 Content Topics
• International Society for Technology Education (ISTE) National Education Technology Standards for Teachers (NETS*T)
• International Society for Technology Education (ISTE) National Education Technology Standards for Administrators (NETS*A)

Students in the Master of Education in Educational Leadership program who are enrolled in a two-month field experience course (EDU664, EDU674, or EDU684) may be permitted to enroll in an additional class to be taken simultaneously with the internship course. Students in the post-master’s Certificate of Advanced Studies in Educational Leadership programs who are enrolled in a two-month field experience course (EDU764, EDU774, or EDU784) may be permitted to enroll in an additional class to be taken simultaneously with the internship course. To receive approval for the additional class, all tuition and fees related to the course must be paid prior to registration. Additionally, Salem may limit the number of credits in which a student may register in one semester.

CURRICULUM AND INSTRUCTION

The Master of Education in Curriculum and Instruction degree program is built on a foundation in advanced courses in education with courses that focus on specializations in teaching and learning in a variety of settings. Specializations include Higher Education Administration, Instructional Technology, Organizational Training and Talent Development, Special Education Leadership, Teacher Leadership, and Teaching and Learning.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

These programs are designed to build students’ expertise in the art of teaching and learning across settings, audiences, and generations. Target audiences for these programs include educators who desire to renew licenses (or other credentials) or develop new instructional leadership skills, as well as professionals responsible for training and professional development other settings.

The M.Ed. program requires successful completion of 30 credits. Total credit hours include transfer credits to a maximum of 50 percent of the required hours. Students must earn a cumulative GPA of at least 3.0 for all courses completed at Salem in order to graduate.

LEARNING OBJECTIVES

Graduates will demonstrate the knowledge, skills, and abilities to:

1) Align program content with organizational goals and professional standards.
2) Work collaboratively with fellow professionals to support the teaching and learning process.
3) Design, deliver, and evaluate programs for effective teaching, training, and learning.
4) Integrate appropriate technology into program design and delivery.
5) Assess, evaluate, and revise curriculum in terms of achievement of learning outcomes.

**Higher Education Administration**

Salem’s Higher Education Administration specialization is designed to provide an understanding in functional administration by providing students with the tools and skills to effectively communicate and lead as a supervisor in college or university settings. Students will master skills in college student development, educational law, financial management and administration by practicing a variety of real-world skills and competencies. This online program is designed to prepare students for career entry in academic administration and student affairs in higher education or for advancement in the profession.

- EDU500 Foundations, Issues, and Trends
- EDU548 Best Practices in Online Instructional Delivery
- HEA570 Curriculum Development
- EDU585 Assessment of Student Learning
- EDU600 Program Evaluation
- EDU605 Higher Education Leadership
- EDU655 Professional Development Leadership
- EDU680 Education Law
- HEA550 College Student Development
- HEA640 Education Finance

**Instructional Technology**

This specialization aims to equip educators, learning technologists, and library media specialists with a broad understanding of instructional technology, curriculum development and instructional design, and how to create learning opportunities that meet the needs of PK-12 students today.

- EDU500 Foundations, Issues & Trends in Education
- EDU505 Research Methods
- EDU540 Introduction to Educational Technology
- EDU541 Tools for Technology Integration
- EDU542 Technology Applications for Curriculum
- EDU544 Technology Competencies for Curriculum Leaders
- EDU549 Digital Ethics and Citizenship
- EDU570 Curriculum Development
- EDU580 Analysis and Evaluation of Instruction
- EDU655 Professional Development Leadership

**Organizational Training & Talent Development**

This specialization in talent development is applicable in the public and private sector, government and industry. Organizations deliver results through the knowledge, skills, abilities,
and talents of their employees. By focusing on the professional educator perspectives of training and talent development, graduates are able to focus on the needs of personnel and the organization, to manage training delivery, to strengthen group dynamics and teamwork, and to address the gaps between the status quo and the future the organization envisions.

EDU500  Foundations, Issues & Trends in Education
EDU505  Research Methods
EDU510  Group Dynamics
EDU511  Soft Skills & Conflict Management
EDU548  Best Practices in Online Instructional Delivery
EDU549  Digital Ethics and Citizenship
EDU570  Curriculum Development
EDU580  Analysis and Evaluation of Instruction
EDU620  Foundations of Project Management
EDU655  Professional Development Leadership

**Special Education Leadership**

The specialization in Special Education Leadership addresses the needs of educators, school leadership, and service professionals whose common goal is to assure the success of all students who need additional support to meet their learning, emotional, and social needs. This specialization provides a framework for graduates to understand and apply educational laws and regulations pursuant to the Individuals with Disabilities Education (IDEA) Act. Graduates are prepared to lead special education services in a variety of district, school, and other settings.

EDU500  Foundations, Issues & Trends in Education
EDU505  Research Methods
EDU549  Digital Ethics and Citizenship
EDU570  Curriculum Development
EDU580  Analysis and Evaluation of Instruction
SPE510  Group Dynamics of Education Stakeholders
SPE515  Management of Student Behavior
SPE585  Instructional Methods: Leadership for Differentiated Schools & Classrooms
SPE655  Professional Development for Special Education Leadership
SPE680  School Law: Administrative Applications for Special Education

**Teacher Leadership**

The specialization in Teacher Leadership is designed to help practicing teachers develop leadership skills to positively impact PK-12 student achievement in school environments outside the classroom. Program topics include development of communication and advocacy skills to support students and families in diverse local, state and national education policy-related environments. Graduates will be prepared to extend their knowledge and leadership beyond the school classroom.

EDU500  Foundations, Issues & Trends in Education
EDU505  Research Methods
EDU510  Group Dynamics
The Teaching and Learning specialization is for professional educators dedicated to continuing a career goal focused on the art of teaching and learning. The specialization is designed to build student expertise in the teaching and learning across settings, audiences, and generations. Graduates will be prepared to utilize new classroom instructional leadership skills, better participate in realization of organization educational goals, and renew existing professional education credentials.

EDU500    Foundations, Issues & Trends in Education
EDU505    Research Methods
EDU540    Introduction to Educational Technology
EDU541    Tools for Technology Integration
EDU542    Technology Applications for Curriculum
EDU549    Digital Ethics and Citizenship
EDU570    Curriculum Development
EDU580    Analysis and Evaluation of Instruction
EDU652    School, District, and Community Leadership
EDU655    Professional Development Leadership

Certificate in Special Education Leadership

This 18-credit certificate is offered for working professional educators who seek to gain additional knowledge, skills, and abilities in this important field. Candidates must possess a valid initial teaching license. The certificate does not lead to special education licensure.

SPE510    Group Dynamics of Education Stakeholders
SPE515    Management of Student Behavior
SPE585    Instructional Methods: Leadership for Differentiated Schools & Classrooms
SPE640    Educational Finance for Special Education
SPE655    Professional Development for Special Education Leadership
SPE680    School Law: Administrative Applications for Special Education

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Educational Leadership

The Master of Education (M.Ed.) in Educational Leadership and the Post-Master's Certificate of Advanced Studies in Educational Leadership prepare the graduate to become a principal at the
elementary, middle, and high school level; and optionally, a supervisor of instruction at all programmatic levels or a superintendent of schools.

For important information about the educational debt, earnings, and completion rates of students who attended this program, [click here](#).

The M.Ed. in Educational Leadership requires the successful completion of 30 semester hours for principal licensure or 36 semester hours for principal, district supervisor, and superintendent licensure. Total hours include transfer credits to a maximum of 50 percent of the required hours. Students must earn a cumulative GPA of at least 3.0 for all courses completed at Salem in order to graduate.

**Learning Objectives**

The graduate will demonstrate the knowledge, skills, and abilities to:

1) Building-level and district education leaders apply knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of shared school and district visions of learning through the collection and use of data to identify school and district goals, assess organizational effectiveness, and implement plans to achieve school and district goals; promotion of continual and sustainable improvement; and evaluation of progress and revision of plans supported by school-based and district stakeholders.

2) Building-level and district education leaders apply knowledge that promotes the success of every student by sustaining school and district cultures and instructional programs conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school and district programs; developing and supervising the instructional and leadership capacity of school staff and across the district; and promoting the most effective and appropriate technologies to support teaching and learning within school and district environments.

3) Building-level and district education leaders apply knowledge that promotes the success of every student by ensuring the management of a school and district’s organization, operation, and resources through monitoring and evaluating the management and operational systems; efficiently using human, fiscal, and technological resources; promoting school and district-level policies and procedures that protect the welfare and safety of students and staff; developing school and district capacity for distributed leadership; and ensuring that teacher, organizational, and district time focuses on high-quality instruction and student learning.

4) Building-level and district education leaders apply knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school and for the district by collecting and analyzing information pertinent to improvement of the educational environments; promoting an understanding, appreciation, and use of the community’s diverse cultural, social and intellectual resources within the school community and throughout the district; building and sustaining positive relationships with families and caregivers; and cultivating productive school and district relationships with community partners.
5) Building-level and district education leaders apply knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a system of accountability for every student’s academic and social success by modeling school and district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school or district; safeguarding the values of democracy, equity, and diversity; evaluating the potential moral and legal consequences of decision making; and promoting social justice within to ensure that individual student needs inform all aspects of schooling.

6) Building-level and district education leaders apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt school-based and district-level leadership strategies.

**Educational Leadership Core**

- EDU505 Research Methods
- EDU570 Curriculum Development
- EDU580 Analysis and Evaluation of Instruction
- EDU640 Public School Finance and Administrative Applications
- EDU655 Professional Development Leadership
- EDU670 Instructional Leadership
- EDU691 Technology Competencies for Educational Leaders

**Educational Leadership Specialization**

- EDU652 School, District, and Community Leadership
- EDU680 School Law and Administrative Applications
- EDU664 Professional Practices of the Principal
- EDU674 Professional Practices of the District Supervisor (required for district supervisor and superintendent licensure)
- EDU684 Professional Practices of the Superintendent (required for district supervisor and superintendent licensure)

**Post-Master’s Certificate of Advanced Studies in Educational Leadership**

The Post-Master’s Certificate of Advanced Studies (CAS) in Educational Leadership prepares the student to become a principal at the elementary, middle, and high school level; a supervisor of instruction at all programmatic levels, or a superintendent of schools.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

The program requires the successful completion of 18 or 24 semester credits hours with a cumulative GPA of at least 3.0 for all courses completed at Salem.
 EDU740  Public School Finance and Administrative Applications  
 EDU752  School, District, and Community Leadership  
 EDU770  Instructional Leadership  
 EDU780  School Law and Administrative Applications  
 EDU791  Technology Competencies for Educational Leaders  
 EDU764  Professional Practices of the Principal  
 EDU774  Professional Practices of the District Supervisor  
           (required for district supervisor and superintendent licensure)  
 EDU784  Professional Practices of the Superintendent  
           (required for district supervisor and superintendent licensure)  

WEST VIRGINIA ADMINISTRATIVE LICENSURE REQUIREMENTS

Upon completion of the Educational Leadership programs at Salem, candidates will be eligible for the West Virginia Professional Administrative Certificate as PreK-12 Principal or PreK-12 Principal, Supervisor of Instruction, and Superintendent after completing an additional state specific training (Evaluation Leadership Institute). Current West Virginia licensure requirements include completing:

- All Salem program requirements, including coursework with a grade of “C” or higher for all courses taken at Salem;
- The required credit hours, including transfer credits, with a cumulative GPA of at least 3.0 for all courses taken at Salem;
- **Praxis Test 5411 content exam with a score of at least 141; and**
- Participation in the Evaluation Leadership Institute (ELI) offered by the West Virginia Center for Professional Development (ONLY for students applying for actual licensure in West Virginia).

Achieving the required Praxis 5411 score is a requirement of the Salem University School of Education and the State of West Virginia. Graduation from the MEd or completion of the CAS requires successful completion of Praxis Test 5411.

The ELI is a State of West Virginia requirement for licensure. Neither Praxis nor ELI, can be waived or excused by Salem University. Salem Educational Leadership students are not required to complete the ELI as a requirement for graduation from the MEd or completion of the CAS.

If applying for licensure in West Virginia, a copy of the ELI completion certificate should be sent as soon as possible to the Office of the Dean of Education at Salem. Additional information regarding ELI can be obtained by calling 800.982.7348 or online at http://www.wvcpd.org/cmsprgm.aspx?name=ELI&ProgramID=3.

The application for West Virginia licensure must be made **within one year** after completing the program of study. After this time period, applicants for licensure will be required to meet any Salem programmatic changes or new requirements enacted by the State of West Virginia.

ADMINISTRATIVE LICENSURE IN OTHER STATES

Students seeking licenses in other states may have additional requirements to meet. Candidates seeking certification in other states should familiarize themselves with their state’s requirements.
HIGH MORAL CHARACTER

PLEASE BE AWARE: West Virginia State Law regarding licensure requires Salem University to attest in writing that the applicant for licensure is of "high moral character" (Form 19-Professional Administrative Certification). DO NOT jeopardize the institution’s ability to sign this certification on your behalf by demonstrating poor judgment during your program of study.

NURSING

The School of Nursing is committed to lifelong learning, which is described in detail above. Please refer to the Undergraduate Programs of Study, Nursing for discussions of:

- Vision of the School of Nursing
- Mission of the School of Nursing
- Philosophy
- Core Concepts
- Core Values
- Conceptual Framework

MASTER OF SCIENCE IN NURSING

The Master of Science in Nursing (MSN) program builds upon the student’s baccalaureate nursing education and professional experience to prepare them to advance in their careers. The program requires the successful completion of 30 semester hours, including transfer credits, with a cumulative GPA of at least 3.0 for all courses completed at Salem.

For important information about the educational debt, earnings, and completion rates of students who attended this program, click here.

Admission is limited to students who have a current unrestricted RN license issued by a State or the District of Columbia and a Bachelor of Science in Nursing (BSN) from an accredited institution with a cumulative GPA of at least 2.5 on a 4.0 scale. RN licensure must be maintained throughout the program of study.

LEARNING OBJECTIVES

Graduates of the MSN program will be able to:

1) Synthesize advanced knowledge from the sciences, humanities, informatics and technologies, and evidence based research findings as a foundation for advanced nursing roles (Nursing, Excellence).

2) Analyze and critique outcome data using critical thinking, systematic inquiry, and sound judgment to develop strategies that support advanced practice nursing care across the lifespan and across the continuum of health care environments (Nursing, Environment, Excellence).

3) Promote legal and ethical principles, professional values, and standards of safe advanced nursing practice to improve health outcomes and services to individuals, families, and populations (Health, Person, Environment, Caring, Integrity).
4) Advocate for health policy and financing that promote, preserve, and restore public health, particularly for diverse, vulnerable and underserved populations (Nursing, Health, Caring, Diversity).

5) Design strategies that promote professional role development in advanced nursing and lifelong learning for continued professional growth (Nursing, Integrity, Excellence).

6) Evaluate cultural, ethnic and socially diverse concepts to improve availability, delivery and outcomes of health care in a multi-cultural environment (Nursing, Person, Caring, Diversity).

7) Employ advanced knowledge and skills in leadership, collaboration and communication to develop strategies that influence continuous quality improvement and safety in health care organizations and systems (Nursing, Environment, Diversity, Excellence).

Curriculum

The MSN curriculum is intended to foster an increased sense of professionalism while focusing on nursing theory, research and technologies, evidence-based practice, safety and quality improvement, as well as policy and issues that are presenting in the health care industry today. Courses are designed to prepare professional nurses for leadership in administration or education in a variety of settings, and to practice in a complex and dynamic health care environment. The program builds on six (6) Core courses that are complemented by four (4) specialization courses. All students must complete a specialization either in Nursing Administration or Nursing Education. Nursing Administration focuses on the needs of nurses who aim to become managers. Nursing Education focuses on the needs of nurses who aim to become nursing instructors.

The mission and conceptual framework are integrated throughout the curriculum plan and are reflected in the evaluation methods. Students complete a capstone scholarly project on a significant issue or problem related to nursing administration or nursing education. There is a final evaluation of the student’s cumulative learning portfolio by designated nursing faculty members. At the successful completion of the program, students are prepared to move forward in their nursing career.

MSN Core

- MSN505 Theoretical Basis & Role Development for Advanced Nursing
- MSN510 Advanced Research, Inquiry, and Evidence-Based Practice
- MSN515 Health Care Policy, Law, and Ethics
- MSN520 Leadership in Health Care Environments
- MSN525 Health Care Informatics and Technology
- MSN599 Capstone

Specializations

Nursing Administration

- MSN550 Organizational Behavior and Workforce Management
- MSN555 Finance and Economics for Nursing Leadership
- MSN560 Complex Health Systems Planning and Resource Management
- MSN565 Population Health Management, Quality Improvement, and Safety
NURSING EDUCATION

MSN570 Curriculum and Program Development
MSN575 Instructional Methods and Strategies in Teaching and Learning
MSN580 Assessment, Evaluation, and Accreditation in Nursing Education
MSN585 Educational Technology

ACADEMIC POLICIES, PROCEDURES & PRACTICES

STUDENT LEARNING OUTCOMES ASSESSMENT

Salem is committed to academic quality and continuous quality improvement, and has developed a plan for the assessment of student learning outcomes. The purpose of the student outcomes assessment program is to provide a process of continuous evaluation of all available information concerning the students, the educational programs, and the educational environment. The data are used to help the institution ascertain the degree of change in students' learning and to form valid judgments about the students' growth, the effectiveness of the educational programs, and the environment. The ultimate goal of student outcomes assessment is to improve teaching and learning and the quality and effectiveness of the overall Salem educational experience.

STUDENT RESPONSIBILITY

Students are responsible for knowing their academic standing as it relates to the published policies and procedures of Salem. This responsibility includes knowing the practices and protocols of the school or program of study in which a degree is being earned as well as any program handbooks that may be published.

STUDENT BEHAVIOR

Salem University encourages discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is equally essential that they learn to listen and respond respectfully to others whose beliefs they may not share.

The University will always tolerate diverse, unorthodox, and unpopular points of view, but will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others with whose views they do not agree, they subvert the free exchange of ideas that should characterize a university course.

If students' actions in a course, either in person or online, are deemed by the instructor to be disruptive, the students will be subject to appropriate disciplinary action. Such disciplinary action may include the students' being involuntarily withdrawn from the class.

All students are bound by the Salem University Student Code of Conduct, which is included in its entirety herein by reference. Violations of the Code should be brought to the attention of the Provost or the Director of Campus Safety and Security. (See Telephone Directory above.) Serious or repeated violations may result in sanctions up to and including expulsion or dismissal from the university.
Graduation Requirements

In order to graduate, students must complete all of the requirements for their degree or certificate successfully.

Undergraduate

Bachelor’s degrees are awarded upon successful completion of at least 120 credit-hours as specified for the program. Students may need to take more than 120 credits in order to complete the requirements of their chosen majors (including change in major) or to remedy skill deficiencies. A minimum of 30 of these credit-hours must qualify as general education.

Associate’s degrees are awarded upon successful completion of at least 60 credit-hours as specified for the program. Students may need to take more than 60 credits in order to complete the requirements of their chosen majors (including change in major) or to remedy skill deficiencies. A minimum of 15 of these credit-hours must qualify as general education for the Associate of Applied Science or 24 credits for the Associate of Arts or the Associate of Science.

A cumulative grade-point average (GPA) of at least 2.0 is required for graduation from the University with an associate or baccalaureate degree. In addition, a minimum GPA of 2.25 is required in the student’s major. Specific programs may impose higher GPA standards as shown in the catalog or in program handbooks.

Graduation with Honors

Latin honors are awarded to baccalaureates on the basis of sustained high achievement, as indicated by cumulative grade-point averages:

- summa cum laude: 3.90 to 4.0
- magna cum laude: 3.70 to 3.89
- cum laude: 3.50 to 3.69

Graduate

A cumulative GPA of 3.0 is required. Specific programs may impose higher GPA standards as shown in the catalog or in program handbooks.

Diplomas

Soon after graduation, the university orders diplomas for students who have fulfilled their degree requirements. Printing takes about 8 weeks. Signing, shipping, and handling take several more weeks.

Transcripts

Unlike a diploma, a transcript is official proof of graduation. Transcripts may be ordered from the Office of the Registrar in person or online at www.salemu.edu. There is a nominal fee. Graduates must be in good financial standing with the university to receive a transcript.

Dean’s List

Each semester, undergraduate students with a grade point average of 3.50 or higher are eligible for this honor. The student must have completed at least 9 credits in the semester. The Dean’s
List is published promptly upon the completion of each semester and distributed via email and hardcopy.

NORMAL TIME TO COMPLETION

In conformance with Federal guidance, Salem has established normal time to completion for the various programs as follows:

- Associate’s degrees: two (2) years
- Bachelor’s degrees: four (4) years
- Master’s degrees or graduate-level certificates: two (2) years

DEGREE-COMPLETION TIME LIMITS

Students who are enrolled in an associate degree program must complete their work within six (6) years of time enrolled in courses. Students enrolled in a baccalaureate degree program must complete it within six (6) years after the completion of the associate degree or within twelve (12) years of time enrolled in courses overall. Students who are enrolled in master’s degree or graduate-level certificate programs must complete their work within six (6) years of time enrolled in courses.

PARTICIPATION IN COMMENCEMENT

All students in good standing who meet all requirements for their degrees are eligible to participate in the annual Commencement ceremony, which occurs on the last Saturday of the spring semester. (For the exact dates, see the Academic Calendar at the end of this catalog.) Students participating in Commencement must indicate their intention in writing (usually via email) to the Registrar and must meet all applicable deadlines.

ACADEMIC INTEGRITY AND PROFESSIONAL CONDUCT

Academic integrity is highly valued and expected at Salem University. If a student uses the ideas or words of another without giving a proper citation, the student will be found responsible for committing plagiarism. Plagiarism is a serious example of academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on assignments or assessments, using unauthorized materials, sharing test questions or answers, intentionally and unintentionally falsifying a document or assignment. Assisting another student to cheat, to plagiarize, or to falsify assignments are considered academic dishonesty. Documented plagiarism will result in a minimum penalty of failure for the assignment, but it can result in more severe sanctions. Additional sanctions for academic dishonesty include probation, suspension, expulsion, and dismissal from the University.

CLASS LEVELS

Undergraduate students who have earned at least thirty (30) credits have achieved sophomore class level. Students achieve junior class level when they have earned at least sixty (60) credits. Students have attained senior class status when they have earned at least ninety (90) credits.
Grading System

The academic performance of students is reported using letter grades and grade-point averages.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>QUALITY POINTS PER CREDIT HOUR</th>
<th>SCORE RANGE</th>
<th>SCORE RANGE FOR NURSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-100%</td>
<td>93-100%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-89%</td>
<td>85-92%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-79%</td>
<td>77-84%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
<td>70-76%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Less than 60%</td>
<td>Less than 70%</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Failing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdraw Passing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X or AU</td>
<td>Audit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TR</td>
<td>Transfer Credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**N.B.** Salem policy requires calculated scores to be rounded to two significant, decimal digits before conversion to whole percentages (e.g., 0.8855 is 89%, not 88.55% or 88.6%).

**D:** A grade of "D" does not apply to graduate-level courses and will not be accepted for transfer credit toward graduate programs of study including certificates.

**Pass:** "P" or "SP" indicates the student passed the class. A "Pass" does not affect the calculation of grade point average. "SP" indicates Satisfactory Performance and is usually applied to fieldwork, clinical learning experiences, internships, or other hands-on learning.

**Withdrawal:** "W", "WF", or "WP" indicates a student withdrew from a class. A withdrawal is not included in the calculation of the grade point average.

**Audit:** "X" or "AU" indicates that the student audited a class. No credits or quality points are issued. A final grade of "X" or "AU" cannot be converted to any other grade as the decision to audit a course is irrevocable by academic policy.

**Incomplete:** An “I” is an unofficial grade that indicates the student was unable to complete course requirements prior to or by the end of a course; and, therefore, he or she submitted a Student Request for a Grade of Incomplete form. (This form is available on campus and via Blackboard in the Syllabus Addendum menu.) All requests for a grade of Incomplete will be approved or denied by the course instructor. If approved, it is the responsibility of the course instructor to identify the timeline and requirements to satisfy the awarding of an official final grade for the course. If the Incomplete is granted, it is the student’s responsibility to notify the course instructor when all requirements for the Incomplete have been submitted and are ready for assessment. Note that a grade of “I” will be automatically converted to an “F” by the University Registrar 90 days after the official last day of the class if official notification is not received from the course instructor indicating the requirements for replacement of the Incomplete with a Final Grade have been met. An additional extension in time may be granted by the appropriate program leader or the Provost in very rare situations. An “I” is counted in credit hours attempted, which may affect financial aid.
decisions regarding satisfactory academic performance; however, it is not an official grade, it is not included in the calculation of academic grade point average, and it is not counted in total credit hours earned.

**Transfer Credit:** Transfer credits are not included in the calculation of the Salem grade point averages and the original grade is not shown on the Salem transcript. All transfer credits are shown with a grade of “TR”. Grades of “D” are eligible for undergraduate credit; grades of "C" or higher are eligible for graduate credit. Transfer credit is awarded solely at the discretion of the University.

**Handling Grades of Incomplete**

Course instructors are responsible for managing the incomplete process. It is the instructor’s decision to approve or deny a formal request for a grade of incomplete that is submitted in writing by the student. A formal request requires the submission of the **Student Request for a Grade of Incomplete** form. This form is available on campus and via the Blackboard learning management system in the Syllabus Addendum menu.

All communication related to this process must utilize in-person communication (classroom-based) or “Messages” within the course on Blackboard. Do not use Salem or personal email. This requirement insures proper records are kept.

If a student formally requests an incomplete using the appropriate form and modality, the instructor has two choices:

- **Approve** – If the instructor approves the request, then the instructor must document the work to be completed and the timeline for doing for the student’s reference. The instructor and the student are expected to negotiate in good faith with sincere mutual agreement on the means of completing the course. The instructor will forward the approved incomplete form to Provost.Office@salemu.edu. Note: Any grade of “I” submitted on a final grade sheets should have a corresponding approved **Request for Incomplete** form on record in the Office of the Provost.

- **Deny** – If this is the instructor’s decision, then the instructor must notify the student and explain why. The instructor is required to inform the student that he or she has the right to appeal this decision. If the student wants to appeal the decision, he or she should write a letter (email is acceptable) explaining the request for the appeal. This letter or email should be sent directly to the Office of the Provost using the following address Provost.Office@salemu.edu. The Office of the Provost can be contacted by telephone for any questions related to the process. (See Telephone Directory above.)

**Academic Good Standing**

The minimum cumulative GPA required for academic good standing varies according to the student’s class level and program of study. Class level is based on the number of credit-hours earned. To remain in academic good standing, a student’s cumulative GPA must be equal to or greater than the minimum for their respective class levels, as shown in the following table:

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Total Credit Hours Earned (including Accepted Transfer Credits)</th>
<th>Minimum Cumulative GPA Required for Academic Good Standing *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0–30</td>
<td>1.6</td>
</tr>
<tr>
<td>Sophomore</td>
<td>31–60</td>
<td>1.8</td>
</tr>
</tbody>
</table>
**Academic Probation:** A student whose cumulative GPA falls below the minimum is subject to academic sanctions. Cumulative GPA is calculated at the end of each semester by the Office of the Registrar. If the student has less than the minimum cumulative GPA, he or she will be placed on Academic Probation for the next semester. If the student regains the minimum cumulative GPA by the end of the next semester, he or she will be regain academic good standing.

If a student’s cumulative GPA were to fail to achieve the criteria for academic good standing by the end of the academic probation semester, the student may be:

- Continued on Academic Probation if the semester GPA is 2.0 or higher undergraduate or 3.0 or higher graduate;
- Continued on Academic Probation if the student has made significant progress, as determined by the student’s program director, toward Academic Good Standing; or
- Placed on Academic Suspension.

The student will be notified of the decision in writing by certified letter or email. A copy will be kept with the student’s file.

**Academic Suspension:** A student on Academic Suspension is not allowed to enroll in courses for at least one academic semester. After sitting out for one (1) course, students on Academic Suspension may apply for early re-entry to the Office of the Provost. The **Request for Re-Entry** form must be used requiring (1) an explanation of why the student was not able to meet the criteria for Academic Good Standing; and (2) a description of what has changed in the student’s situation that will enable him or her to meet the criteria for Academic Good Standing. Supporting documentation should be submitted to support claims of adverse circumstances contributing to poor performance that were beyond the student’s control. A decision will be made by the student’s Program Director. The Office of the Provost will advise the student of the decision in writing. A copy will be kept with the student’s file.

If the request is denied by the student’s Program Director, the student may appeal the decision to the Office the Provost. The student request will then be heard by an Academic Appeals Committee appointed by the Provost. If the request is granted, the student’s program director will then guide the student through the Academic Plan process.

If the request is denied by the Academic Appeals Committee, the student does not have the right of additional appeal. He or she may not resume classes until the period of suspension expires.

**Academic Plan:** If the request for early re-entry is granted by the student’s Program Director, then the student will be placed on Academic Probation for the next semester and allowed to continue enrollment. The Program Director will document the requirements the student must meet in a written Academic Plan. It will include a timeline for specific academic achievement that may extend beyond one semester if necessary to ensure the student will be able to complete the program with the required cumulative GPA for graduation. The student’s achievement will be evaluated using the Academic Plan as a reference. If the student fails to meet the requirements of
the Academic Plan, which will be evaluated at the end of each semester, then the student will be placed on Academic Suspension and will not be allowed to submit another early re-entry request.

**Semester Basis**

Salem operates on a semester basis. Three (3) full semesters of 16 weeks’ duration are offered each academic year: Fall (September-December), Winter (January-April), and Summer (May-August). Each semester is 16 weeks’ duration. This schedule also is known as trimesters by the US Department of Education. During a standard period of non-enrollment (SPNE), typically over the summer, students may enroll in Summer Session 1 (May-June) or Summer Session 2 (July-August) if necessary academically or upon request.

**Academic Course Schedule**

Salem prepares its academic course schedule throughout the year to meet the needs of all students. Students are registered for class prior to the start of each semester, and courses are offered on a regular schedule throughout the year.

**Change of Schedule**

The University reserves the right to change instructor, classroom or class time of any class. Salem may cancel any class if enrollment, personnel or physical conditions demand such a cancellation.

**Class Attendance**

Although Salem is not required to take attendance and does not require faculty to take daily attendance, students are expected to benefit most from their educational opportunities by attending all scheduled lectures, laboratories, recitation periods, and any other class sessions as well as completing all assignments on time. Similarly, students taking courses by distance education are expected to log on and participate regularly, at least several times per week, and are responsible for completing all assignments on time.

Students must establish attendance for each course by Thursday of the first week of the course. This requirement ensures the student qualifies for financial aid and is in compliance with institutional and other policies and procedures. The university may extend the time limit for establishing attendance at the direction of the CEO or President.

Students enrolled in classroom courses usually establish attendance in person. The instructor certifies attendance to the Registrar in writing. Students taking blended or distance education courses, as well as students who cannot attend the first few days of a classroom course in person must establish attendance using the online learning management system. The students must complete two course activities, usually comprising, but not limited to: (1) a certification statement that they have read and understood the syllabus and (2) a brief self-introduction to their classmates. The Registrar ensures at least two activities are completed before certifying the student in attendance.

Absences may be excused by the faculty for health reasons, for participation in university-sponsored activities, for attendance at an important family event, for transportation delays, for job interviews, etc. Documentation may be required. A student whose absence has been excused is responsible for contacting the instructor and for making arrangements to make up the missed
work as soon as possible, preferably in advance of the absence. Faculty members have no
obligation to permit a student to complete work that was missed due to an unexcused absence. In
addition, the nature of some coursework (e.g., clinical learning experiences or fieldwork) may
make it impossible to do make-up work.

Students are responsible for reading and understanding the grading and other requirements as
stated in their course syllabi. The grading policies of individual faculty members may take class
participation into consideration, which shall be stated in the syllabus and clearly explained.

Cancellation of Classes Due to Inclement Weather

Should it be necessary for the University to close the campus due to weather conditions, the
following procedures will be followed: A decision will be made by the administration concerning
cancellation or delayed start as early as possible. Radio stations WKKW FM 97.9, TV stations
WBOY and WDTV, and University Security may be called to report any cancellation. All academic
and support service offices and functions may be closed at the discretion of the Administration.

Emergency Management on Campus

If there were to be a significant emergency or dangerous situation involving an immediate threat
to the health or safety of students or employees on campus, the Emergency Response Team,
comprising several executives and senior administrators, will be responsible for assessment and
implementation of emergency procedures. Emergency procedures include evacuations,
lockdowns, shelter-in place, crowd control, and coordination with responding emergency services.

Salem University uses a commercial mass notification system called e2Campus to distribute
crucial information during emergency situations. Notices and updates are distributed via SMS
messages, email, and telephone calls. Students are automatically registered into the e2Campus
system upon successfully enrolling with the university; however, individuals have the option to
not receive SMS (text) messages. Specific information on emergency management can be viewed
in the Annual Security Report and Fire Safety Report that is published online and distributed each
year.

Credit-Hours and Course Loads

Undergraduate students must enroll in a minimum of 12 semester credit hours per term to be
considered fulltime. The standard load per term for undergraduates is 15 credits. Students may
enroll in more than 15 credit hours in a semester only with the prior permission of the Provost.

Graduate students must enroll in a minimum of 9 semester credit hours per term to be considered
fulltime. The standard load per term for graduate students is 12 credits. Students may enroll in
more than 12 credits in a semester only with the prior permission of the Provost.

Typically, each course is four weeks’ duration and earns three (3) semester credit hours. Salem
defines credits in terms of Carnegie Units: For each credit hour, classes will maintain a minimum
of 15 lecture hours; 30 lab hours; or 45 fieldwork, clinical, or practicum hours.

Student Schedule Changes

Changes in program schedules due to withdrawing from courses or non-continuous enrollment
may affect the time required to complete a degree, the financial aid received by a student, and
athletic eligibility. Therefore, it is the responsibility of students to check with the Registrar’s Office to ensure that changes made in their enrollment will not negatively affect their ability to complete their desired degree in a timely manner. Student should realize that changes in enrollment that lead to a reduction in the number of credits attempted can affect financial aid and athletic eligibility.

**Transfer Credit**

Students requesting evaluation of their prior academic records for transfer credit must submit copies of the relevant transcript(s). A preliminary, draft transfer credit award may be provided on the basis of transcript copies; however, final award is contingent on receipt of official transcripts to substantiate the claims. An official transcript is one that is sent directly to Salem’s Office of the Registrar by the prior institution or a third-party contracted by the prior institution to provide this service.

Students are expected to ensure Salem’s timely receipt of the official transcripts. For most students, the official transcripts are expected to arrive during the first semester of enrollment. Veterans are advised to provide official transcripts in 30-60 days of enrollment per Veterans Administration regulations.

Failure to provide official transcripts may result in the rescission of draft transfer credit award previously reported to the student. Salem will make good faith effort, working with the student, to obtain the needed transcripts. **However, Salem cannot accept responsibility for the consequences of no or untimely replies by prior institutions that jeopardize the final transfer credit awarded.** Responsibility for obtaining transcripts remains with the student seeking transfer credit for prior academic accomplishments.

Transfer credit may be granted solely at the discretion of the university. Credits may be transferred that have been earned at an accredited institution of higher education. For institutions located in the U.S., the institution must be accredited by an agency that is recognized by the U.S. Department of Education. Salem may accept credits earned at institutions offering higher education outside of the U.S., if the institution is recognized and approved by the appropriate government organization or an appropriate accrediting body that certifies the institution’s programs. The decision to award transfer credit will be made by the faculty, represented by the academic deans or directors, with support by the Office of the Registrar. The School of Nursing has sole discretion over transfer credits that will be awarded to nursing majors.

**Credit by Examination**

Students may be granted credits by completing standardized tests, including without limitation the Advanced Placement (AP), the College Level Examination Program (CLEP), DSST (formerly DANTES Subject Standardized Tests), the International Baccalaureate (IB), and other credit-by-examination programs. Students interested in credit by examination should refer to the Catalog Bulletin for any applicable fee information.

Students who receive a score of 3 or higher on AP examinations may receive academic credit as determined by the Registrar, in consultation with the appropriate department. Students who participate in the IB diploma program may be granted credit for any scores of 4 or higher.
**Dual Credit**

Students may be granted credits for completing so-called dual credit courses in high school. Such courses are college-level courses offered to high school students while they are still in high school, allowing them to earn credit for both.

**Evaluation of Transfer Credit**

The evaluation of transfer credit will be informed by the principles set forth in the Joint Statement on the Transfer and Award of Credit developed by members of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA). Salem will award transfer credit for all earned credits to the extent practicable within the framework of the university’s academic policies and program requirements. The cumulative GPA calculated by Salem for the aggregate of all transfer courses accepted, either as a block or individually, must be at least 2.0 undergraduate or 3.0 graduate. Advanced undergraduate credits with grades of “B” or higher may comprise up to 15 transfer credits toward relevant master’s degrees, whether the courses were completed at Salem or elsewhere.

Individual programs may set stricter limits on transfer credit. If programs do so, the program is responsible for providing full disclosure via their handbook(s) or other widely available materials or media (including the Salem web site, as appropriate) that will clearly and completely inform potential students prior to their signing an enrollment agreement or matriculating. Admissions may be contacted to arrange receipt of this information on restricted transfer credits by programs.

ACE-recommended credits for training and experience as shown on an official transcript or similar record of achievement will be evaluated to provide transfer credit for all earned credits to the extent practical with the framework of the university’s academic policies and program requirements. Members, veterans, and retirees of the United States Armed Forces, including the Army, Navy, Marine Corps, Air Force, and Coast Guard as well as the Public Health Service (PHS) Commissioned Corps and the National Oceanic and Atmospheric (NOAA) Commissioned Officer Corps must submit copies of their official service transcripts for review. Official transcripts must be provided by the Army/ACE Registry Transcript System (AARTS), the Sailor/Marine ACE Registry Transcript (SMART), the Community College of the Air Force (CCAF), the Coast Guard Institute (CGI), the Joint Services Transcript (JST), PHS, or NOAA.

**Credit Conversion**

Institutions in the US typically report earned credits in terms of semesters or quarters. These are sometimes called “hours” as in semester hours or quarter hours. Salem uses semester credits based on Carnegie Units.

Carnegie Units are based on instructional time:

- 15 hours of Lecture = 1 credit
- 30 hours of Lab = 1 credit
- 45 hours of Fieldwork, Practica, or Clinical learning experience = 1 credit

Per Federal guidelines, each hour of lecture is accompanied by 2 hours of preparation and homework. Thus a 3-credit course delivered in 4 week’s is roughly equivalent to a full-time job.
The conversion of quarter credits to semester credits is calculated by multiplying the quarter credits by 2/3 and rounding to a whole number with zero decimal digits. Thus a 3-credit quarter-hour course = $3 \times \frac{2}{3} = 2$ semester-hour credits.

Students coming to Salem from European Union nations that have adopted the European Credit Transfer and Accumulation (ECTS) the divisor is 2. The ECTS approach is defined in terms of student hours, not instructional hours. A “first cycle” or “bachelor’s” degree requires completion of 180 ECTS credits if the student completed high school in the EU, as per the Bologna Process. Thus, the student would take the equivalent of $180 / 2 = 90$ semester credits in the US. A “second cycle” or “master’s” degree requires a minimum of 60 ECTS credits: $60 / 2 = 30$ semester credits. It is not unusual in the EU for master’s degrees to require 90 to 120 ECTS credits, which is equivalent to 45 to 60 semester credits.

For students presenting non-ECTS international credits for transfer, the translation of hours is not straightforward. The independent assessment of earned credits is described in International Admissions section (above).

**Prior Learning Assessment**

Transfer credit may be awarded for relevant, comparable learning experiences. For current and prior Service members, Salem will evaluate the learning experiences documented in the Service member’s official Service transcripts and, if appropriate to the degree program, award credits. The official transcripts must be provided by the Army/ACE Registry Transcript System (AARTS), the Sailor/Marine ACE Registry Transcript (SMART), the Community College of the Air Force (CCAF), the Coast Guard Institute (CGI), Joint Services Transcript (JST), PHS, or NOAA.

Experiential learning must be documented with a portfolio prepared by the student to demonstrate achievement of relevant learning outcomes. The portfolio must be submitted electronically and must provide appropriate, corroborated evidence of the claimed learning. Impartial, objective references who can attest to the experiential learning must be provided to enable Salem to substantiate claims. Experiential learning typically will be evaluated on a case-by-case basis. For the student’s prior experiential learning to be considered for transfer credit, the student must submit his or her portfolio before the last day of the first semester of attendance.

**Evaluation of International Transfer Credits**

Students seeking transfer credits from post-secondary institutions outside of the United States must follow the International Admissions procedures.

**Maximum Transfer Credits**

In conformity with the Higher Learning Commission’s Assumed Practices: Section B. Teaching and Learning: Quality, Resources, and Support; 1. Programs, Courses, and Credits:

- Undergraduate students must complete at least 25% of the credits for their undergraduate degree program at Salem. Typically this requirement means 15 of 60 credits for the associate’s degree and 30 of 120 credits for a bachelor’s.
- Graduate students must complete at least 50% of the credits for their degree program or certificate at Salem. Typically this means 15 of 30 or 18 of 36 credits.

The maximum transfer credits for appropriately documented and University-approved Prior Learning Assessment (PLA) is 25% of the total credits of the program requirements.
• Undergraduate students may earn 15 PLA transfer credits toward an associate’s degree and 30 PLA credits toward a bachelor’s degree.
• Graduate students may earn a maximum of 6 PLA transfer credits toward a 30-credit program or 9 PLA transfer credits toward a 36-credit program, which applies to certificate and formal degree programs.
• PLA credits are included in the total transfer credits awarded.

Students must have earned at least a “D” in all undergraduate courses submitted for consideration toward an undergraduate degree. Students must have earned at least a “C” in all graduate courses submitted for consideration toward a graduate degree or certificate. Students must have earned at least a “B” in all advanced undergraduate courses submitted for consideration toward a graduate degree or certificate, to a maximum of 15 credits or 50% of the required credits, whichever is less. Salem will not award transfer credit for failed academic courses.

Individual academic programs may set additional limits on transfer credits as approved by the University.

**Residential Requirements**

Undergraduate degree programs in Biology, Education, and Nursing have significant lab and fieldwork or practica that require students to reside within convenient commuting distance of the campus. Undergraduate programs in Business Administration, Computer Science, Criminal Justice, Information Technology, and Nursing RN-BSN may be completed in their entirety by distance education. The MBA, M.Ed., and MSN also may be completed by distance education.

**Transferability of Credits**

The transferability of credits earned at Salem University to another institution is at the discretion of the accepting institution. It is the student’s responsibility to confirm whether or not credits will be accepted by another institution of the student’s choice.

**Expectations of Distance Education Learners**

Salem offers classroom, distance education (primarily online via the Internet), and blended courses that have classroom and distance education components. Distance education students are responsible for ensuring they have the resources to complete courses successfully.

**Scheduling Online and Blended Courses**

The Registrar schedules students into online and blended sections of courses as needed. Students can request an online or blended course section as may be available. Online and blended courses are regular courses with specific start and end dates just like classroom courses. These courses are **not** self-paced: Students must fulfill the requirements stated in the syllabi by the deadlines set by the instructor.

**Access to Course Materials**

Salem uses the Blackboard® Learn course management system to deliver courses via the Internet: [https://salemu.blackboard.com](https://salemu.blackboard.com). At a minimum, students must have reliable access to:

• Internet communications;
• Computer with a recent version of Microsoft® Windows, Mac OS X, or equivalent;
• Internet browser such as Chrome, Firefox, or Internet Explorer;
• Personal productivity suite including word processing, spreadsheet, and presentation software with functionality equivalent to Microsoft Office and the ability to save files in Microsoft Office compatible or RTF formats;
• Adobe Acrobat Reader; and
• LiveText standard edition.

Most courses at Salem use eBooks. Some eBooks may require special reader software that typically is provided by the publisher.

When students are on campus in West Virginia, they are provided access to the Internet via wireless connections. The local servers are high capacity units with multiple dual-core processors handling data input and output as well as local storage. Commercial firewalls protect the servers from security threats. The campus in West Virginia has a 100 Mbps Dedicated Internet Access (DIA) circuit.

**Email Communications**

Salem email accounts (username@students.salemu.edu) are the primary means of email communication between students, their instructors, and the university. Each student is provided a Salem email account. Students are responsible for checking their Salem email regularly. Within courses, the Blackboard Messages feature is to be used.

**Establishing Online Attendance**

Students are required to establish their attendance per requirements published in the syllabi. Logging into Blackboard by itself is not sufficient to establish attendance. Students must make 2 posting during the first few days of the course: Typically, these are an acknowledgment of receipt and understanding of the syllabus and a biographical sketch.

**Online Withdrawal**

To withdraw from an online course, the student must follow the procedures listed in this catalog. These are the same as withdrawing from a classroom-based course. The Registrar and the Office of Financial Aid will provide help and may be contacted via email or telephone.

Course abandonment (inactivity) does not create withdrawal from the course or the university. Students remain financially responsible unless the formal withdrawal process is followed.

**Research Involving Human Subjects**

All academic courses and internships involving research will be carried forward in an ethical manner, and special attention will be given to research that involves human subjects. Human subjects may include human beings, human materials, or the use of recombinant DNA molecules.

The Institutional Review Board (IRB) must clear all research involving human subjects. The IRB will review all research proposals involving human subjects. The IRB will include the Provost, Dean of the school, and two faculty members. The purpose of the IRB is to protect the rights and welfare of individuals who serve as subjects of research and to ensure institutional compliance with those ethical considerations contained in the Code of Federal Regulations (45 CFR 46).
The researcher must submit an application and summary of the research proposal in advance to the appropriate entity for approval. No research or modification of approved research may be conducted without the review and consent of the IRB.

“Research” is operationally defined as the systematic investigation of an institutionally approved topic that may include the development, testing, piloting, implementing, and evaluating of data collection instruments or protocols with the goal of developing generalizable knowledge or otherwise contributing to the academic discipline's body of knowledge. "Systematic investigation" may range from a designed experiment in a lab with independent and dependent variables to an ethnographic study. Research methods are to be approved prior to being implemented by the researcher. "Instruments or protocols" are broadly defined to include any means employed to gather data from research participants. This includes without limitation surveys, interview questions, and focus group questioning routes. "Generalizable knowledge" is the essential goal of research. Such research typically is undertaken as part of a project to develop an academic thesis, dissertation, publication, or presentation. Only those activities that qualify as research within the scope of these operational definitions require IRB approval.

**Official Transcripts**

To request an official Salem transcript, the student must furnish his or her last date of attendance and student number. The student must submit the full name under which he or she was enrolled and his or her date of birth. Requests for transcripts must be made online or by writing to the Registrar. Salem cannot accept telephone requests because of the inherent security risk.

**Grievance and Complaint Procedures**

Students have the right to file a grievance (i.e., a formal complaint). If a student’s grievance relates to appeal of a final grade, the University policy for Final Grade Appeals applies. For other matters that the student wishes to have addressed formally by the university, the following steps are to be followed.

**Grievances and Complaints Related to Specific Courses**

1) The student will contact his or her current instructor of record listed in the syllabus, either in person or via email, stating the concern as clearly, specifically, and briefly as possible.

2) The instructor will reply by email within 2 business days with a decision to resolve the matter.

3) If the student wishes to appeal the instructor's decision, he or she may submit an appeal to the dean of the school or director of the program by email, which must be completed within 5 business days.

4) The dean/director will reply by email within 2 business days with a decision with respect to the appeal.

5) If the student wishes to appeal the dean's or director’s decision, he or she may appeal to the Provost by email, which must be completed within 5 business days.

6) The Provost will reply by email within 2 business days with a decision with respect to the appeal.
7) If the student wishes to appeal the Provost’s decision, he or she may appeal to the President by email, which must be completed within 5 business days.

8) The President will reply by email within 2 business days with a final decision with respect to the appeal. The President’s decision is final.

**Other Grievances and Complaints**

If a student were to be dissatisfied with any aspect of his or her interaction with Salem representatives, services, policies, or procedures, then he or she may submit a formal complaint or grievance. Such complaints are not limited to academics. The general procedure is as follows:

1) The student will contact his or her dean or director, either in person or via email, stating the concern as clearly, specifically, and briefly as possible.

2) The dean or director will reply by email within 2 business days with a decision to resolve the matter.

3) If the student wishes to appeal the dean’s or director’s decision, he or she may appeal to the Provost by email, which must be completed within 5 business days.

4) The Provost will reply by email within 2 business days with a decision with respect to the appeal.

5) If the student wishes to appeal the Provost’s decision, he or she may appeal to the President by email, which must be completed within 5 business days.

6) The President will reply by email within 2 business days with a final decision with respect to the appeal. The President’s decision is final.

**Exception Processing**

If the grievance or complaint involves any person listed above, then the student shall begin with the next higher person listed. For example, if the matter relates directly to the student’s interaction with the dean or director, then the student will begin the process with a statement to the Provost, either in person or by email.

**Complaint Resolution for Distance Education Courses**

Student complaints regarding Final Grades are handled as specified in Final Grade Appeals. Other complaints are handled as specified in Grievance and Complaint Procedures.

Salem operates in conformance with the National Council for State Authorization Reciprocity Agreement (SARA) guidelines. Unresolved complaints resulting from distance education courses may be forwarded to the West Virginia Higher Education Policy Commission (WVHEPC), which is West Virginia’s SARA “portal entity.” WVHEPC will investigate and resolve allegations of dishonest or fraudulent activity, including the provision of false or misleading information. The SARA process for resolving complaints is as follows:

a. Complaints against an institution operating under SARA go first through the institution’s own procedures for resolution of grievances.

b. Complaints regarding student grades or student conduct violations are governed entirely by institutional policy and the laws of the SARA institution’s home state.
c. If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made, to the SARA portal entity in the home state of the institution against which the complaint has been lodged. That entity shall notify the SARA portal entity for the state in which the student is located of receipt of that appealed complaint. The resolution of the complaint by the institution’s home state SARA portal entity, through its SARA complaint resolution process, will be final, except for complaints that fall under the provisions of (g), below.

d. While the final resolution of the complaint rests with the SARA portal entity in the home state of the institution against which the complaint has been lodged, the portal entity in the complainant’s location state may assist as needed. The final disposition of a complaint resolved by the Home State shall be communicated to the portal entity in the state where the student lived at the time of the incident leading to the complaint, if known to the institution’s Home State.

e. While final resolution of complaints (for purposes of adjudication of the complaint and enforcement of any resultant remedies or redress) resides in certain cases with institutions (complaints about grades or student conduct violations), or more generally with the relevant institution’s home state SARA portal entity (all other complaints), the regional compact(s) administering SARA may consider a disputed complaint as a “case file” if concerns are raised against a participating state with regard to whether that state is abiding by SARA Policies and Standards. The regional compact may review such complaints in determining whether a state under its purview is abiding by the SARA standards. Similarly, a complaint “case file” may be reviewed by NC-SARA in considering whether a regional compact is ensuring that its member states are abiding by the SARA standards required for their participation in the agreement.

f. SARA portal entities shall report quarterly to NC-SARA the number and disposition of complaints that are not resolved at the institutional level. Such data will create transparency and can be used in determining whether a regional compact is ensuring that its SARA member states and those states’ institutions are abiding by the standards required for participation in the agreement.

g. Nothing in SARA Policies and Standards precludes a state from using its laws of general application to pursue action against an institution that violates those laws.

**Final Grade Changes**

Faculty members assign grades based on the work students submit in fulfillment of the requirements stated in the syllabi. Students have the right to as for reconsideration regarding their final grades in courses if they believe their grades reflect a capricious, arbitrary, or prejudiced academic evaluation, or reflect discrimination based on race, sex, age, handicap, veteran status, religion or creed, sexual orientation, color, or national origin. The posted grade shall remain in effect until the grade change procedure is completed. The following procedure will be used.

**Step 1.** The student shall ask for a change of the final grade directly to his or her professor within five (5) days after the grade is posted. The reason for the grade change must be. If the
student is not satisfied with the professor’s decision, he or she should proceed immediately to Step 2.

**Step 2.** The student shall contact the responsible dean, department head, or program leader to request the final grade be changed. This request must be submitted writing, preferably via email. The responsible dean, department head, or program leader will render a decision within five (5) days. If the student remains unsatisfied with this decision, he or she should proceed to Step 3.

**Step 3.** The student may request that an Academic Appeal Committee be assembled to make a final resolution. This Committee shall consist of three (3) or more faculty members including at least one outside the original professor’s discipline. The Committee will advise the student of the formal resolution and render a decision within five (5) days. The decision of the Committee is final.

This procedure is to be completed within 15 calendar days. If a grade change is approved, the University will ensure the change is recorded in the student’s official academic record.

**Point of Contact for Service Members**

The Registrar serves as the primary point of contact for Service members seeking information about available, appropriate academic counseling, financial aid counseling, and student support services. The Registrar will direct students to other Salem offices with specialized knowledge as may be necessary.

**Military Personnel Leave of Absence**

Students in the U.S. Armed Forces may request a Military Leave of Absence of up to 90 days. Documentation is required and missed course work must be completed. Leave may be requested in writing based on military duties, including, but not limited to, unanticipated deployments or mobilization, activation, and temporary duty assignments. Salem will advise the student of potential effects on financial aid and academic standing.

**Services for Students with Disabilities**

In conformance with the Americans with Disabilities Act of 1990 (ADA), Salem seeks to work collaboratively with students who identify themselves as having a disability as per the ADA and who are seeking academic adjustment or other accommodation. The university will seek to achieve mutual agreement on such requests in order to provide reasonable accommodation for disabilities that may negatively affect students’ college education.

It is the responsibility of the student to contact the Office of Student Advancement and Success (SAS) to supply written evidence prepared by a licensed professional with appropriate training and experience relevant to the disabling condition and who has no relationship to the student. The SAS office will provide a checklist of required evidence for the student to submit. The Coordinator of Disability Services will determine the reasonable accommodation that can be offered and will document same with a Determination Letter that will be mailed to the student. If the student disagrees with the determination, he or she may initiate the standard complaint procedure.

It is the student’s responsibility to provide a copy of the Determination Letter to each of his or her faculty during the first week of a new class or prior to any assessments listed in the syllabus. If a
faculty member does not receive a copy of the Determination Letter timely, he or she is not required to provide the academic adjustment or other accommodation.

**Copyright**

Salem strictly prohibits the unauthorized downloading, duplication, or sharing of copyrighted materials. The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $150,000 per infringement; criminal penalties include a fine up to $250,000 per infringement and imprisonment.

**Anti-Circumvention Provisions of the Digital Millennium Copyright Act**

Under the Digital Millennium Copyright Act (DMCA), provides criminal penalties if a person tries to circumvent a copyright control, such as digital rights management (DRM) technology or encryption. Under 17 U.S.C. § 1204(a), a person can be held criminally liable if he or she circumvents access controls willfully for the purpose of commercial advantage or private financial gain. The government may take into account various factors in deciding to pursue criminal copyright infringement or not.

**Financial Aid Policies and Procedures**

**Tuition and Fees**

Tuition and fees and other charges are published in the Catalog Bulletin, which may be obtained from the Office of Admissions or downloaded from www.salemu.edu/admissions. The Catalog Bulletin is an integral part of this catalog and is hereby incorporated by reference in its entirety.

**Room and Board Rate**

Current room and board charges are contained in the Catalog Bulletin. Board charges cover 19 meals per week while classes are in session. No allowance is made for students who miss meals or who choose not to participate. The board plan does not provide meals when the campus is closed (e.g., holidays and breaks between semesters). Room and board is offered only on campus in West Virginia.

**Terms of Payment**

Students are required to pay 100 percent of their estimated amount due for the semester at least two weeks prior to the first scheduled day of class. Payment may be made in cash, by check, or by VISA, MasterCard, or Discover Card. Questions regarding payment should be directed to the Bursar. (See Telephone Directory (above) for the number.)

Any student who is delinquent financially will not be permitted to register, audit, or attend classes, or graduate until all charges are paid. Salem reserves the right not to release transcripts, grades,
or other records for any student who has an outstanding account balance, is delinquent, or is in default.

If a student with an outstanding balance on his or her account were to separate from the institution through withdrawal or suspension, that student remains responsible for the account balance in full. If the account remains unpaid, then it will be sent to collections, and the student will be responsible for any collection fees incurred and payable to any outside collection agency.

**Federal Financial Aid**

Salem University provides Federal Financial Aid to qualified and eligible students. In order for a student to be eligible for Federal Financial Aid, the student must be a United States Citizen or qualifying permanent resident, file a Free Application for Federal Student Aid (FAFSA) form, and be eligible to receive U.S. federal dollars. Some students may be selected for additional verification to establish their eligibility.

**Financial Aid and Satisfactory Academic Standing and Progress**

A student may qualify for continuing federal financial aid if he or she is in good academic standing, is not on academic probation, and meets all other eligibility requirements for federal financial aid.

**Periods of Non-Enrollment**

Periods of non-enrollment include Leave of Absence (LOA) and Standard Period of Non-Enrollment (SPNE).

*Leave of Absence:* Students may submit requests for LOA to a maximum 180 calendar days in aggregate per award year consistent with federal regulations. Each request for LOA must be made in writing, signed by the student, and approved by the university. Financial aid is not available during a LOA.

*Standard Period of Non-Enrollment:* A student who attends classes for two consecutive full-time semesters but does not enroll in any courses during the third consecutive semester will be defined as being in SPNE status for the third semester.

*Effect of Non-Return:* If the student on LOA does not return by the agreed upon date, the university will process the student as a withdrawal without notice with an effective date of the Last Date of Attendance prior to the LOA. Similarly, if the students on SPNE does not return at the commencement of the next semester, the university will process the student as a withdrawal without notice with an effective date of the Last Date of Attendance prior to the SPNE.

**Refund Policies**

Salem University’s Institutional Refund Policy as outlined below applies to all domestic students who completely withdraw from all classes during a semester. (See statement below in regards to international students.) The Return of Title IV Refund Policy applies to students if they received or were scheduled to receive federal student aid program funds. The requirements of the federal Return of Title IV Refund policy are separate from the institutional refund policies and any applicable state refund policy. Therefore, a student may owe a balance to the University for Institutional Charges after the application of the Return to Title IV calculation. The state refund policy applies only to residents of the state of Indiana who are enrolled at Salem University.
Return of Federal Title IV Aid

Federal regulations require Salem University to calculate a return of Title IV funds for any student who withdraws or does not complete a semester and who has received or was scheduled to receive financial assistance from the Title IV programs. The calculation is performed using a specific formula required by the U.S. Department of Education.


Calculation of Earned Title IV Assistance

The formula is a pro-rata formula and the calculation for return of Title IV funds is based on the official withdrawal date (Last Date of Attendance or LDA) as determined by the Registrar's Office. The number of days completed in the semester is divided by the total number of days in the semester to determine the percentage of semester completed. This is the percentage of federal student aid earned by the student.

If the percentage is 60% or more of the semester completed, there is no return of Title IV funds due and the student has earned 100% of scheduled Title IV funds. If the percentage is less than 60%, this percentage is multiplied by the total amount of Title IV aid scheduled to determine total amount of Title IV aid earned.

Post-Withdrawal Disbursement

If the total amount of the Title IV grants and/or loan assistance earned as of the withdrawal date is more than the amount that was disbursed to the student, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event that there are outstanding charges on the student's account, the University will credit the student's account for all or part of the amount of the post-withdrawal disbursement of grant assistance (not loan), up to the amount of the allowable charges.

Any amount of a post-withdrawal disbursement that is not credited to a student's account will be offered to the student within 30 days of the date that the institution determined that the student withdrew. Upon receipt of a timely response from the student, the University will disburse the funds within 90 days of the date of determination of the student's withdrawal date.

Salem University maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student responds after 14 days of the date that the notification was sent. If the University decides not to make this post-withdrawal disbursement, it will inform the student in writing.

Return of Unearned Title IV Funds

If the total amount of Title IV grant and/or loan assistance that was earned as of the withdrawal date (LDA) is less than the amount that was disbursed to the student, the difference between the two amounts will be returned to the Title IV program(s) and no further disbursements will be made.
**By the University**

If a student has received excess funds, the University must return within 45 days from the date of determination of withdrawal a portion of the excess equal to the lesser of:

- The student’s institutional charges multiplied by the unearned percentage of funds, or
- The entire amount of the excess funds.

The funds will be returned in the order below as prescribed by federal regulations, within 45 days from the date of determination that a student withdrew:

- Unsubsidized Direct Stafford Loans
- Subsidized Direct Stafford Loans
- Direct PLUS loans
- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)

For important information about the educational debt, earnings, and completion rates of students who attended any of our programs, click here.

**By the Student**

In the event that there is remaining unearned aid, the student is responsible for returning those funds. If the aid to be returned is in the form of a loan that has been released to the student (or parent if a PLUS loan) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of the time. If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50% of a federal grant rather than 100%. The University will return the student's grant obligation to the appropriate federal program. Students may obtain copies of their refund calculations from the Financial Aid Office.

**Institutional Refund Policy**

In accordance with University policy, if a student is not accepted, all advanced money shall be refunded. If a student is accepted and then cancels registration before classes begin, all tuition paid in advance shall be refunded. Any student who begins classes on or after the start date of any semester and then completely withdraws prior to the end of any semester, the University will earn tuition and fees based on the week in which the student withdraws and the student will be obligated on the following basis. If the last date of attendance is during the:

- First calendar week of the semester, then an obligation of 25% of the semester’s tuition and fees.
- Second calendar week of the semester, then an obligation of 50% of the semester’s tuition and fees.
- Third calendar week of the semester, then an obligation of 75% of the semester’s tuition and fees.
- Fourth calendar week of the semester, then an obligation of 100% of the semester’s tuition and fees.

Salem University determines the official date of a student’s withdrawal based on the student’s last date of attendance (LDA). The LDA is used to determine the amount of the refund that is due the student. The institution’s refund procedure requires the Registrar to report official and unofficial withdrawals to the Financial Aid and the Bursar’s Offices. The Financial Aid Office is responsible
for the review of student data and completion of the refund and repayment calculations as appropriate to institutional policy. The Student Accounts Office issues all refunds inclusive of refunds due to a student’s withdrawal from the University. The payments of refunds due to withdrawal are processed within 45 days from the date of determination of withdrawal. The Financial Aid Office will contact student loan borrowers who withdraw from the University and provide information and advising regarding loan repayment.

The University will first calculate the amount of unearned Title IV assistance that must be returned to the federal student aid programs under the Federal Return of Title IV Aid policy. The unearned amount of Title IV funds will then be subtracted from the total amount of all funds that was paid for institutional charges the semester of withdrawal to compute the Adjusted Amount Paid. The University will then calculate the amount of institutional charges (tuition and fees, etc.) that will be retained based on the requirements of any applicable state law or the applicable University’s institutional refund policies. The amount of institutional charges that can be retained will be subtracted from the Adjusted Amount Paid. If a credit balance from Title IV funds remains on the student’s account the refund will be made to the student or, with the student’s written authorization, to federal student aid programs in the order specified above in Federal Return of Title IV policy. If there is a non-Title IV credit balance the credit balance will be returned to the source of funding per agency policy and or to the student as permitted. The student will be billed for any outstanding charges.

Refund Policy for International Students

International applicants who are granted a visa to attend Salem must commit to an enrollment of at least two academic semesters (representing eight months of continuous enrollment) in order to be admitted to Salem and to be eligible for an international student scholarship. If an international student withdraws or transfers prior to the completion of the minimum two semesters, the tuition, fees, room and board charges are non-refundable. After completion of the first two academic semesters, if an international student withdraws from the program during a semester the tuition, fees, room and board charges are non-refundable.

Refund Policy for Indiana Residents

The following refund policy applies to INDIANA residents attending Salem:

1) A student is entitled to a full refund if one (1) or more of the following criteria are met:
   a) The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
   b) The student does not meet the school’s minimum admission requirements.
   c) The student’s enrollment was procured as a result of a misrepresentation in the written materials utilized by the school.
   d) If the student has not visited the school prior to enrollment and, upon touring the school or attending the regularly scheduled orientation/classes, the student withdrew from the program within three (3) days.

2) A student withdrawing from an instructional program, after starting the instructional program at the school and attending one (1) week or less, is entitled to a refund of ninety percent (90%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).
3) A student withdrawing from an instructional program, after attending more than one (1) week but equal to or less than twenty-five percent (25%) of the duration of the instructional program, is entitled to a refund of seventy-five percent (75%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

4) A student withdrawing from an instructional program, after attending more than twenty-five percent (25%) but equal to or less than fifty percent (50%) of the duration of the instructional program, is entitled to a refund of fifty percent (50%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

5) A student withdrawing from an instructional program, after attending more than fifty percent (50%) but equal to or less than sixty percent (60%) of the duration of the instructional program, is entitled to a refund of forty percent (40%) of the cost of the financial obligation, less an administrative fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars ($100).

6) A student withdrawing from an institutional program, after attending more than sixty percent (60%) of the duration of the instructional program, is not entitled to a refund

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) defines a student’s eligibility for enrollment using Federal financial aid. Salem University is required by federal and state regulations as well as institutional policy to determine if a student is achieving SAP. The following sections describe the components of Federal SAP that apply to all students using Federal financial aid.

Requirements of the SAP Policy

The following components are measured to determine whether a student is meeting Federal SAP standards: Qualitative, Quantitative, and Maximum Timeframe.

Minimum Grade Point Average (Qualitative)

An undergraduate student must maintain a cumulative GPA of at least 2.0. A graduate or professional student must have a cumulative GPA of at least 3.0. Cumulative GPA is calculated each semester.

* Note: The cumulative GPA is based on the courses attempted to complete the degree requirements. Courses with official grades of W, WF, and WP are not used to fulfill degree requirements and are not included in the cumulative GPA. In the case of a repeated course, the highest grade is included in the calculation.

Minimum Pace or Completion Rate (Quantitative)

Undergraduate students must successfully complete at least 50% of the first 12 credits attempted and 60% of the first 24 credits attempted; thereafter, they must maintain at least 67% successful completion rate. Graduate students must maintain at least 67% successful completion rate throughout their programs. Minimum Pace is assessed at the end of each semester.
**Maximum Timeframe**

A student may attempt no more that 150% of the credit hours required by his or her degree program using federal financial aid. A student is ineligible for federal financial aid when it becomes mathematically impossible for the student to complete the program within 150% of the length of the program.

**Failure to Meet SAP Requirements**

An undergraduate student who does not meet SAP requirements will be placed on Financial Aid Warning which allows the student to receive federal financial aid for one additional semester. The student will be monitored for SAP again at the end of the Financial Aid Warning semester.

A student who fails to meet SAP requirements after a Financial Aid Warning semester will be placed on Financial Aid Suspension and is not eligible to receive additional federal financial aid without a successful appeal.

A student who wishes to appeal must submit the appeal in writing to the Office of Student Financial Aid. Federal financial aid will only be awarded if an appeal is approved. This appeal process is available for a student who experiences a personal injury or illness, death of a relative, or other circumstances beyond the student’s control that affects the student’s ability to meet SAP. Appeals may be approved outright or may be approved with an Academic Plan. In either case, should the appeal be approved, students will be allowed to receive federal financial aid for a Probationary Semester.

A student who is placed on an Academic Plan will be reviewed for SAP at the end of the Probationary Semester. If the student still does not meet SAP requirements as stated in the Academic Plan, the student will be placed on Financial Aid Suspension and will be ineligible for federal financial aid until such time as the student meets SAP requirements. Students may appeal Financial Aid Suspension.

At the completion of the Probationary Semester, the student whose appeal was approved without an academic plan will be reviewed for SAP. If the student still does not meet SAP requirements, the student will be placed on Financial Aid Suspension and will be ineligible for federal financial aid until such time as the student meets SAP requirements. The student may appeal Financial Aid Suspension.

If the student’s appeal is denied, the student will be ineligible for federal financial aid until the student meets the SAP requirements.

**Regaining Eligibility for Financial Aid**

A student who failed to meet SAP standards and who is approved to continue in their studies without benefit of federal financial aid (i.e., pays cash or makes other financial arrangements) may request a review of his or her academic record after any semester in which he or she is enrolled without receipt of federal financial aid. If the three SAP standards (above) are met at the time of evaluation, federal financial aid eligibility may be regained for the subsequent semester of enrollment in the academic year.

**SAP Definitions**

These SAP Definitions apply to students using federal financial aid.
Appeal

An appeal is a process by which a student who is not meeting SAP standards, petitions the institution for reconsideration of his or her eligibility for enrollment and receipt of federal financial aid funds. An appeal must explain why the student failed to make satisfactory academic progress and what has changed in the student’s situation that will allow the student to make satisfactory progress by the time of the next scheduled evaluation.

Financial Aid Warning

Financial Aid Warning is a status assigned to a student who fails to make SAP at the end of a semester and is allowed to continue enrollment for one additional semester. A student is eligible to receive financial aid during a Financial Aid Warning semester.

Financial Aid Probation

Financial Aid Probation is a status that is assigned to a student who fails to make SAP and who has successfully appealed and has had eligibility for financial aid reinstated. A student who is placed on Financial Aid Probation may receive financial aid for one subsequent payment period. A student on Financial Aid Probation may be required to meet certain terms and conditions. A student placed on Financial Aid Probation may be placed on an Academic Plan. At the conclusion of the Financial Aid Probation payment period, the student must either meet the SAP standards or fulfill the requirements specified in the Academic Plan, otherwise he or she will be placed on Financial Aid Suspension.

Academic Plan

An Academic Plan is a written agreement between the student and the university that may extend the student’s Financial Aid Probation period beyond one semester. The Academic Plan lists specific requirements (i.e., minimum course completion ratio and cumulative GPA) that the student must attain while on Financial Aid Probation in order to remain eligible for federal financial aid. SAP will be measured at the end of each semester while a student is on an Academic Plan. A student who fails to meet the requirements of the Academic Plan will be placed on Financial Aid Suspension.

Financial Aid Suspension

Financial Aid Suspension is a status that is assigned to a student who fails to make SAP, fails to regain eligibility by meeting the minimum SAP standards after a successful appeal and a Financial Aid Probation period or does not fulfill the requirements set forth in his or her Academic Plan during a Financial Aid Probation payment period. A student who is placed on Financial Aid Suspension may only receive federal financial aid by re-establishing eligibility by meeting the standards set forth in this SAP policy.

Effect of Withdrawals, Incompletes, Repetitions, Transfer Credits, Change of Program or Readmission, and Developmental Courses

Withdrawals

If the student withdraws from a course for any given semester (e.g., student receives a grade of W for the course), the course credits are counted in the attempted credit hours. Withdrawn courses are calculated in the quantitative and maximum timeframe measures.
**Incomplete Grades**

A grade of incomplete is **not** an official final grade. An incomplete is counted in credit hours attempted for quantitative and maximum timeframe measures and is included in the calculation of the GPA or total credit hours earned. The “I” grade is treated as an “F” grade in the qualitative measure (i.e., cumulative GPA calculation) until the incomplete grade is replaced with a passing letter grade.

**Repeated Courses**

Repetition of a course increases the number of credit-hours attempted and the number of credit-hours earned, if passed. If a student repeats a failed or previously passed course, the lower grade and corresponding grade points earned are excluded in the calculation of the GPA. The higher grade and corresponding grade points, from the original attempt or the repeat, is used in the GPA calculation. Each time a course is attempted, it is considered an attempt when calculating quantitative and maximum timeframe measures, regardless of whether the course is subsequently repeated for a better grade. The credits for all attempted courses are used when measuring the quantitative standard. A student may only be funded for a repeated course until they pass the course when the course was failed. For this purpose, passed is defined as any grade higher than an F, regardless of any school or program policy requiring a higher qualitative grade or measure to have been considered to pass the course. A student is permitted to retake a previously passed course once and receive funding for the repeated course. The repetition of a course negatively affects the student’s ability to satisfy quantitative and maximum timeframe standards.

**Transfer Credits**

All accepted transfer credits count both as attempted and as earned credit hours toward the quantitative and maximum timeframe measures for completion of program of study. In general, transfer credits may reduce the time to complete a degree program.

**Change of Program or Readmission**

If a student is readmitted to the University or changes his or her program of study, the credits and grades that are applicable to the student’s current program of study will be included in determining the student’s SAP and the appropriate evaluation of level of the student. Students are not permitted to change programs of study more than once unless they are meeting SAP requirements in their original program of study.

**Developmental Courses**

Developmental courses, including ESL, are calculated in the quantitative measure to determine pace or rate of completion but are not calculated in the maximum timeframe. The grades earned in ESL courses that earn college credit are included in the qualitative measure: cumulative GPA.

**Withdrawal**

**Withdrawal from a Course**

Course withdrawal through the end of the second week of the class or term results in a grade of “W” on the record. It is the student’s responsibility to complete the necessary paperwork required by the Registrar’s Office. Withdrawals are **not** permitted after the second week of the class unless approved by the Provost in writing.
If a student were to be taking only one (1) class at the time, then withdrawal from this class would be considered withdrawal from the University. This likely would have a significant effect on the student’s continuing enrollment, future graduation date, and overall financial aid status. Students always should consult the Office of Financial Aid before withdrawing.

Withdrawal from the University

When a student is considering withdrawing from the University, the student should attempt to talk with his or her advisor or the Provost. The student must contact a Financial Aid Advisor and the Student Accounts Office to discuss the financial impact of withdrawal. International students must meet with a Student and Exchange Visitor Program (SEVP) Designated School Official (DSO or Principal DSO) before initiating the withdrawal process.

Withdrawal Process

The withdrawal process begins when the student notifies the Registrar of his or her intent to leave the institution. At that time the student should complete the University Withdrawal Form. The University Withdrawal Form requires the signatures from various academic and administrative offices. A student must realize that notification of intent to withdraw from the institution will begin a series of events involving the recalculation of financial aid entitlement for the term and the future registration of the student in the institution.

The withdrawal form must be processed through the Students Accounts Office where the student’s eligibility for any refund of tuition and fees will be determined. If a student is receiving student aid, the Financial Aid Office will determine whether adjustments must be made to any federal, state, institutional, or other aid and arrange for the return of funds, if required.

Determination of Withdrawal Date

Notification Given: When a student discusses withdrawal or brings the withdrawal form to the Registrar, the Registrar will note that date as the “Official Notification” date of withdrawal. If a student withdraws from the University during a course or between two courses, but not at the end of his or her semester, regulations involving the return of federal financial aid apply. If a student withdraws at the end of his or her semester, regulations involving the return of federal funds do not apply.

Notification Not Given: If a student fails to complete the withdrawal form and leaves during a course or between courses for which he or she is pre-registered, the student will be considered to have withdrawn without notification and the last day of attendance will be used as the official withdrawal date. If a student has withdrawn, the student’s registration for future classes will be cancelled and the student will be considered withdrawn from the institution as of the last date of attendance the previous term.

Course Descriptions

All courses are three (3) credits unless otherwise indicated in parentheses following the course name below. Undergraduate courses are numbered in the range 100 through 499. Courses numbered less than 100 are developmental. In general, lower-level courses are numbered 100 through 299 and upper-level courses are numbered 300 through 499; however, there are
exceptions as are noted in some courses’ descriptions. Courses numbered 500 through 699 are
master’s courses; those numbered 700 and higher are post-master’s.

ACC111 – Principles of Accounting (3 credits)
This lower-level course presents the concepts which underlie the accumulation,
summarization, and reporting of financial information relative to a business entity. Details
the accounting processes for different types of businesses: service, manufacturing, retail,
sole proprietorships, and partnerships. Explains inventory costing methods, accruals,
deferrals, plant assets, depreciation methods.

ACC112 – Principles of Accounting 2 (3 credits)
This lower-level course is a continuation of financial accounting principles applied to the
corporation. Provides a thorough treatment of managerial accounting processes; cash
fund flow reporting and analysis; CVP analysis; analysis of financial statements, ratio
analysis; and numerous other topics. Prerequisite: ACC111.

ACC211 – Intermediate Accounting (3 credits)
This upper-level course examines the theoretical foundation supporting the reporting of
current and non-current assets, income, cash flow, the conceptual framework of
accounting and the environment of financial reporting. Conceptual material is
supplemented with exercises and problems. Prerequisite: ACC112.

ACC212 – Intermediate Accounting 2 (3 credits)
This upper-level course is a continuation of ACC211. It examines the theoretical
foundations supporting the reporting of long-term receivables, investments, stockholders'
equity items, income recognition, the measurement of net assets, accounting for income
taxes (as distinct from federal taxation), post-employment benefits, leases, earning per
share, account changes and errors, and changes in prices. Conceptual material is
supplemented with exercises and problems. Prerequisite: ACC211.

ACC213 – Cost Accounting (3 credits)
This upper-level course focuses on methods available to analyze cost variances from
predetermined cost standards. Emphasis is on manufacturing operations, and the various
procedures utilized by management to control costs. Prerequisite: ACC211.

ACC300 – Computer Accounting (3 credits)
This course introduces computerized accounting in a microcomputer environment. Topics
include a review of basic accounting theory and training in both manual and computerized
accounting procedures. By using a pre-designed accounting software package, students
learn the principles and techniques required for computerized processing of accounting
data and for generating accounting reports and financial statements. Students will have
extensive hands-on experience with computerized systems.

ACC304 – Financial Accounting (3 credits)
This intermediate accounting course examines the reporting of current and non-current
assets, income, and cash flow. Topics include financial statement analysis and the
conceptual framework of accounting, as well as financial reporting to internal and external
stakeholders. Conceptual materials are reinforced with practical applications.
Prerequisite: ACC112.

ACC305 – Financial Accounting 2 (3 credits)
This intermediate accounting course examines the reporting of long-term receivables,
investments, stockholders’ equity items, income recognition, and the measurement of net
assets. Topics include accounting for income taxes (as distinct from federal taxation), post-
employment benefits, leases, earning per share, account changes and errors, and changes
in prices. Conceptual materials are reinforced with practical applications. Prerequisite:
ACC304

ACC312 – Federal Taxation (3 credits)
Traces the development of federal taxation and its purposes. Examines the rules and
regulations of the current tax laws governing the taxation of personal income and
corporate income.

ACC316 – Cost Accounting (3 credits)
This course uses various methods and approaches to support decision-making. Topics
include the analysis cost variances from predetermined cost standards, indirect and direct
costs, and allocations of costs internally. Emphasis is on accounting tools to support
manufacturing operations and the procedures used by management to control costs.

ACC411 – Auditing (3 credits)
This course examines the nature and theory surrounding the audit of financial statements
with emphasis on the procedures and techniques used during the course of an audit
engagement. Additionally, generally accepted auditing standards are reviewed in
conjunction with the role, responsibility, and liability of the auditor.

ACC412 – Corporate Taxation (3 credits)
This advanced course in corporate taxation emphasizes the formation and overall
structure of corporations. The tax impact with respect to company events such as
capitalization, liquidation, combinations, divestitures and operations are examined. The
course cites policy and provides examples to review complex topics in the areas of
corporate tax and leverage. The concepts of accounting periods, tax rates and methods
are examined along with tax treatment associated with expenses and deductions.

ACC510 – Financial Accounting (3 credits)
This course is a graduate-level treatment of accounting and its significant role in making
sound business decisions. This course is designed to teach students how to use financial
statements to be wise users of accounting information. The course will give practical
experience using ratio analysis to make credit and equity decisions.

ACC515 – Accounting for Managers (3 credits)
Students will survey accounting principles and practices to learn the rationale for and
implications of important accounting concepts and accounting procedures necessary to
analyze and evaluate financial statements. The course examines budgeting, profit
planning, budget control processes, tax planning, inventory management, cash forecasting,
financial reporting, required financial disclosures, and international monetary
transactions. Emphasis is placed on the use and importance of financial statements in the
managerial decision-making process and ethical standards in accounting. Case studies and
readings in accounting are used for practical application.

ACC520 – Managerial Accounting (3 credits)
Managerial accounting (aka, Cost Accounting) focuses on helping managers make sound
decisions about how to deploy resources most effectively and efficiently. Cost accounting
serves internal decision-making, in contrast to financial account, which serves external
reporting. Topics include cost accounting fundamentals, job costing, activity-based
costing, lean operations, process costing, cost-volume-profit analysis, budgeting,
performance evaluation, standard costs and variances, capital investment decisions, cash flows, and financial statement analysis.

**ACC551 – Advanced Accounting (3 credits)**
This course emphasizes proper financial reporting with students examining complex financial statements. Students will study techniques used within acquisitions and understand the effect on businesses and statements. In addition, the course will explore intercompany asset transactions, cash flows statements, preparing adjustments for dilution of share price and stock transactions. Topics include ownership and taxes, Generally Accepted Accounting Principles (GAAP) and how they relate to interim reporting and concepts of hedging and foreign exchange risks. In addition, the course will explore the accountants' role with respect to the Securities and Exchange Commission (SEC) and the International Accounting Standards. Prerequisite: ACC515 or equivalent course work.

**ACC552 – Accounting Ethics (3 credits)**
This course provides the methodology and framework necessary for governance in the 21st Century. The course incorporates the American Institute of Certified Public Accountants (AICPA) guidelines. The course focuses on the importance of a dedication to ethical individual and corporate behavior and how this approach ultimately benefits institutions and investors. The course emphasizes audit and personnel oversight in addition to developing a standard set of ethics used within a corporate environment. Pre-requisite: Faculty permission.

**ACC553 – Advanced Auditing (3 credits)**
Advanced auditing topics are examined including the nature and theory surrounding the audit of financial statements with emphasis on the procedures and techniques used during the course of an audit engagement. Additionally, generally accepted auditing standards are reviewed in conjunction with the role, responsibility, and liability of the auditor.

**ACC554 – Business Law (3 credits)**
This course emphasizes business ethics and social responsibility within the context of commercial law. Tort and contract law as well as legal concepts such as consideration and agreements are explored. Topics include liability, consumer credit and secured transactions as well as mortgages from the accountants' perspective. In addition, the legal aspects of bankruptcy, the principal and agency relationship, business formation, securities regulation, employment law, antitrust law, unfair trade practices and management/labor agreements are detailed. (Cross-listed as BUS554)

**ACC555 – Forensic Accounting (3 credits)**
This course will detail and provide a framework for fraud detection with an emphasis on how such activity can be mitigated. The minimization of malicious activity in a business environment focusing on electronic computing devices will be detailed. In addition, the proper method for conducting an investigation utilizing the correct forensic tools will be offered along with the standards and procedures necessary to document and provide evidence in a courtroom setting as an auditor.

**ACC556 – Partnership Taxation (3 credits)**
This graduate course in partnership taxation emphasizes the rules losses, depreciation and gains, property and gains. Covered topics include basis in partnership interest, working with the IRS, tax planning, investments, real estate transactions, distributions, partnership
shares, formation and operational issues. The course will use case studies to emphasize how accountants use sound judgement to best support their clients.

ACC698 – Directed Readings and Research in Accounting (3 credits)
This course is a research- and writing-intensive course that focuses on creating new knowledge in the field of accounting. The work product is an electronic portfolio that demonstrates rigor and a systematic approach to synthesizing quantitative, qualitative, and mixed methods research findings and advances in accounting. It is anticipated the portfolio not only will show mastery of the specialization content areas but also provides help for the student seeking a promotion, entering a new career, or preparing for licensure exam. Prerequisite: Completion of specialization courses in Accounting for the MBA.

BIO101 – Basic Principles of Biology (3 credits)
A study of biological principles and their relevance to human issues. Topics include scientific methods and societal oversight, cell biology, biomolecules and structure and function of living cells, nutrition, genetics and genetic engineering, the evolutionary process and loss of diversity, and plant and animal reproduction and modern manipulations. Critical thinking, lab exercises, and written expression are emphasized. This course encourages better-informed life-style, medical, and community decision-making. (Cross-listed as SCI105.)

BIO110 – General Biology (3 credits) | BIO111 – General Biology 2 (3 credits)
This series is an introduction to the structure and composition of living organisms at the cellular and macromolecule levels. An overview of the chemistry of life includes the properties of water and a survey of biological macromolecules. The organization and function of prokaryotic vs. eukaryotic cells are compared, followed by consideration of the energy pathways central to metabolism in plants, animals, and bacteria. The cell cycle, mitosis, and meiosis are introduced in discussions of cellular reproduction. An overview of genetics focuses on concepts from organismal heredity down to the nature of a gene. The diversity of life is explored by consideration of its evolutionary origins, phylogenetic relatedness, physiology, and ecological relationships. Evolution topics include natural selection, population genetics, and speciation. Characteristics and representative of all five kingdoms and the major phyla are discussed comparatively. The ecological topics of population dynamics, species interactions, community organization and ecosystem description and function conclude the course. Throughout the year, laboratory sections will be selected to reinforce some of these concepts and to foster the scientific skills of observation and analytical reasoning. This is the required prerequisite biology sequence for biological science majors regardless of the upper division of specialization.

BIO112 – General Biology Laboratory (3 credits)
This laboratory course is intended to reinforce some of the theoretical concepts addressed during the BIO110-111 sequence and to foster the scientific skills of observation and analytical reasoning. This laboratory course will satisfy part of the laboratory science requirements for the BS degree in Biology.

BIO123 – Human Nutrition (3 credits)
This course provides an overview of the principles of human nutrition. Topics include a description of the pathophysiologic effects of nutrients, vitamins, toxins, and electrolytes on the human body. The importance of maintaining a homeostatic state of health in terms of nutrition by maintaining a fluid and electrolyte balance will be presented. In this course, the student will learn how nutrients interact with the various body systems. Ways that
food and liquid intake affects digestion, absorption of nutrients, nutrient deficiencies, food toxicities, and nursing interventions that the professional nurse can use to manage these factors will be introduced. How diet can affect health and disease processes will be addressed. The importance of maintaining adequate hydration, especially in the elderly and those who are immunocompromised will be discussed. Prerequisite: SCI105.

BIO210 – Anatomy & Physiology (3 credits) | BIO211 – Anatomy & Physiology 2 (3 credits)
The series of courses covers the structure and function of human anatomy and physiology. Structure and function will be presented from the subcellular and macromolecular levels to the whole-organ and systems levels. Function will be presented with special emphasis on the interrelationships inherent in the intra- as well as inter-organ feedback systems.

BIO217 – Microbiology & Pathophysiology for Health Professionals (3 credits)
This course builds on foundational knowledge of normal human anatomy and physiology to incorporate concepts of microbiology and pathophysiology to help the student to better understand the physiologic processes occurring within the human body. Topics include the effect and progression of selected disease states in diverse and transcultural populations across the lifespan from birth to death. Cellular function and the function of human organs will be covered in depth. Prerequisite: BIO210.

BIO260 – Kinesiology and Biomechanics (3 credits)
This course is designed to link the basics of skeletal structure, anatomy, the motor learning components of the central nervous system, and skeletal muscle function, to basic Newtonian mechanics and general force-velocity physics. Special emphasis is the application of this information to real-life situations. Prerequisite: BIO211 (Cross-listed as PED250)

BIO365 – Physiology of Exercise and Performance Assessment (3 credits)
The study of the physiological changes accompanying acute and chronic exercise. Lecture and laboratory experiences are planned to enable the student to develop, administer, and evaluate physiological tests and prescribe exercise-training procedures. This is intended to emphasize application-specific content. Prerequisite: BIO211 (Cross-listed as PED395)

BIO377A – Materials and Methods of Teaching Biology (3 credits) | BIO377B – Materials and Methods of Teaching Biology 2 (3 credits)
The series of courses is designed to prepare students to teach biology education at the elementary (K-3), middle school (4-8) with emphasis to the secondary school classroom and beyond (9-Adult). Topics discussed will be curriculum planning, organizing, methodology, instructional techniques, and evaluation. In addition, the selection and use of age and developmentally appropriate materials, games, and activities will be a topic of discussion and practice, including a significant fieldwork experience. Prerequisite: Completion of Level I.

BIO441 – Active Nutritional Assessment of Athletes (3 credits)
This course provides students with the opportunity to gain practical experience in improving and supporting athletic performance through nutrition. It includes the nutritional importance on performance optimization in endurance, power and speed applications. The logistics of meal timing, circadian rhythms and sleep will be taught with a personalized nutritional plans and projects. Prerequisite: BIO211.

BIO442 – Microbiology (3 credits)
Studies prokaryotic and eukaryotic micro-organisms and their viruses. Emphasis will be on
culture techniques and the principles of identification. Topics include the engineering and utilization of microorganisms as related to the immune system. Prerequisite: BIO211.

BIO444 – Pathophysiology (3 credits)
Using the fundamental concepts of anatomy and physiology of cellular function and structure, tissues, organs, and organ systems. This course explores the altered regulatory mechanisms associated with disease. Topics center on the associated diseases involving the circulatory, respiratory, gastrointestinal, endocrine and metabolism, hematological and immunological systems, neuromuscular, and renal systems. Prerequisite: CHM211.

BIO445 – Pathophysiology of Gut Microbiome & Nutrition (3 credits)
This course introduces the basic literature on gut microbiome, physiological significance and the nutritional importance on gut-brain axis that influences the behavior of an individual. Prerequisite: BIO111.

BIO449 – Natural Therapies & Exercise Physiology (3 credits)
This course discusses the biological significance of alternative therapies including herbal supplements, yoga and meditation for the better performance of exercise and various sports activities using interventional physiology. Prerequisite: BIO211 | CHM211.

BIO460 – Human Nutrition and Physical Performance (3 credits)
This advanced course will provide a thorough examination of the interrelationships between optimal nutrition absorption and various nutrients for better athletic performance. It focuses on the nutrient requirements, hormones and growth factors, metabolism and integration of dietary supplements. Prerequisite: CHM351.

BIO499 – Senior Capstone Project (3 credits)
Seniors will work with their faculty mentor to construct and produce a comprehensive project related to biological sciences. Prerequisite: Senior standing

BUS110 – Survey of Business (3 credits)
This course is an introduction to each of the principal functional areas of the business curriculum including accounting, finance, management, and marketing. The course stresses how these areas are combined to form one integrated operating business unit. Topics include an overview of the role of the business sector in the global economy within the private enterprise system.

BUS201 – Personal Financial Planning (3 credits)
This course will provide an understanding of basic money management skills, financial decision-making and fundamental financial planning. Goal setting, determining an individuals’ current financial situation and identifying opportunity costs and alternatives will be part of this course. There will be an emphasis on personal tax planning, estate planning, budgeting and apply for and the costs associated with obtaining credit. Buying versus renting decisions will be detailed as well as financing the purchase of a home. Homeowners and Health Insurance will be covered along with investing in stocks, bonds and mutual funds.

BUS202 – Introduction to Business Operations (3 credits)
This survey course will provide a fundamental understanding of the concepts of producing goods versus providing services. The aspects of competitive analysis, strategy and productivity will be discussed. The course will cover basic product and service design as well as capacity planning for products and services. The concepts with respect to process
selection, facilities layout, measurement, location planning and analysis and quality control will be emphasized.

**BUS203 – Real Estate and Insurance (3 credits)**
This survey course will outline the legal aspects of investing in real estate along with financing activities associated with buying property. The concept of the time value of money will be discussed as it relates to loan foundations and interest rates. The course will detail residential housing, the different types of mortgages, the underwriting process and income producing property. The course will provide methods for the valuation of property, insuring investment property and raising capital.

**BUS221 – Organization Behavior (3 credits)**
This course explores and analyzes the behavior of individuals and groups as they function within business and professional organizations in dynamic and rapidly changing environments. Emphasis is placed on the causes and effects of behavior and interrelationships between people and their roles within organizational settings. It discusses behavior strategies for effective relationships and productive responses to change.

**BUS223 – Business Law (3 credits)**
This upper-level course is an introduction to the basic principles and rules of law and equity that apply to business. This course will consist of three sections. The first section will cover an introduction to legal theory, civil dispute resolution, the court system, alternative dispute resolution, constitutional law, administrative law, criminal law, and torts (intentional, negligent, and strict liability). The second section will cover an introduction to common law contract theory and the Uniform Commercial Code. The third section will cover an introduction to property law. The concepts of ethics and proper business conduct will be emphasized throughout the course.

**BUS323 – Commercial Law (3 credits)**
This upper-level course is an introduction to the basic principles and rules of commercial law. This course covers the fundamentals of business law, including contracts, torts, fraud, contracting, labor relations, state and federal statutes, and alternative conflict resolution. Topics include constitutional law, criminal law, personal liability, negligence, strict liability, malfeasance, piercing the veil, common law, contract theory, and the Uniform Commercial Code. Ethical concepts are emphasized throughout the course.

**BUS400 – Principles of Retail Management (3 credits)**
This survey course will examine all aspects of operating and management a retail business. The retail mix, strategy, inventory management, and customer service and retention will be important concepts covered within this course. The fundamentals of supply chain management will be detailed and as well as the foundations of retail sales promotion during this course. In addition, the basic aspects of international retail business management and its complexities will be offered with the course.

**BUS401 – Retail Operations and Purchasing (3 credits)**
This advanced course will detail all aspects of operating and management a retail business as well as describe the necessary skills to be an effective purchasing manager/buyer. The will consider the contemporary issues that influence retail business. The operations of retail business will be discussed and how managers effectively plan and implement business decisions. The subject of purchasing will be discussed with the context of the retail manager.
BUS402 – International Retail Management (3 credits)
This advanced course will detail operating and management a retail business in global marketplace. Some concepts considered are the best practices and the training necessary to compete effectively in international retail markets. The tasks that international retail managers need to perform and succeed will be discussed throughout the course.

BUS405 – Foodservice Management (3 credits)
This advanced course provides students with a survey of food service operations centered on quality and customer service. The course introduces student to the integrated functional subsystems involved in the preparation and delivery of food and beverages to customers with attention to safety, sanitation, and maintenance. Kitchen design, procurement, and food product flow are addressed. Management topics include leadership, decision making, communications, personnel selection and supervision, managing financial resources, and foodservice marketing.

BUS410 – Business Planning & Small Business Administration (3 credits)
An applied course designed to simulate the experiences of conceiving, planning, financing, maintaining, and managing a new business venture. The major project involves preparing, refining, and presenting a business plan for potential investors.

BUS420 – Foundations of Engineering Management (3 credits)
This advanced course provides an opportunity for students to develop the skills necessary for leading and managing engineering and technical personnel. The course provides a comprehensive survey of four principal functions of management: Planning, Organizing, Leading, and Controlling. The management concerns of engineering managers are discussed in detail, including ethics, leadership, and globalization. A key focus of this survey course is for students to develop familiarity with the tools and techniques used by managers to solve business problems.

BUS421 – Logistics Management (3 credits)
This advanced course surveys the fundamentals of designing a distribution system and implementing it to meet business challenges. The course builds from the terminology of logistics to the planning, organizing, managing, and controlling of logistics systems. The principal metrics used in the field will be derived and explained with practical applications. Students will demonstrate a basic understanding of the systems engineering processes and frameworks used in design and development.

BUS422 – Supply Chain Management (3 credits)
This advanced course explores the roles of the supply chain within a business environment. Students will design processes to gather raw materials, develop a distribution network and bring products and services to market. Topics include an analysis of the supply chain’s strategic fit and its competitive strategies. Risk management and forecasting are introduced along with the components of a demand forecast. Students are expected to spreadsheet tools for analyses.

BUS423 - Project Management and Budgeting (3 credits)
This advanced course will enable students to recognize the essential skills for successfully developing and leading complex projects in a business environment. Students will explain competitive advantages gained by using project management processes compared to ad hoc methods. Topics covered by the course in detail include those identified in the Project Management Body of Knowledge as defined by the Project Management Institute.
BUS424 – Quality and Risk Management (3 credits)
This advanced course provides students the opportunity to learn the terminology, techniques, and tools used in quality management as well as quantitative and qualitative risk assessment and management. Students will perform basic risk analyses and specific applications to engineering management. Students will determine uncertainties and demonstrate methods for propagating them through appropriate risk assessment model. Students will demonstrate their abilities to make decisions using risk acceptance criteria and formal methods of risk management.

BUS440 – International Law and Public Policy (3 credits)
This course is designed to challenge students to develop a broad understanding of the global legal, regulatory and public policy systems and how they affect them as business managers and leaders. Businesses have become increasingly subject to international as well as local and national laws, regulations and public policies. Legal and regulatory provisions pervade such aspects of business as trade practices, marketing practices, environmental practices, intellectual properties, ethics and business relationships with employees, customers and other interested parties. This course assists students in developing their ability to meet the ethical, legal and regulatory demands and responsibilities of conducting business in a contemporary global environment.

BUS500 – Applied Business Statistics (3 credits)
A study of the statistical models, probability distributions, hypothesis testing, regression, transformation, analysis of variance, chi-square, time series analysis, forecasting, and queuing theory. Emphasis is on the practical application of management science tools to solve business problems and using computer applications of business statistical methods.

BUS505 – Business Communications (3 credits)
Students are exposed to the importance and implications of clear, correct, and coherent communication in the business environment. Emphasis is placed on the effective use of written and oral communication in management and executive functions, the development of negotiation skills, and presentations to customers, senior management, and executive boards.

BUS550 – Special Topics (3 credits)
This course focuses on timely issues in business theory and practice including but not limited to organizational theory, global challenges, ethical and legal issues, leadership, human resources, operations, and so forth. This course enables the student to undertake directed readings and research to explore a topic of their choosing in depth. The course may be repeated for credit with the approval of the academic advisor. Prerequisite: Faculty approval. (May be cross-listed as MGT550, MKT550, ACC550, IT550, etc.)

BUS554 – Business Law (3 credits)
This course emphasizes business ethics and social responsibility within the context of commercial law. Tort and contract law as well as legal concepts such as consideration and agreements are explored. Topics include liability, consumer credit and secured transactions as well as mortgages from the accountants' perspective. In addition, the legal aspects of bankruptcy, the principal and agency relationship, business formation, securities regulation, employment law, antitrust law, unfair trade practices and management/labor agreements are detailed. (Cross-listed as ACC554)

BUS600 – Organizational Behavior, Leadership and Ethics (3 credits)
A study of the practices and ethical consequences managers employ in planning,
organizing, leading, and controlling formal and informal organizational behavior and corporate culture. Topics include self-awareness, perception, motivation, learning, attitude, stress management, leadership, group dynamics, teamwork, communication, power and authority, delegation, time management, organizational structure, organizational development, change process, continuous improvement, operations of virtual organizations, strategic partnerships, joint ventures, and management control systems.

**BUS620 – Foundations of Project Management (3 credits)**

This survey course will develop students’ fundamental understanding of the basic framework of Project Management. Students will discuss project definitions, the project life cycle including feasibility, pre-planning, implementation, handover, delivery of benefit and close out. The control process will be discussed using what if scenario analysis in an effort to plan for contingencies. The transformational skills necessary to successfully complete projects such communication and other soft skills will be explored. Prerequisite: Advanced Standing. (Cross-listed as EDU620 and IT645.)

**BUS621 – Project Performance and Measurement (3 credits)**

This advanced course will prepare students to demonstrate how project managers evaluate project performance and measure their results. The student will be able to show how businesses are impacted with respect to the projects they choose to implement and how improvements or change was made. Students will be able to determine is a project is realizing its objectives. Students will be able to better market future project management within an enterprise using information gathered during successful implementations. Prerequisite: Advanced Standing.

**BUS623 – Legal Issues in Project Management (3 credits)**

This advanced course will cover the array of legal concepts and issues that are relevant when planning and implementing enterprise projects. The course will cover equitable estoppels, breach of contracts, the tendering process, non-compete clauses and torts. The various types of contracts will be examined and students will be able to demonstrate how case study methodologies apply to project management through analysis mapping. Prerequisite: Advanced Standing.

**BUS630 – Foundations of Engineering Management (3 credits)**

The course provides a comprehensive overview of the field of engineering management covering the four principle functions of management: Planning, Organizing, Leading, and Controlling. The principal concerns are discussed in detail, including ethics, leadership, and globalization. Students will examine the origins of engineering practices and the fundamental roles and functions of engineering managers as business leaders. A key focus is the specification of the application of tools and techniques used by managers to solve business problems. Prerequisite: Advanced Standing.

**BUS631 – Logistics Management (3 credits)**

The course builds from the terminology associated with the field of logistics to the planning, organizing, managing, and controlling of logistics in business. Students are expected to demonstrate a fundamental understanding of the subject matter. The principle metrics used in the logistics field will be derived and explained with practical applications. Students will demonstrate an understanding of systems frameworks used in design and development projects. The course will present analytic tools and methods spanning the logistics development life cycle. The student will apply logistics perspectives
to production, operational use, systems retirement, and recycling. Prerequisite: Advanced Standing.

**BUS632 – Supply Chain Management (3 credits)**
Supply chain management is critical to competitive performance by all businesses at all levels. This course will explain objectives of the supply chain and discuss the strategic fit between a company’s supply chain strategy and its competitive strategy. The students describe how a distribution network is designed and implemented as well as how to evaluate its performance. Risk management and forecasting are introduced along with the components of a demand forecast. Students are expected to develop an aggregate plan and formulate resolutions and solve problems using spreadsheet tools. Students will analyze supply chain coordination and the associated obstacles along with Collaborative Planning, Forecasting, and Replenishment (CPFR). The course will cover the methods of managing economies of scale in a supply chain by balancing costs to lot size, understanding the impact of discounts, and developing discounting schemes to stimulate customer purchases. Prerequisite: Advanced Standing.

**BUS633 – Project Management and Budgeting (3 credits)**
Project management is an essential discipline for managers to master. This course covers the concepts and skills necessary for project managers to plan, propose projects, secure resources, budget, and lead project teams. Students will explain competitive advantages gained by using project management processes compared to ad hoc methods and to other organizational strategies. Topics covered by the course include the major elements of the Guide to the Project Management Body of Knowledge (PMBOK) as defined by the Project Management Institute, whose Project Management Professional (PMP) and Certified Associate in Project Management (CAPM) certifications are recognized internationally. Computer exercises and examples in project management will be used to demonstrate knowledge and abilities in defining a project, estimating project costs and times, developing a schedule, managing risks, and managing teams. (Cross-listed as IT633.)

**BUS634 – Quality and Risk Management (3 credits)**
This advanced course presents students with analytic techniques and tools used in quantitative and qualitative risk assessment and management. Students will perform basic risk analyses and specific applications to operations and project management. Students will apply and evaluate comprehensive Probabilistic Risk Assessments (PRA) studies using logic models to find risk values. Students will determine uncertainties and develop methods for propagating them through appropriate risk assessment model. Students will demonstrate their abilities to make decisions using risk acceptance criteria and formal methods of risk management.

**BUS640 – International Law and Public Policy (3 credits)**
This course is designed to challenge students to develop a broad understanding of the global legal, regulatory and public policy systems, and how they affect them as business managers and leaders. Businesses have become increasingly subject to international as well as local and national laws, regulations and public policies. Legal and regulatory provisions pervade such aspects of business as trade practices, marketing practices, environmental practices, intellectual properties, ethics and business relationships with employees, customers and other interested parties. This course assists students in developing their ability to meet the ethical, legal and regulatory demands and responsibilities of conducting business in a contemporary global environment.
BUS650 – Global Business Operations (3 credits)
This course is a study of global business concepts and management practices. Students learn about the impact of external and internal environments, the influence of cultural, social, political, legal, and economic factors affecting business operations, theories of trade and foreign direct investment, balance of payments account, economic integration, trade policies, foreign exchange transactions, contract terms, organizational structures and control of global operations, forms of business entry, including strategic alliances, joint ventures, and foreign direct investment, marketing, distribution, supply chain management, logistics, consumer behavior in international markets, global market extension, and positioning for competitive advantage. Students will conduct case analysis, learn to solve practical management problems, and develop written and oral presentations.

BUS660 – Management Utilization of Technology (3 credits)
This course integrates and extends the technology-specific knowledge gained by the student in the various subject disciplines and from real world experience. Emphasis is placed on the view of a Chief Information Officer (CIO) to understand how information technology is used to improve business performance, both strategically and operationally. Topics discussed include the use of technology at different levels of an organization, management information systems, ERP in managerial decision-making, operational excellence, competitive positioning, and change implementation. (Cross-listed as IT660.)

BUS670 – Global Challenges of Communications & Human Resources Management (3 credits)
Introduces students to the perspectives and dimensions of human resource management and policy development. Students will study the process of bringing people and organizations together for the purpose of achieving stated goals. Emphasis is placed on the growing need to link strategic planning and human resource planning. Topics include job analysis, work flow management, diversity, recruiting, staffing, training, human resource development, performance appraisal, human resource policies, employment laws, employment benefits, employee relations, workplace safety and health issues, downsizing, outsourcing, human resource planning and resource allocation, and the effect of cultural, political, and legal environment on human resource management across national boundaries. Students will be involved in case analysis, team projects, and oral and written presentations.

BUS698 – Directed Readings and Research (3 credits)
This course is a research- and writing-intensive course that focuses on creating new knowledge in the field of the students’ specializations. The work product is an electronic portfolio that demonstrates rigor and a systematic approach to synthesizing quantitative, qualitative, and mixed methods research findings. It is anticipated the portfolio not only will show mastery of the specialization content areas but also provides help for the student seeking a promotion or entering a new career. Prerequisite: Completion of specialization courses for the MBA. (This course may be cross-listed by specialization by the faculty, e.g. ACC698.)

BUS699 – Enterprise Strategic Planning and Change Management (3 credits)
This capstone course is a review of modern strategic thinking and change management for the purpose of integrating three major types of challenges in steering an organization: (1) internal and external analytical assessment, (2) world uncertainty and unexpected events, and (3) human psychology and inertia. In connecting these tangible and intangible issues in the strategies process, the student will learn how internal and external forces do not
always align with the human energy, and as a result the strategy that emerges is not always
the intended one. Simulation exercises, case analysis, and synthesis of cross-functional
practices will be applied in team works and written and oral presentations.

CHM110 – General Chemistry (3 credits) | CHM111 – General Chemistry 2 (3 credits)
This is an introduction to the basic calculations and conversions involving the chemical
laws and principles of physical chemistry. Topics include modern theories of atomic and
molecular structure from quantum chemistry, basic qualitative and quantitative analysis,
elementary inorganic chemistry, and some organic chemicals. The laboratory sections help
to foster the following scientific skills: observation, analytical reasoning, and the
manipulation of glassware, equipment, and chemicals. This is the required prerequisite
chemistry sequence for biological science majors regardless of the upper division
specialization.

CHM112 – General Chemistry Lab (3 credits)
The laboratory course provides hands-on experience with the general procedures and
fundamental chemical reactions. This laboratory course will satisfy part of the laboratory
science requirements for the B.S. degree in Biology. Prerequisite: CHM110 or concurrent.

CHM210 – Organic Chemistry (3 credits) | CHM211 – Organic Chemistry 2 (3 credits)
This course addresses the chemistry of carbon-containing compounds. Topics include
structure, physical properties, and chemical properties of the common classes of organic
compounds and functional groups; basic spectroscopy, including IR, UV, NMR, and MS;
functional group preparation and interconversions; and stereochemistry. Prerequisite:
CHM111 and PHY111.

CHM212 – Organic Chemistry Lab (3 credits)
This lab course provides hands-on experience with organic reactions and functional group
manipulations. Prerequisite: CHM210 or concurrent.

CHM350 – Biochemistry (3 credits) | CHM351 – Biochemistry 2 (3 credits)
This two-course sequence covers all of the fundamentals of biochemistry. Emphasis is
placed on the three-dimensional structure of proteins and membranes, and the
methodological theories related to their measurement. Topics include protein sequence
analysis for evolutionary relationships, enzyme kinetics and mechanisms, carbohydrates,
bioenergetics, pathways of intermediary metabolism, metabolic control mechanisms, and
the cellular biochemistry of biosynthesis, anabolism, and catabolism. Prerequisite:
BIO221 and CHM211.

CJU101 – Survey of Criminal Justice (3 credits)
This course provides an introductory overview of the criminal justice system to include
topics on police, courts and corrections. A brief history of the American criminal justice
system is provided along with its current state of development.

CJU205 – Criminal Law (3 credits)
A study of the history and sources of criminal law coupled with an analysis of the
substantive elements of specific offenses.

CJU210 – Criminal Evidence and Procedure (3 credits)
A study of criminal procedure from arrest to post-conviction remedies and laws of
evidence. Laws of arrest, search and seizure, right to counsel, due process, civil remedies
and other topics are discussed. Prerequisite: CJU205.
CJU215 – Police Operations (3 credits)
This course will introduce students to the basic police functions. It will include exploration of the philosophical and historical development of the police, police roles, types of patrol, community oriented policing, volunteer policing, and crime prevention techniques.

CJU220 – Corrections Systems and Operations (3 credits)
Analysis and evaluation of contemporary institutional and community based corrections systems, along with probation and parole. Topics include the basic concepts for influencing and changing human behavior; a study of correctional management, structures and operations including treatment, security, custody, and discipline of the inmates; the legal responsibilities of the state from conviction to release; pre-sentence investigations, sentencing, loss, and restoration of civil rights.

CJU221 – Juvenile Justice (3 credits)
This course will cover the juvenile justice system within the United States and around the world. The course will explore the legal issues associated with juvenile justice, including how juveniles enter the system, progress through the various stages of the system, and exit the system. Students will learn about unique challenges faced by criminal justice professionals in juvenile lockup facilities, probation, and intermediate sanctions such as residential treatment, wilderness/challenge programs, and intensive outpatient programs.

CJU230 – Criminal Investigation and Forensics (3 credits)
A study of the logical and scientific principles necessary for the detection and investigative analysis of criminal activities. Topics include wiretaps, undercover operations, use of informants, video surveillance and extradition. The study of elements of microscopy, spectroscopy and basic chemistry as they apply to the study of firearms, hair, fibers, blood, paint, tools, glass, documents, and other materials that comprise physical evidence.

CJU233 Crisis Intervention (3 credits)
This course exposes the student to practical knowledge for handling crisis situations in both police and corrections to include initial response and mediation. It will explore the development of the field of crisis intervention and the role of the criminal justice system to include response, recovery, investigation and psychological issues focusing on best practices.

CJU235 – Security (3 credits)
A study of the internal and external causes of losses to business and industry, and the development and implementation of counter-measures necessary to insure the protection of assets. Personnel screening and the security of information storage are covered.

CJU242 – Domestic Violence (3 credits)
This course introduces the student to domestic and family crimes of violence and examines offenders and offenses, the criminal justice system’s response and the impact of these crimes on victims and families. Other specific topics will focus on why these offenses occur and how they are carried out.

CJU270 – Terrorism (3 credits)
This course provides a history of terrorism and a look at the current state of terrorism around the world. Students are introduced to various parts of the world and the terrorist groups that originate and operate there. The course examines terrorist events and analyzes the impact of terrorism on society along with the criminal justice system’s responses to terrorism.
CJU300 – Police Administration (3 credits)
This course will examine the supervision level of police organizations. There will be an in-depth exploration of organizational structures, administrative problems, and principles of administration. The course will focus on employee morale and discipline.

CJU315 – Patrol and Community Policing (3 credits)
This course involves policing and patrol operations at the neighborhood and community levels. The focus is on community policing and problem solving along with the various processes that are in use under COPPS to prevent and control crime. The course examines day-to-day patrol practices and tactics that support community policing initiatives across the country.

CJU320 – Corrections Administration (3 credits)
This course will cover management policies and practices for the corrections systems within the United States and around the world. Students will learn about the day-to-day operations of corrections organizations as well as management responsibilities.

CJU325 – White Collar and Computer Crime (3 credits)
An examination of corporate and occupational deviance issues will be introduced in this course. Topics include the history of white collar crime in America, governmental and political corruption, organized crime, employee deviance, computer crime, and corporate negligence. Prerequisite: CJU205.

CJU360 – Legal Issues in Corrections (3 credits)
This course will provide an overview of legal issues and cases in the United States that have impacted the corrections system. Historical, political and societal impact will be discussed.

CJU405 – Constitutional Law (3 credits)
This course will take an in-depth look at important cases that have passed through the U.S. Supreme Court. Their historical and political impact on the criminal justice system will be explored. Prerequisite: CJU205.

CJU408 – Criminal Justice Research and Statistics (3 credits)
This course is designed to give students a basic understanding of the research design and statistical methods currently employed in the field of criminal justice. Students will be able to identify and access criminal justice research publications and databases at state, national, and international levels. Prerequisite: CJU205.

CJU440 – Ethics in Criminal Justice (3 credits)
Examination of ethical issues faced by all criminal justice practitioners will be introduced in this course. Ethics in law enforcement, corrections, and the courts will be discussed in great detail to allow students the chance to formulate and comprehend their own ethical systems of belief. Prerequisite: CJU205.

CJU441 – Introduction to Crime Scene Photography (3 credits)
This course includes basic crime scene photography skills including camera operation and exposure control, proficiency in relational photos and flash control for crime scene and evidentiary documentation. Prerequisite: CJU205.

CJU442 – Fingerprints and Impression Evidence (3 credits)
This course emphasizes the techniques involved in the gathering of impression evidence including fingerprints, tire marks, tool marks, bite marks and shoe prints. Students will
learn the tools and skills needed for pattern recognition, preservation, classification and presentation at trial. Prerequisite: CJU205.

CJU443 – Crime Scenes Management (3 credits)
This course exposes the student to the forensic value, handling, preservation, testing and documentation of biological evidence. This course addresses safety issues involved in handling biological evidence. Identify the various blood splatter patterns and their importance in the crime scene. Prerequisite: CJU205.

CJU444 – Ballistics and Firearm Identification (3 credits)
The study of forensic firearms identification, forensic laboratory analysis of firearms and ammunition evidence, and the basic skills in the investigation of firearms related crimes. Prerequisite: CJU205.

CJU446 – Digital Evidence (3 credits)
This course presents the numerous ways in which technology is used by both criminals and forensic investigators. Students will learn to recognize digital evidence, its importance to an investigation, how to collect and preserve it and the tools available for processing useful evidence from recovered electronic and digital devices. Prerequisite: CJU205.

CJU447 – Homeland Security (3 credits)
This course provides an overview of the basic principles of homeland security, including the events of 9/11 and the formation of the US Department of Homeland Security. Topics include a history of homeland security, terrorism, natural disasters, legal foundations, emergency preparedness, intelligence gathering and all-hazards responses.

CJU448 – Emergency Management (3 credits)
This course focuses on the principles of emergency management and their foundation in national, state and local requirements. The principles of emergency planning and risk assessment are presented. Topics include mitigation, preparedness, communications, response and recovery.

CJU449 – Criminal Justice Management (3 credits)
This course covers modern management theory in criminal justice and presents the application of management techniques appropriate to each area of the criminal justice system. Among the key topics are civil liability, political power, ethics, and interagency cooperation.

CJU450 – Special Topics (3 credits)
This course provides students with an advanced study of contemporary trends and issues in criminal justice, homeland security, and special police operations. The course includes instruction and discussion of current events in the field with a focus on how criminal justice is changing and the direction of future challenges. International and national challenges are included.

CJU451 – Incident Command and Management (3 credits)
This course focuses on national approaches to critical incident management of all types of disasters and incidents according to the National Response Framework (NRF), the National Incident Management System (NIMS), and the Incident Command System (ICS). Students will learn and apply the principles of ICS to simulated incidents.

CJU499 – Senior Capstone Project (3 credits)
Summary research/experiential project required for graduation. Prerequisite: Senior standing.
COM104 – Principles of Human Communication (3 credits)
An introduction to the fundamental concepts involved in any communication situation. Contemporary theories and practice in intra-personal, interpersonal, small group, and public communication skills. Public oration analysis and formal oratory will be part of the course experience as well as specific needs public presentation format and delivery. Practical communication experience will be provided through classroom exercises, group projects and speeches. Use of technology-effective public presentations will be essential.

CS100 – Principles of Computer Science (3 credits)
Designed to appeal to a diverse audience, this course examines some of the fundamental ideas of the science of computing. Lectures and hands-on assignments cover a wide variety of topics such as hardware organization, the Internet, computer programming, limits of computing, and graphics.

CS110 – Introduction to Computer Architecture (3 credits)
A broad introduction to computer architecture, this course shows students how computers really work and how millions of transistors come together to form a complete computing system. Topics covered include transistors, logic gates, basic processor components, memory, input/output devices, and low-level machine instructions.

CS120 – Fundamentals of Computation (3 credits)
This course introduces students to the mathematical and theoretical foundations of computer science, and to their practical applications to computing. Topics include propositional and predicate logic, sets and functions, formal languages, finite automata, regular expressions, grammars, and Turing machines.

CS130 – Fundamentals of Computer Graphics (3 credits)
This course studies the principles underlying the generation and display of 3D computer graphics. Topics include geometric modeling, 3D viewing and projection, lighting and shading, color, and the use of one or more technologies and packages such as Adobe Photoshop, OpenGL, and Blender. Advanced topics might include ray tracing, radiosity, texture- and bump-mapping, the mathematics of curves and surfaces, volumetric rendering, and animation.

CS150 – Introduction to Programming (3 credits)
An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development.

CS200 – Computer Game and Application Development (3 credits)
This basic course will provide students the fundamental knowledge to create computer games and to develop simple applications for use within mobile phones and similar devices. A game engine will be used to provide students with a platform to develop basic applications in an efficient way. The students will learn core programming concepts that have applicability beyond game programming, and they will be shown how to apply these concepts when games are developed. The students will learn how to develop the graphics, interfaces, sounds and music for robust applications.

CS310 – Database Architectures (3 credits)
This course provides coverage of concepts and skills required to implement an efficient database. Topics include relational algebra, entity-relationship and relational models,
database design, query languages such as SQL, query processing, system architectures and storage and file structures.

CS323 – Methods of Software Development (3 credits)
This course continues the study of software development by focusing on the methods of software design, development, and verification - the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will be studied. Specific techniques may include GUIs and event-driven programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security.

CS325 – Intermediate Programming (3 credits)
This course covers some of the more advanced fundamentals of programming including basic data structures (such as lists, stacks and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course looks more deeply at object-oriented programming, including the use of class hierarchies.

CS330 – Data Structures and Algorithms (3 credits)
This course is a study of data structures and algorithms, focusing on algorithm design and analysis and the relationships between data representation, algorithm design, and program efficiency. Topics include advanced data structures, key algorithm design techniques, analysis of the time and space requirements of algorithms, and characterizing the difficulty of solving a problem. Concrete examples will be drawn from a variety of domains, such as algorithms for graphs and networks, cryptography, data compression, strings, geometric problems, indexing and search, numerical problems, and parallel computation. This course is required for the major in computer science.

CS350 – Operating Systems (3 credits)
An operating system such as Windows, Linux, or Mac OS X is a fundamental part of any computing system. It is responsible for managing all the running processes as well as allowing the processes to safely share system resources such as the hard drive and network. This course is a general introduction to the design and implementation of modern operating systems. The subjects to be covered include historical development of operating systems, concurrency, synchronization, scheduling, paging, virtual memory, input/output devices, files, and security.

CS401 – Advanced Database Development (3 credits)
In order to store, update and manage large volumes of institutional information, it is necessary to develop a standardized way of adding, changing and deleting records perhaps across multiple (often distributed) datasets simultaneously. Structured Query Language (SQL) provides a method that students can learn and use regardless of industry or business as the database language is the de facto standard. Using such database development tools enable students to understand the fundamentals of databases, their construction and maintenance in the 21st century business environment.

CS402 – Data Mining & Data Warehousing (3 credits)
The student will learn how information is properly stored within large and complex databases or Data Warehouses and Data Marts as well as how such information is organized within an enterprise. The student will understand how operational systems, such as marketing and supply chains are integrated and channeled to the data warehouse.
In addition, the student will understand how data marts are used to properly extract columns from relational databases and use appropriate tools to analyze and organize the data to create a usable, efficient access layer from such stores.

**CS403 – Data Science Security (3 credits)**

The student will learn the importance of information security as it relates to data and the applications that are employed within Data Science. The overall goal of expertise in this subject area is to identify sources of risk, to mitigate security risks, and to be able to take proactive steps to prevent breaches of security (e.g., loss of client information or fraud) within the enterprise. The student will understand how to better represent data to users through a process of data visualization and associated tools.

**CS404 – Business Intelligence (3 credits)**

The principal learning objectives offered by business intelligence tools are that they allow for the creation of useful information large and complex systems of data. The advantages are: 1) Handling large quantities of data; 2) Improving data mining; 3) Providing predictive information 4) Developing business strategies can be developed; and 5) Managing performance and enhancing the processes of benchmarking, decision-making, and competitive intelligence.

**CS405 – Data Analytics (3 credits)**

The analytic tools used to analyze big data (multi-terabyte to petabyte) involve discovering patterns within the unstructured information that enable professionals to create more robust and efficient decision making capabilities for the enterprise. While conventional Business Intelligence is valuable to business, oftentimes the tools used to discover and define patterns through the use of big data analytics prove to be a pathway to even more valuable business information. In dealing with big data, the student examines diverse sources of data including web server logs social media reports, and other unstructured datasets that require specialized tools and techniques to derive useful information and support business decision-making.

**CS409 – Basic Networking (3 credits)**

This course provides students with the fundamentals of networking, while exposing students to simulations that lead to practical experience, and opportunities to fully understand Systems Development Life Cycle. The course teaches networking based on application, covering networking concepts within the context of network environments that students may encounter in their daily lives, from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models. This course helps prepare students for entry-level career opportunities, continuing education, and certifications.

**CS410 – Enterprise Networking (3 credits)**

One of the most important recent developments in computing is the explosive growth in the use of computer networks, which allow computers to communicate and work together. This course is an introduction to the theory and practice of computer networks, the software protocols that allow them to operate, and the applications that make use of them. Topics covered include direct-link networks, packet switching, internetworking, end-to-end protocols, network applications, and network security.

**CS420 – Information Systems Security (3 credits)**

This course provides an introduction to computer network security. Students successfully completing this course will be able to evaluate works in academic and commercial security,
and will have rudimentary skills in security research. The course begins at the tutorial of the basic elements of cryptography, cryptanalysis, and system security, and continues by covering a number of seminal papers and monographs on a wide range of security areas.

CS435 – Compilers and Languages (3 credits)
This course explores the implementation of modern programming languages by looking at compiler design and construction. The course focuses mainly on object-oriented programming languages, although it will look briefly at compiling for languages from other programming paradigms. Major topics in compilation are covered, including scanning, parsing, semantic analysis, and code-generation. If time allows, the course will cover some advanced topics, including garbage collection and optimization.

CS445 – Project Management (3 credits)
This course focuses on the methods, tools, and techniques of managing projects, with a special emphasis on CS projects. Similar to all projects, CS project management must address initiating, planning, executing, controlling, and closing. An overarching task of project management is communicating clearly and frequently with stakeholders. This is especially true with the rapid pace, technical complexity, and frequent change requests that are experienced by most CS project managers. The topics covered in this course align with the Project Management Institute’s PMBOK® Guide.

CS499 – Senior Capstone (3 credits)
This is a capstone course designed to integrate the knowledge gained in the various subject disciplines through the analysis and interpretation of selected case studies from a variety of organizations. Prerequisite: Senior standing.

ECO252 – Macroeconomics (3 credits)
This course provides an in-depth examination of macroeconomic theory, the law of supply and demand, market equilibrium, operations of the market system, basic money transactions, and circular flow of money. Study of economic institutions and the methods and tools used to balance the economy as a whole.

ECO253 – Microeconomics (3 credits)
This course focuses on an in-depth analysis of microeconomic theory. Topics include the investigation of individual businesses, consumers and small segments of the economy; the study of price and output decisions in competitive, monopolistic, and oligopolistic market conditions; and an examination of wage policies and unions, urban and farm problems, and antitrust regulations. The role of international trade and specialization is emphasized.

ECO255 – Survey of Economics (3 credits)
This survey course examines both microeconomic and macroeconomic theory. Topics include the laws of supply and demand, market equilibrium, basic financial markets, the money supply and banking system, price and output decisions, international trade, GDP and growth, and product and resources markets. Students will demonstrate a fundamental understanding of economic vocabulary and tools at the end of the course.

ECO570 – Managerial Economics (3 credits)
The course is a study of the use of economic theory in managing the organization. Students will develop the ability to apply economic analysis to the solution of problems faced by management and understand the economic basis for business policies and key economic concepts that can serve as a framework for business decisions, linear programming, forecasting, and economic modeling of financial investments. Emphasis is placed on
understanding how economic modeling is used to make decisions on price, output, investment, and related matters, and the consequences of economic decisions.

EDU101 – Foundations of Education (3 credits)
This course examines learning theories and will apply those theories to how learning occurs. The course will cover the psychological, sociological, philosophical, and historical foundations of education in the context of schools: the past, the present, and the future from a global perspective.

EDU222 – Technology Integration in the Classroom (3 credits)
This course provides an introduction to integrating technology into PreK-12 teaching and learning. Concepts discussed include technological resources and digital tools to support instruction and classroom management. The ISTE National Technology Education Standards for Teachers and Students (NETS*T/NET*S) will be addressed.

EDU271 – Human Development (3 credits)
This course will examine the physical, mental, social, and emotional development of children from birth to adolescence. In addition, maturation and aging as it relates to schooling will be studied. Prerequisite: Education 101 or permission of the Instructor.

EDU272 – Educational Psychology (3 credits)
The psychological implications of the learning process will be studied. An analysis of learning theory and the implications of exceptionality for the teaching/learning process will be made. Prerequisite: EDU101 and EDU271 or permission of the Instructor.

EDU362 – Reading across the Content Areas (3 credits)
An applied approach combining experience with information from research to assist teacher education students in acquiring the basic competencies for helping students read materials in specific subject areas.

EDU370 – Schools, Families and Communities (3 credits)
This course provides teacher candidates with a knowledge of how to facilitate collaboration between families and community resources to support children and their learning. This includes discovery and analysis of how local schools and school districts utilize these resources in systematic ways. Required course fieldwork includes opportunities to gain exposure to, and experience with available community resources to support families.

EDU376 – Materials and Methods of Teaching (3 credits)
This course is designed to provide for those students who have been unable to take a special methods course in their particular Department (except Physical Education). The course is intended to provide secondary education majors with a repertoire of teaching strategies, in-depth practice in lesson plan design, and the correlates of effective teaching. Prerequisite: Completion of Level I.

EDU416 – Educational Assessment and Strategies (3 credits)
The study of measurement and its relationship to evaluation techniques as they apply to educational research and application. Prerequisite: Completion of Level II.

EDU436 – Classroom Environment & Management (3 credits)
This course examines a variety of methods and procedures for setting up a positive classroom environment and managing a classroom with mutual respect between teacher and student. Prerequisite: Completion of Level II.
EDU490 | EDU491 | EDU492 – Student Teaching (3 each)
The middle and adolescent (secondary) teaching block is reserved for the student to perform professional courses and activities including student teaching in the classroom. This involves a twelve-week term used exclusively for student teaching in a comprehensive field or in two (2) teaching specializations according to the student’s program. In addition to classroom assignments, student teachers will participate in extracurricular activities of the school and community. Prerequisite: Completion of Level II.

EDU500 – Foundations, Issues, & Trends in Education (3 credits)
This course explores current thinking on teaching and learning in organizational settings. These themes include the role of world views, traditional and contemporary theories, valuing and effectively addressing the specific needs diverse populations, the challenges of an increasingly globalized society, the role of professional standards and organizational goals, assessment and evaluation, and the impact of technological advances. The goal of this course is to facilitate students’ abilities to turn thoughts into well-informed opinions and ideas into effective actions.

EDU505 | EDU705 – Research Methods (3 credits)
This course is designed to enable students to evaluate and conduct research. The course comprises a study of research theory, research design, formatting conventions, and the critical analysis of published research reports. The role of Action Research in the context of making data-supported leadership decisions will be a central theme.

EDU510 – Group Dynamics (3 credits)
Organizational leaders will be involved in meetings with diverse stakeholders who may have strong beliefs and opinions. The stakeholders’ varying perspectives and goals are affected by the social, economic, legal, and political contexts as well as participant demographics (e.g., educational attainment, race, gender, ethnicity, religion). This course facilitates the development of communications and team-building skills to ensure that each stakeholder has a voice in decision-making, while respecting the primary goal of making decisions that are good for the organization and conform to applicable legal constraints. (Cross-listed as SPE510.)

EDU511 Soft Skills and Conflict Management (3 credits)
Conflict between individuals and groups can be detrimental to organization morale and results. This course explores how soft skills can be used to effectively resolve conflicts. Course presentation and discussion of soft skills will include such topics as personal habits, interpersonal skills, communication, social graces, and management vs. leadership practices.

EDU540 – Introduction to Educational Technology (3 credits)
This course focuses on the skills necessary for 21st Century educators to effectively evaluate and use digital resources and technological tools to support teaching and learning. Topics will include an examination of technology integration techniques such as the use of the Internet, personal productivity software, instructional software, and electronic assessment methods. Trends in educational technology will be surveyed and discussed. Course competencies are based on ISTE National Education Technology Standards for Teachers (NETS*T).

EDU541 – Tools for Technology Integration into the Curriculum (3 credits)
This course teaches basic concepts and skills in the operation and use of educational technology tools including, but not limited to, pad computers, touch screens, smart boards,
scanners, projectors, digital cameras, video cameras, and document cameras. Course competencies are based on ISTE National Education Technology Standards for Teachers (NETS*T).

EDU542 – Applied Technology Applications for Curriculum and Instruction (3 credits)
This course provides an awareness, understanding, and appreciation of the use of application and curriculum-related software in the teaching and learning process. It includes the use of application programs and instructional software in selection, evaluation, and correlation with the adopted West Virginia Content Standards and Outcomes (CSO’s). Course competencies are based on ISTE National Education Technology Standards for Teachers (NETS*T).

EDU544 – Technology Competencies for Curriculum Leaders (3 credits)
This course is structured to develop policies, awareness, procedures, services, and skills essential to educational technology. It will assist educators in solving immediate educational problems, as well as in fostering growth and understanding of future technology needs.

EDU548 – Best Practices On-line Instructional Delivery (3 credits)
This course explores, analyzes, and evaluates teaching strategies and learning theories as applied to various student learner populations, with emphasis on diversity in learning styles. Students learn to select appropriate and effective teaching strategies for online instruction. Evaluation models related to the measurement of student learning outcomes in virtual settings are examined. Topics include multimedia resources and distance learning methods. Fieldwork opportunities assist the student in developing and refining his or her personal online teaching methods.

EDU549 – Digital Ethics and Citizenship (3 credits)
This course explores the characteristics, benefits, and consequences of technology in today’s work and leisure settings. Topics include digital access, commerce, communication, literacy, etiquette, law, rights and responsibilities, health and wellness, and security.

EDU570 – Curriculum Development (3 credits)
This course is specifically designed to provide students with the ability to analyze, evaluate, and understand the foundations of teaching and learning and how they relate to curriculum development. Course topics include the history, principles, philosophy and concepts that underlie curriculum and instructional practices in organizational learning communities. Course assignments focus on activities that relate the students' learning experiences related to theories and the larger contexts of diverse organizational perspectives. (Cross-listed as HEA570.)

EDU580 – Analysis and Evaluation of Instruction (3 credits)
This course is specifically designed to provide students with the ability to analyze and evaluate instruction, and how sound, research-based pedagogy facilitates learning at any level. Students will use a data driven analysis of instruction to evaluate their own practice and the practice of others. This includes analysis and application of professional standards and organizational goals utilizing observed examples of instructional delivery. An action research project will be developed and proposed utilizing a professional setting as a laboratory to evaluate practices.

EDU585 – Assessment of Learning (3 credits)
This course examines the role of the school mission statement and use of assessment to
support the school improvement process. It focuses various types of formative and summative assessments, with specific emphasis on analysis of test results and their use in the improvement of curriculum, instruction, student learning, and decision-making at the classroom, school, and district levels. Candidates analyze and document leadership strategies that facilitate school improvement.

**EDU600 | EDU700 – Program Evaluation (3 credits)**

The design and implementation of formal evaluations of educational programs is crucial to ensuring student achievement and program quality. This course provides a practical introduction to the systematic assessment of learning outcomes as a central feature of assessment. It addresses principles and challenges inherent in implementing an outcomes assessment system across curricula. This course is contextualized by key issues in higher education, including assessment of the educational performance of diverse students, instructors, instructional delivery methods, programs or departments, and the impact of institutional, state, and national educational policies. Topics include the increasing use of technology in assessment including electronic portfolios; the role of capstone courses as summative evaluations; the use of assessment in student affairs, including evaluation of co-curricular learning activities; the links between the learning assessment system, curricular revisions, and program reviews; and the integration of assessment with institutional strategic planning and the determination of institutional effectiveness. Students in this course will analyze and evaluate the theory and practice of educational program evaluation by reviewing reports, creating evaluation plans or instruments, and synthesizing evaluation designs. (Cross-listed as HEA600.)

**EDU620 – Foundations of Project Management (3 credits)**

This course will develop students’ fundamental understanding of the basic framework of Project Management. Students will discuss project definitions, the project life cycle including feasibility, pre-planning, implementation, handover, delivery of benefit and close out. The control process will be discussed using what if scenario analysis in an effort to plan for contingencies. The transformational skills necessary to successfully complete projects such communication and other soft skills will be explored. Prerequisite: Advanced Standing.

**EDU640 | EDU740 – Public School Finance and Administrative Applications (3 credits)**

This course is designed to provide students with the skills necessary for effective school business leadership. The course addresses the concepts of school finance including the economics of public education, issues of equity, sources of revenue, types of expenditures, court cases related to school funding, the development of school finance systems, and administering the school budget as well as the local, state, and federal roles in the school funding process. Students will apply concepts and policies to real situations using case studies and field experiences to demonstrate the skills needed to administer and manage educational programs and finances at various programmatic levels. EDU 640 includes 30 hours of fieldwork (15 building and 15 district) to support course activities. Prerequisites: Advanced Standing. (Cross-listed as SPE640.)

**EDU652 | EDU752 – School, District, and Community Leadership (3 credits)**

This course focuses on the skills necessary for 21st Century administrators to work effectively with diverse educational stakeholders. The skills will include being able to collaborate and develop teamwork; assess and evaluate faculty and staff; resolve conflict; create and maintain positive work environments that support learning; establish staff development priorities; developing and implementing a strategic plans; use
communication and technology skills effectively; define goals and objectives; global awareness; and manage the change process to achieve efficiency and effectiveness for the 21st Century. It will provide students with the opportunities to study concepts of school, district, and community culture and explore the resources for school program enhancement. It will focus on evaluation of communication structures that develop between school districts and community, e.g., media, community involvement in schools and forces of leadership. EDU 652 includes 30 hours of fieldwork (15 building and 15 district) to support course activities. Prerequisites: Advanced Standing.

EDU655 | EDU755 – Professional Development Leadership (3 credits)
This course is designed to provide students with the skills necessary to facilitate school/district professional development goals, and programs to realize those goals. Professional development is crucial to the realization of a school and district vision/mission. 21st Century teaching and learning require educational leaders at all levels to possess the most current, research-based knowledge of pedagogy, resources, and the learning community at large. These goals should ultimately lead to greater achievement by all students within the context of the law.

For Special Education Leadership students, this course specifically focuses on the role of sound professional development to support exceptional learners. Providing needed services to students with disabilities is a constantly evolving process. Special education administrators not only have to be very knowledgeable about the changes in special education law and policy, but they must be aware of new developments in continuous school improvement activities that affect public school teachers. Initiatives such as inclusion, response to intervention, rigorous curriculum offerings, intervention for all students in subjects such as reading and mathematics, differentiated instruction, and school wide positive behavioral supports are just some of the programs that affect all students. To support continuous school improvement, there are significant responsibilities placed on special education administrators to insure that services for students with disabilities enable these students to reach high academic standards and be prepared to become contributing members of their community upon graduation from high school. The Individuals with Disabilities Education Act mandates that continuous staff development be provided for all public school teachers to assure that appropriate educational services are offered to all students with disabilities in all educational settings. (Cross-listed as SPE655.)

EDU658 – Education Advocacy and Student Support Systems (3 credits)
This course focuses on the role of the teacher as a student advocate and creator of support systems to facilitate student achievement. Topics include advocacy for student growth and well-being, communication of student needs to stakeholder groups, policy developers and decision makers, and collaborating with colleagues to promote a learning culture that values diversity, ensures equity, and promotes social justice.

EDU664 | EDU764 – Professional Practices of the Principal (3 credits)
The goal of this clinical experience is to provide the prospective school administrator with the skills and proficiencies necessary to administer and manage public school programs PreK-Adult. The intern will spend a minimum of 140 clock hours engaged activities appropriate to school building leadership embedded within the field experiences of the internship. The field experiences consist of 6 mandated projects aligned with the Elements of the ELCC (2011) Standards for school building leadership. Activities can include any
other requirements negotiated between the intern and the site supervisor. An action research project is required to facilitate the practice of data-based decisions to support the work of a building principal with an ultimate goal of helping all students learn. Candidates will develop an electronic portfolio built upon the 6 projects with summaries demonstrating performance of the building level ELCC Standards. Prerequisites: Advanced Standing.

**EDU670 | EDU770 – Instructional Leadership (3 credits)**

This course focuses on development of skills in instructional leadership including: recognizing and utilizing research-based best practices, the role of standards and assessment at the school and district level, and the development and implementation of professional development and staff evaluation processes to support learning for all students. Emphasis is placed on regular and special needs students, learning styles, special education regulations, and West Virginia’s Content Standards and Objectives (CSO). Design of staff development activities and evaluation of instructional resources and technology for education are emphasized. EDU 670 includes 30 hours of fieldwork (15 building and 15 district) to support course activities. Prerequisites: Advanced Standing.

**EDU674 | EDU774 – Professional Practices of the District Supervisor (3 credits)**

The goal of this clinical experience is to provide the prospective administrator with the skills and proficiencies necessary for general supervision within a PreK-12 school district. The intern will spend a minimum of 100 clock hours in activities appropriate to district supervisor leadership embedded within the field experiences of the internship. The field experiences consist of 6 mandated projects aligned with the *Elements of the ELCC (2011)* Standards for school district leadership. Activities can include any other requirements negotiated between the intern and the site supervisor. An action research project is required to facilitate the practice of data-based decisions to support the work of a district supervisor with an ultimate goal of helping all students learn. Candidates will develop an electronic portfolio built upon the 6 projects with summaries demonstrating performance of the district level ELCC Standards. Prerequisites: Advanced Standing.

**EDU680 | EDU780 – School Law and Administrative Applications (3 credits)**

This course provides the prospective educational leader with a foundation in school law and the skills necessary to administer and manage a school or district. Topics include student and teacher rights, issues of due process, religious issues in schools, personnel and contracts, persons with disabilities, First Amendment rights, liability and torts, supervision, legislative processes, and related matters. Students will apply concepts and policies to real situations using case studies and field experiences to demonstrate the skills needed to administer and manage educational programs fairly, ethically, equitably, and legally. EDU 680 includes 20 hours of building level fieldwork to support course activities. Prerequisites: Advanced Standing. (Cross-listed as SPE680.)

**EDU684 | EDU784 – Professional Practices of the Superintendent (3 credits)**

The goal of this clinical experience is to provide the prospective administrator with the skills and proficiencies necessary for leadership within a PreK-12 school district in the role of the superintendent. The intern will spend a minimum of 100 clock hours in activities appropriate to school district management embedded within the field experiences of the internship. The field experiences of the internship consist of six mandated projects aligned with the *Elements of the ELCC (2011)* Standards for school district leadership. Activities can include any other requirements negotiated between the intern and the site supervisor. An action research project is required to facilitate the practice of data-based decisions to
support the work of a district superintendent with an ultimate goal of helping all students learn. Candidates will develop an electronic portfolio built upon the six projects with summaries and an action research project demonstrating performance of the building level ELCC Standards. Prerequisites: Advanced Standing.

EDU691 | EDU791 – Technology Competencies for Educational Leaders (3 credits)
This course, based on ISTE’s National Educational Technology Standards for Administrators, aims to improve the technology competencies of future educational leaders and to prepare them to be more efficient practitioners and facilitators of 21st century learning. It addresses areas such as technology competences for administrators, technology planning, productivity tools, technology-enhanced learning environments, school administration systems, communication tools, and appropriate use of technology. EDU 691 includes 30 hours of fieldwork (15 building and 15 district) to support course activities. Prerequisites: Advanced Standing.

EDU695A /EDU695B – Educational Leadership Capstone Experience (3 credits each)
The Education Leadership capstone learning experience integrates the concepts learned throughout the program. Students will consult with program faculty and public school site supervisors to identify a relevant research topic based upon and extend the findings from the action research projects the students completed during their internships for EDU664, EDU674, and EDU684. To fulfill the requirements of this capstone course, the approved project will create a valid action research design to address one or more research questions; the student will carry out the research as directed and prepare a final written report. This report will include a comprehensive discussion of the findings and how they have the potential to influence educational leaders across school district settings. The final report will follow the style guidelines of the most current edition of the American Psychological Association’s *Publication Manual*. The findings will be integrated with the students’ electronic portfolios. Prerequisites: Advanced Standing.

EDU798 – Research Project in Educational Leadership (3 credits)
This course is the first half of the capstone sequence that concludes with EDU799. Students in this course will demonstrate their ability to devise and propose a research project. The chosen topic will be based on a bibliographic search of the scholarly literature to identify a current problem or challenge facing the field of criminal justice. The student will pick a topic that is relevant to the challenges they identify as critical to educational leadership locally or nationally. With the approval of the assigned faculty, this topic will be the basis for writing a research proposal.

EDU799 – Educational Leadership Capstone (3 credits)
The capstone requires the prior successful completion of EDU798. Students in EDU799 will demonstrate their mastery of the educational leadership courses. They also will demonstrate their ability to conduct basic research on educational leadership problems and challenges to contribute to decision-making. The final summative component is the preparation and presentation of a thorough portfolio analysis of their work in the program using a growth-model approach and careful self-evaluation.

ENG099 – Basic College English (3 credits)
This course focuses on improving reading comprehension and English composition, including vocabulary, spelling, grammar, punctuation, tense, sentence structure, and paragraphing. The course requires considerable writing and rewriting of paragraphs,
leading up to short essays. A number of readings are used to stimulate writing. This course does not earn college credit.

**ENG101 – Written English (3 credits)**
This course concentrates on the concepts of focus, organization and development of expository writing and rhetoric. It introduces students to research skills and writing, and to the use of technology in composition. This is a basic introduction to development of skills necessary for effective written communication. Instruction centers in reading exemplary fiction and nonfiction prose and in writing expository and analytical paragraphs and essays. Prerequisite: UNV100 English placement test.

**ENG102 – Written English 2 (3 credits)**
Building on the content and skills presented and mastered in ENG101 Written English, this course emphasizes objective, public forms of exposition including description, analysis, and argument, the conventions of formal written English and basic scholarly research skills. The development of creative, critical, and analytical thinking skills are emphasized. Prerequisite: ENG101.

**ENG200 – Research and Writing for Effective Communication (3 credits)**
This course concentrates on developing students’ abilities to conduct meaningful research and to produce analytical written works within the contexts of academic and technical writing. Special attention will be paid to clarity and directness for effective communication as well as editing to improve clarity of expression, which is a fundamental skill. Students use a problem-solving model of goal and audience analysis in producing reports, organizational correspondence, and instructional media. Focus is on developing research skills and strategies for the final research document, using the provided Salem manual of style. Building on prior English courses’ content, ENG200 requires both expository writing and research-based argumentative writing in the production of a well-crafted research report. Prerequisite: ENG102.

**ENG201 – Legal Research and Writing (3 credits)**
This course presents the basic principles involved in researching and analyzing legal material. The course covers an understanding of case law, how to analyze a case and tools for writing persuasively and for the court. Students learn to communicate the results of legal research through a variety of written legal forms. Prerequisite: ENG102.

**ENG203 – Multicultural Literature (3 credits)**
Living in the twenty-first century is living in a multicultural world. Reading and discussing literature from many different cultures helps students develop understanding of those cultures. To this end, students in this class will read and discuss the works of authors from many different cultures, past and present, in the light of background information about the lives of those authors and about their cultures. A focus will include selected readings in the canon of Western world literature, both ancient and modern and other genres of the writers of the Appalachian region. While many West Virginia writers will be studied, works from the entire region and other regional writers from American sub-cultures, like Appalachia, will be included. Prerequisite: ENG102.

**ENG206 – Structural Grammar: The English Language (3 credits)**
An introduction to language, its structure in the mind and its use in the United States. Students study the history and structure of the English language, with focus on its development, syntax, and grammar, including focus on style, usage, punctuation, and expression. A survey of multiple grammars (e.g., reference, mental, pedagogical,
An intense study of traditional grammar and the effective teaching of that grammar will be modeled and prescripted during this course. Prerequisite: ENG200.

ENG220 – American Literature (3 credits)
This course provides a historical introduction and survey of literature and its emergence and the variety of genres in America from its beginnings to mid-nineteenth century through a selected list of readings. Native American works both written and pictographed will be studied. Prerequisite: ENG102.

ENG222 – American Literature 2 (3 credits)
This course extends the historical introduction and survey of literature in America via its emerging culture from mid-nineteenth century to present through a selected list of readings. Literary elements as contained in poetry and drama emerging from development of cultural changes will include music and rap and theater productions in the public arena, as literary selections. Prerequisite: ENG222.

ENG230 – British Literature (3 credits)
This course offers a historical introduction and survey of literature in Great Britain from Middle Ages through the eighteenth century from a selected list of readings. Students will focus on selected plays and poetry from works of William Shakespeare’s body of work and their origins, and then analyze the impact of his work on subsequent works and cultural contexts in both British and other English literatures. Prerequisite: ENG102.

ENG232 – British Literature 2 (3 credits)
This course extends the historical introduction and survey of literature in Great Britain from late eighteenth century to the present from a selected list of readings. Students will study literature and literary forms and genres that include but are not limited to the emergence of women writers and relevant cultural reflections in the various literary selections. Prerequisite: ENG230.

ENG300 – Cultural Impact on Language Learning (3 credits)
This course concentrates on the study of the impact of student diversity in the processes of reading, writing and viewing. Course topics include cultural connections and impact (including ethnicity, race, language, culture, gender, and ability), non-native English influences on English language learning, the use and adaptation of native language structures to support English language learning, and analysis of English language arts curriculum. This course addresses the current trends of culture in contemporary genres of print, non-print media, and film to reflect the newly accepted and supported perceptions of writers who are marginally ground-breaking in their expressions and in their preservation of culture through their written and non-print works. Prerequisite: ENG200.

ENG304 – Non-Western World Literature (3 credits)
This course provides a selection of readings representing a survey of non-Western world literature, ancient and modern. The focus is on the traditions that are common to cultures and the different perspectives that inform cultural understandings and reflect values clarification in the 21st century perspective. Prerequisite: ENG300.

ENG306 – Drama and Poetry (3 credits)
This course is a broad-based survey of world drama including Western and non-western traditional works. Plays are studied from the conceptual beginnings of ancient sources as instruction and entertainment through the evolution and development up to
contemporary sources in the scope of this course. Poetry is studied from earliest Western and non-Western sources of ancient recorded sources through the evolution and development up to contemporary sources in the scope of this course. Drama and poetry are studied in the development of both genres and critical analyses of each. Prerequisite: ENG304.

ENG308 – Short Story and Novel (3 credits)
This course is a broad-based survey of world novels including Western and non-western traditional works. The novel as concept and novels as varieties are studied from the conceptual beginnings and the works of ancient sources through the evolution and development up to contemporary sources in the scope of this course. The short story is studied from earliest Western and non-Western origins from ancient recorded sources through the evolution and development up to contemporary sources in the scope of this course. Novel and Short Story are studied in the development of both genres and critical analyses of each. Prerequisite: ENG306.

ENG377A – Materials and Methods of Teaching Language Arts (3 credits)
This course focuses on the teaching of grammar and composition in the language arts classroom. Structure of composition and structure of language as teaching pedagogy and the materials to effect such pedagogy are studied.

ENG377B – Materials and Methods of Teaching Language Arts 2 (3 credits)
This course focuses on the teaching of literature and analysis of literature and other arts in the language arts classroom. Demonstrate in-depth knowledge of and use of varied teaching applications for works from a variety of genres and cultures, works by female authors and works by authors of color. Contextual influences on teaching language arts are both a project and process of this course. Prepares prospective teachers of literature with an in-depth knowledge of and use of varied teaching applications for works from a variety of genres and cultures, works by female authors, works by authors of color with deference to the contextual influences on teaching language arts

ENV101 – Environmental Science (3 credits)
A multi-disciplinary examination of the impact of humans on our planet, and our environmental management choices. The course includes topics from ethics, critical thinking, scientific method, chemistry, water pollution, solid waste management, and environmental policy.

ESL111 – Beginning ESL (3 credits)
This series of classes is designed for students whose TOEFL score is 425-449 (or equivalent TOEIC), who need basic foundational ESL preparation. The class will address the skills of listening, speaking, reading, and writing through intensive immersion. It will help students communicate in social situations, discussing and understanding familiar topics and handling basic social needs. Students will read short narratives and write short paragraphs. They will practice at a beginning level of the grammar and mechanics of writing.

ESL112 – Intermediate ESL (3 credits)
This series of classes is designed for students whose TOEFL score is 450-474 (or equivalent TOEIC), who need an intermediate ESL preparation. The classes will address the skills of listening, speaking, reading, and writing. Students will be expected to communicate in more complex situations, such as using the telephone, with greater
fluency. In reading, they will learn to paraphrase main ideas and important details and will write longer paragraphs, using compound and complex sentences.

ESL113 – Advanced ESL (3 credits)
This series of classes is designed for students whose TOEFL score is 475-499 (or equivalent TOEIC), who need more advanced ESL preparation. The classes will address the skills of listening, speaking, reading, and writing. Communication objectives will stress skills needed in University classes, such as note taking and listening to sample lectures. Students will read longer selections and write short essays in a variety of modes with greater expectations of correct grammar and mechanics.

ESL114 – ESL Graduate Support (3 credits)
This series is designed for graduate students whose TOEFL score is between 500-549 (or equivalent TOEIC). It is meant to support the process of getting a master’s degree by assisting with academic writing, reading, speaking, and listening skills. Skills needed for writing a thesis (paraphrasing, summarizing, synthesizing data, and citing sources in an APA style) will be stressed.

FIN241 – Managerial Finance (3 credits)
This upper-level course introduces fundamental concepts in finance for both business and non-business majors. The concepts covered include risk-reward relationships, time value of money, valuation of financial instruments, and others. Information in this course is helpful for one's personal financial situation.

FIN242 – Managerial Finance 2 (3 credits)
This upper-level course will focus on concept and theories in detail. It explores how financial managers utilize the theories in financial decision-making. Such decisions include capital budgeting, long-term financial planning, debt re-financing, leasing and others. Prerequisite: FIN241.

FIN343 – International Finance and Banking (3 credits)
The basic thrust of this course is to provide students with a conceptual framework that helps them in financial decision-making in an international context. This will be a logical extension of the introductory finance course, but builds and extends the valuation concepts and analytical framework to account for the unique dimensions of international finance.

FIN344 – Corporate Finance (3 credits)
This upper-level course provides a foundation and conceptual framework for understanding the principles of finance as they apply to business management, planning, and operations. Topics include net present value, time value of money, risk, and valuation.

FIN345 – Corporate Finance 2 (3 credits)
This upper-level course is a continuation of FIN344. It delves into the details of financial management and the analytic frameworks for financial planning and decision-making. Topics include constrained resource allocation, capital budgeting, long-term financial planning, debt and equity, purchase vs. lease decisions, and financial ratio analysis. Prerequisite: FIN344.

FIN430 – Investment Analysis (3 credits)
This course provides an introduction to the basic concepts of investment analysis. It focuses on analyses of the economic considerations (micro and macro), environment, social, and governmental or regulatory factors that are relevant to informed decision-
making. Topics include an overview of function and efficiency of securities markets; the relationships between risk and return; types of investments, including various securities and options; and valuation.

**FIN435 – Capital Markets (3 credits)**
This course examines the range of financial markets, focusing on the linkage between savings and investment to create wealth. It establishes the basics for understanding portfolio management.

**FIN440 – Portfolio Management (3 credits)**
The development and application of the principles of modern portfolio theory is fundamental to the management of financial assets. Topics include the concepts of efficiency, risk, diversification, and capital rationing, as well as portfolio construction, portfolio revision, and use of types of financial assets in effective portfolio management.

**FIN445 – Real Estate Finance & Investment (3 credits)**
Investment in real estate, both by individuals and companies, is a major component of the national economy. Topics include financing residential, commercial, and industrial real estate; as well as tools and techniques of real estate development. The course will analyze financial instruments, institutions, and markets; the role of government agencies in making investment decisions; and pros and cons of real estate as an investment.

**FIN505 – Financial Modeling (3 credits)**
This course is designed to provide students with an introduction to fundamental approaches to and methods of valuation and financial decision making. The course builds upon and reinforces the theoretical and practical material presented in the first finance course that is part of the MBA Core. Prerequisite: Advanced Standing.

**FIN510 – Advanced Corporate Finance (3 credits)**
This course focuses on making effective financial decisions in private and public sector organizations. The overarching theme is making decisions that maximize stakeholder value within the constraints of budgets. The course addresses the foundation concepts that are critical to effective decision-making by chief financial officers. Topics include managing cash flows, leveraging debt, conducting cost-benefit analyses, identifying appropriate investments, futures and options. Prerequisite: Advanced Standing.

**FIN520 – International Finance (3 credits)**
This explores the global financial environment in which corporations operate in the modern economy. Topics include international circulation of funds, exchange rates, international law, foreign direct investment vs. contractual arrangements, cost of capital, international taxation, and risk management in international trade. Prerequisite: Advanced Standing.

**FIN525 – Applied Portfolio Theory (3 credits)**
This course focuses on the tools and techniques associated with the effective management of financial assets. Case studies are used to guide the investigation of a wide range of topics, including securities markets, efficient market and portfolio theories, asset pricing models, and the valuation of stocks and bonds. Prerequisite: Advanced Standing.

**FIN540 – Financial Analysis (3 credits)**
This course provides a framework utilizing accounting principles, financial statements, and Securities and Exchange Commission reports (e.g., 10-K) to evaluate the current and future financial stability and potential growth of an organization. Topics include estimating
requirements, establishing debt policies, obtaining long-term financing, preparing capital budgets, and establishing the comparative value of competing investments. Pro forma models and case studies are used to help inform decision-making. Prerequisite: Advanced Standing.

FIN545 – Real Estate and Business Investing (3 credits)
This course will introduce the essential tools and techniques used by investors to make informed decisions with respect to small business acquisitions and real estate projects. Areas of analysis include projected financial performance, tangible and intangible asset valuation, market and industry research, historical returns, market cycles, taxation, and financing options. (This course may be substituted for FIN520.) Prerequisite: Advanced Standing.

FIN560 – Financial Management (3 credits)
The course covers major issues facing a manager, including financial statement analysis; discounted cash flow analysis, time value of money; risk-return trade-off, valuation of financial assets, capital budgeting, financial planning, cost of capital; long-term financing through debt and equity, and the analysis of various financial models to improve existing short- and long-term asset management. Emphasis is placed on the importance of resource management in decision-making and the role of leverage and its impact on the enterprise.

FNA202 – World Music
This course seeks to elucidate the social, historical, philosophical, and religious significance of popular music of the world. First, there is an examination of popular music in America and England. Then there is an analysis of the appropriation of this popular music by many cultures around the world.

FNA203 – World Art
This course is an introduction for the visual arts for students. The course examines the history of the visual arts and the roles art plays in cultures around the world.

HCM605 – Introduction to Health Care Management & Operations (3 credits)
This course provides a graduate-level survey of health care management that focuses on the core competencies required of nursing managers in health care organizations. Topics include market assessment, determination of health needs, systems analysis, business planning, leadership, law and government policy, marketing and sales, and strategic management. The course includes a comparison of the international approaches to health care delivery systems and management.

HCM610 – Health Care Law, Policy and Ethics (3 credits)
This course explores the role of law, policy, and ethics in health care management. Topics include: moral reasoning; ethical theories applied to health care policy at the local, state, and federal levels; and resolving ethical conflicts. The course focuses on the application of moral reasoning to decision-making in the modern health care environment.

HCM615 – Health Care Finance (3 credits)
This course provides a foundation in finance for the health care manager. Topics include a comparison of public and private enterprise methods of financial statement analysis; discounted cash flow analysis; risk-return trade-off; valuation of assets; capital budgeting; and long-term financing through debt and equity. Emphasis is placed on the importance of financial management in executive decision-making.
HCM620 – Organizational Behavior & HR Management in Health Care (3 credits)
This course examines the strategic importance of human resource management in Health Care Management. Topics include the functional areas that define the core of human resource management. The evolution of human resource management strategies and practices is analyzed in terms of enhancing organizational performance. Legal and ethical factors affecting human resource management in Health Care Management are examined.

HCM625 – Health Care Planning, Promotion and Evaluation (3 credits)
This course presents methods for the identification of public health needs that call for intervention, the development of programs to meet these needs, and methods of evaluation to assess the effectiveness, efficiency, and equity of these interventions. Topics include: models for program planning in health promotion; needs assessment; measurement, sampling, and data collection; community organizing and community building; marketing programs; evaluation approaches, frameworks, and designs; and data analysis and reporting.

HEA550 – College Student Development (3 credits)
This course examines a range of cross-disciplinary theories of human development that are linked to maturation, life-long learning, and personal growth specific to adult learners. Student learning, engagement, and academic success are examined with the context of both traditional and nontraditional students. The tools and techniques of higher education policies, procedures, and practices are applied to higher education in general and to student affairs and services in particular. Prerequisites: Advanced Standing.

HEA605 – Higher Education Leadership (3 credits)
Leadership of higher education made complex by continuing social and institutional transformation. Social, economic, and political factors guarantee that higher education will continue to evolve in the 21st Century. Grounded in leadership theory and research, higher education leadership requires leaders to embrace multiple perspectives and diversity, and to examine the aims of leadership thoughtfully and creatively in student affairs and higher education. Prerequisites: Advanced Standing.

HEA640 – Education Finance (3 credits)
This course is designed to provide students with the skills necessary for effective business leadership. The course addresses the concepts of finance including the economics of higher education, issues of equity, sources of revenue, types of expenditures, court cases related to institutional funding, the development of finance systems, and administering the budget as well as the local, state, and federal roles in funding higher education. Prerequisites: Advanced Standing

HEA655 – Professional Development Leadership (3 credits)
For Higher Education Administration students, this course specifically focuses on the role of sound professional development to support traditional and nontraditional learners. Higher education administrators must remain knowledgeable about the changes in federal and state law and policy, as well as understanding and applying principles of continuous school improvement. Key initiatives must be nurtured such as inclusion and diversity, rigorous curriculum offerings with timely intervention for all students in jeopardy, promotion of STEM courses and programs of study, differentiated instruction, and behavioral support. Prerequisites: Advanced Standing. (Cross-listed as EDU655.)

HEA680 – Education Law (3 credits)
This course provides the prospective educational leader with a foundation in education
law and the skills necessary to administer and manage an institution of higher education. Topics include student and teacher rights, issues of due process, religious issues, personnel and contracts, persons with disabilities, First Amendment rights, liability and torts, supervision, legislative processes, and related matters. Prerequisites: Advanced Standing. (Cross-listed as EDU680.)

HED120 – Core Concepts of Personal Health (3 credits)
Designed to acquaint students with concepts of health including total fitness and evaluation, nutrition, stress management, and current health topics.

HED130 – Consumer Health (3 credits)
This course is designed to acquaint students with general concepts, strategies, methods and sources of information in selecting health products and services.

HED270 – Categorical School Health Topics (3 credits)
This course is designed to allow students to make an in-depth study of crucial health issues. The content will vary to include issues to be related to mental health, specific health problems (psychological and psychosocial), or health care ethics.

HED301- Administration of School Health Programs (3 credits)
A study of school health programs, health instruction, health services and those specific areas of health relating to the needs of early childhood and elementary school children.

HED320 – Substance Use and Abuse (3 credits)
This course will examine physiological, psychological, social, historical, legal, and health aspects of drug use, abuse and addiction.

HED377A – Materials and Methods of Health Education (3 credits) | HED377B – Materials and Methods of Health Education 2 (3 credits)
The series of courses is designed to prepare students to teach health at the elementary (PreK-4), middle school (5-8) and the secondary school classroom and beyond (9-Adult). Topics discussed will be curriculum planning and organizing, methodology, instructional techniques and evaluation. In addition, the selection and use of age and developmentally appropriate materials will be a topic of discussion and practice, including a significant fieldwork experience. Prerequisite: Completion of Level I.

HIS125 – World Civilization (3 credits)
The course is a survey of selected civilizations spanning the globe. Topics range from the origin and development of early civilizations through the modern era. Special attention will be given to the political, economic, social, and cultural forces still existing today.

HIS153 – U.S. History (3 credits)
From the European colonization of North America to independence, the Civil War, and the industrial revolution, this course analyzes the social, economic, and political forces behind the United States’ rise to world power by the latter half of the nineteenth century.

HIS154 – U.S. History 2 (3 credits)
By describing the domestic and foreign policies of the United States throughout the twentieth century, the course analyzes the reasons behind its rise to superpower status by the turn of the twenty-first century. At the same time, it sketches the causes and effects behind the labor, African-American, and women’s right movements.

HIS205 – History of Organized Crime (3 credits)
This course presents an historical view of organized crime and its development to the
present day. Current trends and organizations are explored along with the criminal justice system’s response to include RICO and other strategies. The traditional view of organized crime is updated to include modern developments in criminal justice thinking, investigation and response.

HIS210 – World Geography (3 credits)
Global geography and climate and their influences upon the economy, political structure, and general culture of the nations of the world.

HIS211 – Physical Geography (3 credits)
This course will give students a basic understanding of the regional and global patterns of physical systems of the earth, the changes they undergo, and the impact that these physical systems have on human populations in the interaction of such populations with their physical environments.

HIS215 – Society and the Individual (3 credits)
This course explores the relationship between the individual and society. Political and social philosophy, ancient and modern thinking, and international perspectives will be utilized to understand the role of freedom, liberty, and human rights in democratic and non-democratic societies.

HIS300 – West Virginia History, Geography, and Government (3 credits)
An integrated course in the history and government of West Virginia. History 300 explores four basic periods of West Virginia history. These included the frontier period and labor, and contemporary political and social-economic events.

HIS305 – American Foreign Policy (3 credits)
This course examines American foreign policy since World War II. The course addresses the critical decisions and debates that have shaped the course of America’s diplomatic interaction with the World. A consistent finding is that change is the only constant in U.S. policymaking. The focus of foreign policy historically is the interaction with sovereign States that control territory and resources around the World. Increasingly, American foreign policy both creates and reacts to these changes with decisions that inevitably are affected by varying domestic and international political and bureaucratic processes.

HIS377A | HIS377B – Materials and Methods of Teaching Social Studies 2 (3 credits each)
This series of courses is designed to prepare students to teach social studies at the elementary (PreK-4), middle school (5-8) and the secondary school classroom and beyond (9-Adult). Topics discussed will be curriculum planning and organizing, methodology, instructional techniques, and evaluation. In addition, the selection and use of age and developmentally appropriate materials will be a topic of discussion and practice, including a significant fieldwork experience. Prerequisite: Completion of Level I.

ICO100 – Foundations for Intercultural Understanding (3 credits)
This course is designed to help students develop cultural sensitivity, thus enabling them to create and maintain positive interpersonal relationships with people of diverse cultural backgrounds. Topics of discussion include perceptions; worldviews; attitudes and belief systems; social, economic and environmental structures of different cultures; interpersonal relationships; and multicultural issues.

IT110 – IT Essentials (3 credits)
This course will emphasize systems hardware, components, and peripheral devices. Concepts and principles common to all computing devices are studied. Additional
hardware, such as printers, modems, and expansion cards are included. Basic network technology concepts and technologies are covered. This course provides students hands-on experience via simulation, where students actively participate in virtual labs to enhance their understanding and practical knowledge.

**IT150 – Computer Programming (3 credits)**
An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development.

**IT151 – Computer Programming 2 (3 credits)**
This course is a continuation of IT150 Computer Programming. It reinforces and extends the introduction to the theory and practice of computer programming. Prerequisite: IT150 or equivalent. Prerequisite: IT150.

**IT200 – Wide Area Networking (3 credits)**
This survey course provides students a fundamental understanding of emerging technologies and broadband networks that interconnect protocols and physical locations across the globe. The OSI and TCP/IP models will be discussed in detail as well as their applicability to point-to-point links, packet switching, virtual circuits, MPLS, SONET, and DWDM. The methods for interconnecting enterprise locations in the most efficient ways will be discussed. Important wide-area networking (WAN) concepts such QoS and service levels will be detailed.

**IT202 – Internet Publishing (3 credits)**
A comprehensive examination of the Internet. Special emphasis on maintaining access to updated information crucial to daily business operations, e-mail, search engines, news groups and the latest software will be examined. This course will develop the webmaster skills necessary to design and maintain an Internet presence for business use.

**IT310 – Database Architectures (3 credits)**
This course provides coverage of concepts and skills required to implement an efficient database. Topics include relational algebra, entity-relationship and relational models, database design, query languages such as SQL, query processing, system architectures and storage and file structures.

**IT323 – Methods of Software Development (3 credits)**
This course continues the study of software development by focusing on the methods of software design, development, and verification - the skills beyond fluency in a particular language which are necessary for developing large, reliable programs. Topics include object-oriented design, the use of APIs, and testing and verification. Techniques common in modern software development will be studied. Specific techniques may include GUIs and event-driven programming, multi-threading, client-server networking, fault-tolerant computing, stream programming, and security.

**IT325 – Intermediate Programming (3 credits)**
This course covers some of the more advanced fundamentals of programming including basic data structures (such as lists, stacks and queues, binary trees, and hash tables), recursion, common algorithms (such as searching and sorting), and generic programming. This course looks more deeply at object-oriented programming, including the use of class hierarchies. Prerequisite: IT150.
IT340 – Network Discovery (3 credits)
This course provides students with a general knowledge of networking theory, while giving students practical experience, and opportunities for career exploration and soft-skills development. The course teaches networking based on application, covering networking concepts within the context of network environments that students may encounter in their daily lives, from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models. This course helps prepare students for entry-level career opportunities, continuing education, and globally-recognized Cisco CCENT and CCNA certifications.

IT405 – Computer Forensics (3 credits)
This course is designed to help students learn the internal components of a computer and then to expound on that knowledge to understand how digital evidence is collected and analyzed for presentation to the court system. Intrusion detection and prevention systems will be discussed along with proxies and firewall implementation and conducting vulnerability assessments. Both volatile and persistent data will be examined and the student will investigate ways to capture it. In addition, the effect of system administration duties will be discussed related to the admissibility of evidence in court. The legal aspects of data collection will be examined as the techniques used will determine whether evidence is admissible.

IT409 – Basic Networking (3 credits)
This course provides students with the fundamentals of networking, while exposing students to simulations that lead to practical experience, and opportunities to fully understand Systems Development Life Cycle. The course teaches networking based on application, covering networking concepts within the context of network environments that students may encounter in their daily lives, from small office and home office (SOHO) networking to more complex enterprise and theoretical networking models. This course helps prepare students for entry-level career opportunities, continuing education, and certifications.

IT410 – Enterprise Networking (3 credits)
This course will provide students with a general knowledge of networking theory, while giving students practical experience, and opportunities for career exploration and soft-skills development. The course teaches networking based on application, covering networking concepts within the context of network environments that students may encounter in their daily lives – from small office corporate office (WAN-LAN) networking to more complex enterprise and theoretical networking models. This course helps prepare students for entry-level career opportunities, continuing education, and globally-recognized Cisco CCENT and CCNA certifications.

IT420 – Information Systems Security (3 credits)
This course provides an introduction to computer network security. Students successfully completing this course will be able to evaluate works in academic and commercial security, and will have rudimentary skills in security research. The course begins at the tutorial of the basic elements of cryptography, cryptanalysis, and system security, and continues by covering a number of seminal papers and monographs on a wide range of security areas.

IT425 – Advanced Cybersecurity (3 credits)
This advanced course on cybersecurity will educate students about implementing information security systems properly. The course will detail a layered approach and
skillset relative to protecting institutional systems from malware, viruses, cybercrime, social engineering or phishing, web threats such as denial of service attacks, hacking and the protection of physical and intellectual assets. Students diagnose and monitor system events and conduct vulnerability assessments and design firewalls for the protection of institution networks.

**IT442 – Server Administration (3 credits)**

This course provides hands on experience installing and configuring Windows Server 2008. Students will perform full and core CD-based standard installation, configure and tune the server and assign roles and services. Students will practice local and remote administration of security, network and data in hands on labs. After installing an Active Directory domain controller, students will create and assign users, groups, permissions, rights and policies. Students will configure and troubleshoot the TCP/IP network, create custom consoles and PowerShell scripts, and implement a backup strategy. Topics include aspects of local security, such as group policy objects (GPO), rights and permissions and Network Level Authentication. Students will learn to use enterprise tools such as Distributed File System (DFS) and File System Resource Manager (FSRM) and to facilitate clustering and virtualization. Comprehensive labs and exercises give the students real experience deploying, managing and troubleshooting the Windows infrastructure.

**IT443 – Client Administration (3 credits)**

This course provides students with knowledge and experience in installation, operation, administration, and troubleshooting Microsoft's Professional Workstation (PC) Operating System.

**IT445 – IT Project Management (3 credits)**

This course focuses on the methods, tools, and techniques of managing projects, with a special emphasis on IT projects. Similar to all projects, IT project management must address initiating, planning, executing, controlling, and closing. An overarching task of project management is communicating clearly and frequently with stakeholders. This is especially true with the rapid pace, technical complexity, and frequent change requests that are experienced by most IT project managers. The topics covered in this course align with the Project Management Institute’s PMBOK® Guide.

**IT499 – Senior Capstone Project (3 credits)**

This course is designed for the student to demonstrate and integrate the knowledge, skills, and abilities gained in the program. The student will analyze a set of selected it case studies from a variety of organizations and provide individual and cross-case syntheses and evaluations to support IT management decision-making. Prerequisite: Senior standing.

**ITM510 – Database Management (3 credits)**

The database management course will provide an overview of database management including the analysis of database requirements, design and implementation of databases, and building and using data-driven decision support systems that enable organizations to take advantage of information systems for competitive advantage. Specifically, the course covers topics in database environment and development processes, database design and implementation, database administration and management. The course also includes topics in data integration and data quality as well as databases for World Wide Web and the Internet.
ITM520 – Management of Information Networks (3 credits)
This course introduces the networking field to the manager. Emphasis is placed on network terminology and protocols, local area networks, wide-area networks, OSI model, cabling, router programming, Ethernet, IP addressing, and network standards. Upon completion, students should be able to perform tasks related to networking mathematics, terminology, and models, media, Ethernet, subnetting, and TCP/IP protocols.

ITM680 – Business Intelligence, Data Analytics, and Decision-Support Systems (3 credits)
This course introduces business intelligence and analytics, defined as the extensive use of data, statistical and quantitative analysis, exploratory and predictive models, and fact-based management to drive decisions and actions. The development and use of data warehouses and data marts, and the application of selected data (including text and web) mining techniques to business decision making is illustrated. Students actively participate in the delivery of the course through case and project presentations.

MAT099 – Basic College Math (3 credits)
This course provides basic remediation in arithmetic, fractions, decimals, percents, proportions, statistical measurement, and basic algebra. The purpose of the course is to provide basic computational skills necessary to complete MAT109. This course does not earn college credit.

MAT105 – Business Mathematics (3 credits)
This course provides a survey of mathematics for students of business management. Topics include amortization, annuities, simple and compound interest, solving equations, discounting, payroll calculations, installment buying, present and future value, currency exchange, and banking. May be substituted for MAT125.

MAT109 – College Algebra (3 credits)
This course provides a review of the real number system and algebraic expressions, linear and quadratic equations and inequalities, complex numbers, graphing, polynomial and rational functions, exponential and logarithmic functions, systems of equations, and basic matrix algebra. May be substituted for MAT125.

MAT117 – Mathematics for Allied Health (3 credits)
This course covers common mathematical requirements for students in the health professions. For students who will be administering medications, this course lays the foundation for dosage calculation required in a pharmacology course. Topics include whole numbers, fractions, decimals, percent, and most importantly ratio and proportion as this is the foundation for pharmacology. Medication oral dosing is conducted through the use of ratio and proportion making this an essential concept for someone who will be working with medications. The International System of Measurement (metric) system, system conversions, rational numbers, an introduction to algebraic concepts, and reading and calculating basic medication dosages will be presented. In this course, the student will learn that dosage calculation is very specific to the patient. For example, dosages for children, for the elderly and for certain racial groups vary widely.

MAT125 – College Mathematics (3 credits)
This course reviews mathematical operations involving fractions and decimals. Topics include percent, ratios, proportions, U.S. and metric measurements, sets and logic, counting systems, cryptography, graphs, finance, the Pythagorean Theorem, perimeter, area, and volume. It introduces algebraic concepts using expressions and equations.
Problem solving, estimation, and reasoning skills are taught. Practical applications are integrated throughout the course.

**MAT135 – Finite Mathematics (3 credits)**
This introductory course is a survey of mathematics analysis techniques used business, social sciences, and biology. Topics include counting, functions, probability, descriptive statistics, interest and annuities, matrix theory, and linear systems. May be substituted for MAT125.

**MAT140 – Statistics (3 credits)**
This course provides development of basic concepts in statistics including descriptive statistics, probability, central tendency measures, distributions, correlation, hypothesis testing, and regression. Prerequisite: MAT105, MAT109, MAT125, or MAT135.

**MAT165 – Business Statistics (3 credits)**
This course focuses on the needs of business managers for statistical analyses using commonly available analytic tools, specifically as Microsoft® Excel. Topics include a review of numerical principles, descriptive statistics, visualizing and presenting data, probability distributions, sampling and estimating, hypothesis testing, chi-square and nonparametric methods, correlation, and regression. Prerequisite: MAT105, MAT109, MAT125, or MAT135.

**MAT195 – Discrete Mathematics (3 credits)**
The purpose of this course is for students to understand and use discrete structures that are fundamental to computer science. Topics include logic, proofs, sets, relations, functions, counting, and probability with applications to computer science and information technology. Prerequisite: MAT105, MAT109, MAT125, or MAT135.

**MGT210 – Principles of Management (3 credits)**
This course is an introduction to the management of organizations. It studies the processes and functions of management, the structures and designs of business organizations, and special topics, e.g., the social responsibility of business, international perspectives in management.

**MGT212 – Introduction to Health Care Management (3 credits)**
This course provides an introduction to health care management, including planning, evaluation, budgeting, marketing, government and regulatory oversight, and managing change.

**MGT222 – Human Resources Management (3 credits)**
A study of the principles and techniques of manpower management in organizations; controversies and processes of interaction among labor, management, government, and the public; labor law; and the collective bargaining process as well as an-depth study of HR policies and procedures for talent development in organizations. Case studies are used.

**MGT225 – Legal Aspects of Health Care Management (3 credits)**
This course provides an examination of the laws and regulations that govern health care facilities and programs. Topics include privacy, rights, protections, and liability.

**MGT310 – Economics & Health Care Finance (3 credits)**
This course covers economics, accounting, and finance principles applied to health care. Topics include budgeting, capital expenditures, and evaluating the effectiveness of investments in terms of quality of health care delivery and financial returns.
MGT361 – Management Information Systems (3 credits)
This course examines the importance and the role of information management in a business environment. Topics include the concept of organizational information systems, information technology and competitive advantage, information for quality, international management, systems theory and methodologies. Computer based information, data base management, decision support systems, expert systems, and communication are covered.

MGT362 – Operations Management (3 credits)
The study of operations management focuses attention on how business is conducted daily. Operations management aims to help the company achieve its strategic goals in terms of effectiveness (achieving what is expected) and efficiency (doing so with the least feasible resources). Operations management is distinct from project management in timing and scope. A successful project may devise a new product or process, but at that point the project comes to an end: Projects are time-limited. Operations is not time-limited in that, as a going concern, the company plans to continue to operate for the foreseeable future. Fundamental to effectiveness and efficiency is manufacturing or service process design. This topic extends to include facility layout, queueing theory and waiting lines, the theory of constraints, quality control, and quality assurance. Various techniques of planning and delivering quality products and services rely on statistical process controls, which are introduced in the course as well.

MGT363 – Organization Theory (3 credits)
This course deals with organizations and how they work. It includes recent theoretical advances in the field and how these advances relate to dramatic events currently occurring within real-life organizations. It has an environmental focus and includes strategic considerations. The course explains how organizations formally react to or attempt to influence their environment. It examines an organization’s relationship to its environment through a strategic system approach. This course enables students to achieve a perspective for the totality and interconnectedness of environmental and internal organizational components. Prerequisite: Advanced Standing.

MGT410 – Compensation and Benefits Management (3 credits)
This course focuses on how managers use compensation and benefits to attract, motivate, and retain qualified employees. Topics include economic and behavioral theory and research on pay programs, current approaches to pay-for-performance, and the strategic importance of pay systems in aligning employee behavior with corporate mission and goals.

MGT411 – Employment Law (3 credits)
This course helps students understand how to identify issues and argue legal positions on human resources, labor, and employment law. Topics include statute and case law, civil rights and equal opportunity, discrimination and harassment, employee protection and privacy, and labor relations.

MGT412 – International Human Resources Management (3 credits)
This course addresses the challenges of human resources management in multinational contexts. Topics include methods of assessing cultural differences, comparisons of the U.S. with major trade partners, how cultural differences affect workplace interactions, strategies for building multinational teams, and cultural intelligence.

MGT424 – International Business Management (3 credits)
An examination of management problems arising out of the operation of a multinational
enterprise. Topics include the installation of operations (capital investment) in foreign
countries; alternative forms of entry and organization including licensing, acquisitions and
joint ventures. Attention is given to organizational structure, strategic decision making,
movement of monies, goods, skills, and technology across national borders; barriers to
entry; home-host governments; staffing, corporate ethics and social responsibility; and
socio-cultural influences that bear on the management of the multinational enterprise.

MGT426 – International Issues in Health Care Management (3 credits)
This course examines emerging global issues in health care. Topics include comparisons of
international delivery systems, differential patient outcomes and quality, privacy, public
health, and multicultural considerations.

MGT450 – Special Topics (3 credits)
This course focuses on timely issues in management including but not limited to
organizational theory, global challenges, ethical and legal issues, leadership, human
resources, operations, and so forth. This course may be repeated for credit with the
approval of the academic advisor. Prerequisite: Faculty approval.

MGT499 – Senior Capstone Project (3 credits)
This is a capstone course designed to integrate the knowledge gained in the various
subject disciplines through the analysis and the interpretation of selected case studies
from a variety of organizations. Prerequisite: Senior Standing.

MGT550 – Special Topics in Management (3 credits)
This course focuses on timely issues in management including but not limited to
organizational theory, global challenges, ethical and legal issues, leadership, human
resources, operations, and so forth. This course may be repeated for credit with the
approval of the academic advisor. Prerequisite: Faculty approval.

MGT605 – Fundamentals of Public Administration (3 credits)
This courses introduces students the various fields within public administration (PA). It
examines the PA tools and techniques, especially the main analytic lenses, diagnostics, and
applications in real-world public agencies. The course builds on organizational design,
leadership, ethics, performance evaluation, and policy analysis within the democratic
context. The course also builds on management and marketing to lead to a deeper
understanding of how and why public managers may succeed or fail, as well as how they
can strengthen their agencies. Topics include technology, business analytics (big data), and
the importance of creative destruction to achieve innovation.

MGT610 – Public Policy Analysis (3 credits)
The principal aim of this course is to expand students’ understanding of how public policy
and political realities interact in American government. Factors that affect policy
decisions at the national, state, and local levels are political as well as economic; and there
is a fluid process whereby politics change policies and policies change politics. Apply
competitive and game theories, policy analysis concerns the balance between substantive
policy objectives, institutional politics, and elective politics. Key legislative and executive
objectives are examined in terms of how these shape policy decisions and seek to achieve
positive impacts. An additional aim is sharpen students’ abilities to think critically, identify
alternatives, foresee collateral effects, and write professionally.

MGT615 – Public Budgeting & Finance (3 credits)
The public policy process and democratic governance are constrained by budgeting and
finance. The government budgetary process is highly politicized and widely criticized. Special interests abound. The budget not only affects the financial condition of government entities, but also sets priorities for the various substantive policies to be implemented. The impact is felt throughout the economic sector by the allocation of scarce public resources and the distribution of the burden of paying for public goods and services. Setting the budget is a complex balancing act in the political sphere and a significant management constraint in execution. The purpose of this course is to build on the students’ understanding of accounting and finance in the private sector to better understand the complexities of the budget process, its central role in democratic government, and the importance of using proven management tools and processes to improve the efficiency and effectiveness.

MKT 530 – Marketing Management (3 credits)
This course studies the marketplace and the role of marketing in an organization. Students will learn about the influence of the marketplace and the environment, the process of marketing decision-making, design and use of the organization's marketing.

MKT231 – Principles of Marketing (3 credits)
This course presents basic marketing concepts, principles and functions. Topics include the analysis of activities through which business firms direct the flow of their goods and services to consumers.

MKT400 – Retail Sales Promotion (3 credits)
This advanced course will provide an understanding of the communication strategies necessary for retail managers to promote their business effectively. The advertising and publicity required for retail managers to generate business traffic and convert into sales. The promotional activities and tasks necessary for retail managers understand introduce a new brand and realize repeat business will be detailed. The buying behavior and patterns of consumers will be detailed within the course so managers can tailor sales promotions.

MKT431 – International Marketing (3 credits)
Analysis of marketing opportunities in international markets. Examination of the cultural, social, political, economic and legal environment differences. Management styles and negotiating by and with foreign countries. Export promotion and technical transactions of international business: market research, pricing, development, distribution, and promotions. The role of multinational corporations.

MKT600 – Retail Sales Promotion (3 credits)
This advanced course focuses on sales and marketing, primarily in the retail sector. Topics include the roles of advertising and publicity to generate business traffic and to convert visitors to customers, as well as branding at the corporate and store levels. A key focus throughout the course is how to create and sustain a repeat customer with brand loyalty in terms of the7Ps of the marketing mix: product, promotion, price, place, physical presence, people, and processes. Prerequisite: Advanced Standing.

MSN505 – Theoretical Basis & Role Development for Advanced Nursing (3 credits)
This course extends the student’s knowledge of nursing theory and other disciplines as a foundation for advanced nursing with individuals and groups in an increasingly global, multicultural society. Roles, responsibilities and trends in professional nursing are explored, and socialization into the role of advanced practice nurse is emphasized. Interdisciplinary collaboration and relationship building are integral parts of this course.
MSN510 – Advanced Research, Inquiry, and Evidence-Based Practice (3 credits)
This course focuses on research processes as a foundation for evidence-based practice. There is an emphasis on inquiry within the framework of the scientific method to solve problems and make decisions in nursing. Topics include quality management and outcomes evaluation.

MSN515 – Health Care Policy, Law and Ethics (3 credits)
This course surveys current and emerging influences of the law, legislative and regulatory processes, and ethical issues on health care and nursing practice. Health care delivery models, as well as new federal and state laws, including the Affordable Care Act are discussed. Students analyze legal, political and ethical issues, and examine personal and professional values as they affect legal, political and ethical choices. Case studies are used to integrate ethics with personal and legal accountability, and to encourage reflection on connections between law, policy and ethics.

MSN520 – Leadership in Health Care Environments (3 credits)
This course integrates theoretical and practical knowledge of leadership to prepare students to manage the delivery of nursing and health care services across the spectrum of health care environments. Practical communications, problem solving, and team building skills are emphasized. Topics include initiating and maintaining effective working relationships; respectful communication; delegation; conflict resolution, and negotiation.

MSN525 – Health Care Informatics (3 credits)
This course explores the important uses of health information systems in relation to organization functioning, nursing practice, and patient care. Topics include systems analysis, database management, data communications, privacy, information security, trends in information technology, e-health and health care at a distance, social networking, e-portfolios, and ergonomics.

MSN550 – Organizational Behavior and Workforce Management (3 credits)
This course provides a survey of strategic workforce management in health care organizations. Organizational culture and concepts of conflict and change management are discussed in terms of enhancing organizational performance. The role of the nurse administrator in developing and sustaining relationships with employees and other healthcare providers is addressed. Employee recruiting, hiring, motivating, evaluating, retaining, and terminating are explored in depth. Additional topics include effective communication strategies and human resource principles.

MSN555 – Finance and Economics for Nursing Leadership (3 credits)
This course presents business principles of finance and economics in the context of modern health care delivery. Topics include labor markets and competition; market assessment and marketing; revenue and expense analysis; quality improvement; productivity, cost measurement and forecasting; and capital budgeting. Students will examine how health care financing influences access, quality of care and sustainability of the health care system. Applied financial management, management control systems, strategic planning, and staffing are evaluated.

MSN560 – Complex Health Systems Planning and Resource Management (3 credits)
This course addresses the role of the nurse administrator as a healthcare systems leader, with an emphasis on planning, managing and evaluating complex health systems. Course content includes alignment of financial and human resource management practices with an organization’s strategy and mission, as well as nursing standards and practice policies.
Topics include financial goals and operational efficiency, cost-benefit priorities, organizational pressures, and diversity.

**MSN565 – Population Health Management, Quality Improvement and Safety (3 credits)**
This course is designed to prepare students with the knowledge and skills necessary to serve in leadership roles to achieve sustainable mitigation, quality improvement and safety through population health management. Planning and preparedness practices that affect the health of individuals, families, and communities are examined. There is an emphasis on accessing, coordinating, and evaluating health options and services that reduce risks, promote optimum health, and lower costs.

**MSN570 – Curriculum and Program Development (3 credits)**
This course addresses the principles of curriculum and program development, design, implementation, evaluation and revision in nursing education. An emphasis is placed on program and curriculum organizing frameworks; development of learning goals, objectives and outcomes; implementation strategies; and the relationship of nursing curriculum to the parent institution’s mission and philosophy.

**MSN575 Instructional Methods and Strategies in Teaching and Learning (3 credits)**
This course provides a survey of how people learn and an examination of traditional and innovative teaching strategies based on learning theories. There is an emphasis on the teaching/learning process in classroom, online, and clinical settings. Students will critique selected instructional methods for course and lesson development, examine factors that influence learning, and explore research findings that support improved teaching and learning. The scholarship of teaching in the role of the nurse educator is discussed throughout the course.

**MSN580 – Assessment, Evaluation, and Accreditation in Nursing Education (3 credits)**
This course focuses on improvement of student learning outcomes through academic assessment, measurement, testing, and evaluation in the classroom, online and in clinical environments. Issues of accreditation, standards of professional nursing practice, and legal/ethical issues are analyzed within the context of program and curriculum development and evaluation. Integral components of this course include current trends in nursing education; differences in instructional assessments; curriculum-based measurement; criterion-referenced and norm-referenced testing; clinical performance evaluation; and the social, ethical and legal ramifications of testing and evaluation.

**MSN585 – Educational Technology (3 credits)**
Technologies such as digital and online teaching, virtual worlds and media environments, computerized testing and evaluation, and simulations are reshaping the learning experience in nursing education. This course provides an overview of current technologies used for instructional design, delivery and evaluation. The focus is on the appropriate use of current technologies to effectively engage learners and improve the quality of learning experiences in the classroom, clinical and online educational settings. Students explore best practices in learning design in nursing education.

**MSN599 – Capstone (3 credits)**
For the capstone course, students complete a scholarly project on a significant issue or problem related to nursing administration or nursing education. The project requires the student to systematically search, analyze, and synthesize relevant evidence-based literature, and to formulate useful conclusions and recommendations for future studies. This project is to encourage the application of theories, principles, and processes that
students have studied and learned in the program to an actual issue or problem in the professional activities of the nurse administrator or nurse educator.

NUR111 – Basic Concepts of Nursing (3 credits)
This course introduces basic concepts related to the discipline of nursing. The cultural influence on all age groups is introduced as a means of understanding how individuals meet their basic needs. The concepts of health, environment, person, and nursing are presented as the supporting structure to practice. The nursing process, critical, creative, and reflective thinking, communication, evidence-based practice and professional responsibility are introduced as contributing concepts that are essential to providing health care. Prerequisite: Departmental permission required.

NUR115 – Pharmacology and Dosage Calculation (3 credits)
This course introduces the student to the role of pharmaco-therapeutic agents in the treatment of illness and the promotion, maintenance and restoration of wellness in clients from diverse cultures and across the lifespan. Emphasis is placed on theories and principles of pharmacokinetics, pharmacodynamics, and pharmaco-genetics which provide a foundation for critical thinking, the application of research findings, and the utilization of the nursing process in the use of pharmaco-therapeutic agents. The focus is on assessment, client education, and evaluation of client outcomes. Upon completion, students should be able to compute dosages and administer medication safely. Prerequisite: NUR111.

NUR121 – Medical-Surgical Nursing 1 (3 credits)
This course is the first of a three-course sequence. It focuses on health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; and deviations from the normal state of health. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of adults across the lifespan in various health care settings. The role of the nurse as a manager of care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized. Prerequisite: NUR115.

NUR122A – Medical-Surgical Nursing 2 (3 credits)
This course focuses on the clinical application of the principles of health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; and deviations from the normal state of health. The student will consider the pathophysiology of common diseases of the adult patient that will be encountered in nursing practice. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of adults across the lifespan in various health care settings. The role of the nurse as a manager of care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized in the practice setting. Prerequisite: NUR121.

NUR122B – Medical-Surgical Nursing 3 (3 credits)
This course is a continuation of NUR122A. It focuses on the clinical application of the principles of health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; and deviations from the normal state of health. The student will consider the pathophysiology of common diseases of the adult patient that will be encountered in nursing practice. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of adults across the lifespan in various health care settings. The role of the nurse as a manager of
care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized in the practice setting. Prerequisite: NUR122A.

NUR231 – Maternity & Neonatal Nursing (3 credits)
This course provides a family centered approach to professional nursing practice for the childbearing family and the neonate. The student will learn how to provide prenatal, intrapartum, and post-partum care to a mother preparing for or giving birth. Emphasis is placed on the collaborative care of the perinatal client and the newborn. The nursing process, evidence-based practice, appropriate nursing diagnoses, and nursing interventions to ensure the patient does not experience complications during and after the birthing process will be presented. How labor and delivery as well as care of the neonate occurs across cultures will be a part of this course to prepare the professional nurse for working within a transcultural society. Prerequisite: NUR122B.

NUR232 – Pediatric Nursing (3 credits)
This course provides a family centered approach to professional nursing practice for the pediatric client from neonate to adolescence. Emphasis is placed on the collaborative care of the pediatric client. Concepts of caring for an infant, a child, and an adolescent will be presented. The student will learn how to perform an assessment on a pediatric client at each of these stages, how to formulate nursing diagnoses, and how to develop appropriate nursing interventions to restore the pediatric client to a state of health. The nursing process and evidence-based practice serve as the framework for managing and providing high quality nursing care to promote, maintain, and to restore health with a consideration for a multicultural pediatric patient population will be explored. In addition to care considerations of the pediatric client the student will learn the importance of working with and educating the family throughout the period of time the pediatric patient is receiving health care will be presented. Safety, legal and ethical accountability as well as effective communication processes are integrated throughout the course. Prerequisite: NUR122B.

NUR241 – Nursing Care in Mental Health Settings (3 credits)
This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Emphasis is placed on utilizing the nursing process to provide and manage nursing care for individuals with common psychiatric disorders or mental health needs. Upon completion, students should be able to apply psychosocial theories in the nursing care of individuals with psychiatric/mental health needs. Therapeutic use of self, utilization of effective communication techniques and the role of the nurse in providing client care in health care settings is emphasized. Prerequisite: NUR122B.

NUR251 – Advanced Medical-Surgical Nursing 1 (3 credits)
This course is the first of a three-course sequence. It provides an expanded focus on health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; and common complex alterations in health. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of across the lifespan. The role of the nurse as a manager of care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized. Prerequisite: NUR231, NUR232, and NUR241.

NUR252A – Advanced Medical-Surgical Nursing 2 (3 credits)
This course provides an expanded focus on the clinical application of the principles of
health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; common complex alterations in health. The student will consider the pathophysiology of the diseases of the patient that will be encountered in nursing practice. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of clients across the lifespan in various health care settings. The role of the nurse as a manager of care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized in the practice setting. Prerequisite: NUR251.

NUR252B – Advanced Medical-Surgical Nursing 3 (3 credits)
This course is a continuation of NUR252A. It provides an expanded focus on the clinical application of the principles of health management, maintenance and prevention of illness; cultural consideration for care of the individual as a whole; common complex alterations in health. The student will consider the pathophysiology of the diseases of the patient that will be encountered in nursing practice. The nursing process and evidence-based information is utilized to meet the medical and surgical nursing needs of clients across the lifespan in various health care settings. The role of the nurse as a manager of care within the context of the multidisciplinary team with a focus on caring, integrity, diversity and excellence will be emphasized in the practice setting. Prerequisite: NUR252A.

NUR299 – Nursing Capstone (3 credits)
This course is the culmination of the ADN Program. It is designed to help students transition from student to career entry. Strategies for coping with conflict and stress as a new nurse will be explored. Roles and responsibilities of the registered nurse that are anchored to lifelong learning are discussed, which include: professionalism, communication, delegation, leadership, organization, time management, and critical, creative and reflective thinking. This course has a comprehensive examination that must be passed and includes NCLEX-RN reviews. Prerequisite: NUR252B.

NUR401 – Professional Role Transition (3 credits)
This course focuses on the changing role of the nursing professional. Topics include the role of the nurse manager and nursing interventions to support clients and their families with acute and long-term health problems. In addition, this course provides a basis for role transition of the registered nurse across the educational continuum, and provides opportunity for exploration of the many dimensions of professional nursing. The student considers the multiple roles of the nurse, the conceptual basis for nursing practice, and selected issues facing the profession of nursing. The course includes an introduction to information literacy and writing skills, and provides tools for success as an RN to BSN student. Class sessions and course assignments are designed to foster critical, creative, and reflective thinking skills.

NUR402 – Health Assessment (3 credits)
This course focuses on a holistic approach to health assessment across the life span, including age specific interviewing and assessment techniques, expected findings, as well as assessment accommodations for an increasingly diverse patient population to improve communication and data gathering. Students will have the opportunity to extend and refine their health assessment skills for professional development. There is a focus on patient teaching, health promotion and key concepts of prevention, analysis and synthesis of data, distinguishing normal findings from developmental deviations and abnormal findings, and accurate documentation of data. Topics include emerging trends and the latest on evidence-based practice, reflecting what is going on in nursing practice today.
NUR403 – Nursing Research (3 credits)
This course focuses on a comprehensive approach to research concepts and methods. Evidence-based practice is emphasized throughout, with guidelines for evaluating research and applying scientific evidence to practice. Topics include qualitative and quantitative research, appraising and critiquing research, critical thinking and clinical decision-making using research information. Online vignettes are presented with real world applications of nursing research, and sample research reports are provided for students to interpret, evaluate, and apply key concepts that are presented throughout the course.

NUR404 – Legal and Ethical Issues in Nursing and Health Care (3 credits)
This course provides an overview of ethics in nursing and health care with a focus on legal and ethical concepts, principles, and regulations under which professional nurses practice. Students will explore and analyze current ethical issues that impact the practice of nursing and health care today, and examine concepts, theories, and personal and professional values as they apply to decision-making related to a variety of ethical dilemmas.

NUR405 – Chronic and Complex Health Problems (3 credits)
This course focuses on care of adult clients with acute and complex health problems. The emphasis of the course is enhancing the critical problem-solving skills necessary for making nursing judgments and providing effective care. Students will focus on understanding the client’s development stage, psychological needs, and cultural issues, in the context of the critical care environment.

NUR406 – Evidence-Based Practice (3 credits)
This course addresses the dual challenges of the ever increasing volume of professional literature and their diverse forms of knowledge presented in the literature, many of which are not amenable to direct implementation in practice. The goal of the course is to enable the student to meaningfully incorporate current research findings in their support for clients with acute and long-term health needs.

NUR407 – Special Topics and Issues in Nursing (3 credits)
This course focuses on contemporary issues that affect the nursing profession in the U.S. and internationally. Topics are selected by the faculty to ensure the international perspective is addressed with attention to global health issues and international differences in health care delivery and financing.

NUR408 – Nursing Leadership and Management (3 credits)
This course focuses on dynamic role of nurses as managers and leaders in health care settings. Topics include the characteristics of leaders in the clinical setting, including communication, effective decision-making, the use and abuse of power and politics, and handling stress. Topics cover general management including financial management, employee performance evaluations and coaching, corporate culture and change.

NUR410 – Community and Public Health Nursing (3 credits)
This course focuses on the role of the nurse in community and public health nursing. Topics that are covered include assessment of community health, identification of health needs in the community and vulnerable populations, health promotion and risk reduction across the life span, community and public health services, and program planning and evaluation for optimal health. Students will examine the importance of health team relationships, and the range of client care in the community.
NUR499 – Nursing Capstone (3 credits)
The nursing capstone course provides students with an experience of investigating and
identifying needs/problems of aggregates in a selected community setting. Working from
the knowledge and competencies gained in previous courses, and in collaboration with
members of the healthcare community, students will design and develop an evidence-
based community health project with an emphasis on quality improvement to meet the
identified needs in a community. To fulfill the capstone requirements, students are
required to present their personal portfolio, demonstrate mastery of the skills they have
learned in liberal arts and sciences, as well as their academic achievement of the course
learning objectives in NUR401-NUR410 and the program learning outcome objectives.
The personal portfolio provides evidence of the student’s professional growth and
progression to a baccalaureate professional nurse. Prerequisite: Advanced standing.

PED101 – Individual Sports (3 credits)
This course includes an introduction to physical education materials and methods for
elementary physical education teacher education. The course will review initial principles
of teaching elementary physical education, introducing lesson plan writing, and discuss
materials for elementary physical education teaching. The course is designed to acquire
and share the knowledge relating to individual sport as well as demonstrating skill(s)
required in each sport. Emphasis will be on the proper technique in weight training to
strengthen and tone muscles and increase muscular endurance; rules, specific techniques
and training used in sprinting, hurdles, long distance and field events; and rules, skills,
strategy, and etiquette of racquetball.

PED102 – Team Sports (3 credits)
This course is designed for the student to acquire and be able to teach and demonstrate
the skills relating to each individual sport and demonstrate skills required in each sport.
Emphasis will be on proper technique, the rules, care of equipment, skills, tactics and
strategies and etiquette of each sport including but not limited to invasion sport, target
sport, net/wall sport, fielding/striking sport and lifetime activities. In addition, this course
will introduce specific methods to middle and secondary teaching, including lesson plan
writing and motor skill teaching.

PED105 – Lifelong Fitness (3 credits)
This course provides a variety of activities to introduce students to various physical
conditioning regimes and to instill an appreciation of the importance of regular physical
activity and nutrition in maintaining a healthy lifestyle. Topics include without limitation
aerobic conditioning, various resistance training, agility exercises, strength conditioning,
swimming, circuit training, stretching, and low-impact activities. This course is delivered in
segments that enable students to progress incrementally from less to more intense
training techniques.

PED106 – Sports Fitness (3 credits)
This course provides a variety of activities that focus on intense physical activity. The
activities are individualized to the extent feasible to improve each student’s ability relative
to a specific sport selected by the student. Emphasis will be placed on flexibility, agility,
muscular strength, muscular endurance, and cardiovascular capacity. This course is
delivered in segments that enable students to progress incrementally from moderate to
high intensity training techniques. Prerequisite: PED105 or permission of the instructor.
PED116 – Foundations of Physical Education and Sport (3 credits)
Exploration of the history and philosophy of physical education and sport within the
context of humanity’s cultural development. As an introductory physical education and
sport course, this course will explore technology in health and physical education as part of
current topics in 21st century skills and assessment.

PED203 – Gymnastics, Aerobics, Rhythm, and Dance (3 credits)
This course is designed to teach basic gymnastic skills, aerobic fitness, basic dance skills
and terminology. Topics include safety procedures for gymnastic stunts, rhythm dances
(line, partner, circle, and square), and aerobic dance.

PED209 – Adapted Physical Education and Fitness Assessment (3 credits)
An Introduction to various disabilities and disabling conditions that are found among
atypical students and their relationship to the planning and administration of adapted
physical education programs.

PED250 – Kinesiology and Biomechanics (3 credits)
This course is designed to link the basics of skeletal structure, anatomy, the motor learning
components of the central nervous system, and skeletal muscle function, to basic
Newtonian mechanics and general force-velocity physics. Special emphasis is the
application of this information to real-life situations. Prerequisite: BIO211 (Cross-listed as
BIO260)

PED377A – Materials and Methods of Physical Education (3 credits) | PED377B – Materials and
Methods of Physical Education 2 (3 credits)
This series of courses is designed to prepare students to teach physical education at the
elementary (K-3), middle school (4-8) and the secondary school classroom and beyond (9-
Adult). Topics discussed will be curriculum planning, organizing, methodology,
instructional techniques, and evaluation. In addition, the selection and use of age and
developmentally appropriate materials, games, and activities will be a topic of discussion
and practice, including a significant fieldwork experience. Prerequisite: Completion of
Level I.

PED395 – Physiology of Exercise and Performance Assessment (3 credits)
Studies the physiological changes accompanying acute and chronic exercise. Lecture and
laboratory experiences are planned to enable the student to develop, administer, and
evaluate physiological tests and prescribe training procedures. This is intended to
emphasize application-specific content. Prerequisite: BIO211 (Cross-listed as BIO365)

PED418 – Organization & Administration of Physical Education and Sport (3 credits)
Explores various concepts, management principles and theories recognized as essential
elements for management of programs. A study of procedures necessary to manage day-
to-day administrative functions. Individualized research units required and effectively
integrated into various subject disciplines

PED422 – Advanced Topics in Physical Education (3 credits)
This course will emphasize topics of motor development and motor learning in physical
education. Examples of topics include demonstrating the skills and strokes used for
swimming, water safety, and aerobic, gymnastic and rhythm movement concepts
necessary for physical activity demonstration in physical education. This course will
further explore current curriculum models enhancing physical movement and academic
improvement.
PHY110 – General Physics (3 credits) | PHY111 – General Physics 2 (3 credits)
This two-course sequence presents an algebra-based study of the basic laws of nature and how they describe the fundamental aspects of matter and energy and their interactions. Areas of study include the tools of physics, Newtonian mechanics, waves, sound, and heat and thermodynamics, electricity and magnetism, light, and selected elements of modern physics.

PHY112 – General Physics Lab (3 credits)
This lab course provides exposure to the experimental methods of science through exercises related to selected topics covers in PHY110. Prerequisite: PHY110 or concurrent.

PSC100 – American Government and Politics (3 credits)
Survey of American government and politics, including federal, state, and local governments, with consideration of the constitutions, civil liberties, partisan voting behavior, and functions of executive, legislative, and judicial branches of our government.

PSY100 – Principles of Psychology (3 credits)
This course consists of the study of the mind, behavior, biopsychology, psychological development, sensation, perception, learning, remembering, cognitive processing, emotion, motivation, stress, personality, intelligence, social psychology, psychopathology, and therapies for mental disorders.

PSY223 – Lifespan Human Development (3 credits)
This course has been designed to acquaint the student with a developmental picture of growth and psychosocial development of from birth to death. This life-span approach places special emphasis on age appropriate developmental tasks, as well as the role that significant others and culture play in healthy development. Emphasis is placed on psychomotor, cognitive, and social development throughout the lifetime.

RDG099 –Reading for College Success (3 credits)
This course focuses on improving reading comprehension, including vocabulary, and contextual comprehension. The course requires reading of paragraphs, and passages with questions and assessments of comprehension skills. A number of readings are used to stimulate specific skills listed in the reading comprehension skills and learning outcomes. This course does not earn college credit.

RTM600 – Principles of Retail Management (3 credits)
This advanced course provides students with a fundamental understanding of strategy and implementation in a retail business environment. The course covers ethical and environmental issues and the challenges of retailing in today's competitive climate. The course will make use of the case study as a basic framework for analyzing the responsibilities and directives of the retail manager.

RTM601 – Retail Operations & Purchasing (3 credits)
This advanced course will allow students to demonstrate their proficiency managing the supply chain in terms of outsourcing and insourcing. Students will be able to describe and understand how much capital expenditure is appropriate given a competitive marketplace. Students will be shown how retail capital expenditures can be improved and managed. Students will be able to describe how to integrate their business supply chain. Students will understand the importance and be able to demonstrate the steps necessary to control
retail costs. Students will be able to describe how warehouse logistics should be managed within a retail environment.

**RTM605 – Foodservice Management (3 credits)**
This advanced course has students describe, through use of case studies, how managers are successful in the foodservice industry. The students will be able to describe the fundamental aspects of food safety and management behavior in the foodservice industry. The students will be able to describe the human resource, performance management and finance aspects of the industry. In addition, students will have a grasp of culinary issues and the current social, economic, technological and political factors within the industry.

**SAM605 – Negotiations (3 credits)**
This course is designed to provide students with an introduction to fundamental approaches to and methods of make buying and selling decisions and making intelligent business decisions. The course concepts are reinforced in Advanced Selling Techniques course later in the Specialization. Prerequisite: Advanced Standing.

**SAM610 – International Sales Management (3 credits)**
This course focuses on making effective sales management in global organizations. The overarching theme is making decisions and leading a successful sales organization. The course addresses the foundation concepts that are critical to effective decision-making by sales managers. Topics include coordinating sales operation across the globe. The course emphasizes establishing goals, training, establishing progress reports and sales potential, customer needs and pricing products and services. Prerequisite: Advanced Standing.

**SAM620 – Sales Leadership (3 credits)**
This explores the global sales leadership environment in which corporations operate in the modern economy. Topics include, prioritizing sales opportunities, strategic sales and account strategies and delivering customer service and value. Prerequisite: Advanced Standing.

**SAM625 – Advanced Selling Techniques (3 credits)**
This courses focuses on the tools and techniques associated with the effective sales completion. This course aligns the sales process with buying decisions to create high yield sales efforts and delighted customers. Students will understand how to write and respond to Request for Proposals (RFPs) and other complex sales agreements. Prerequisite: Advanced Standing.

**SAM640 – Consumer Behavior (3 credits)**
This course provides a framework utilizing the process that comprise an effective marketing strategy. The students will understand marketing research technologies, key metrics, creating useful information from marketing data. The course will emphasize understanding consumer opinions, using effective advertising, product testing, brand loyalty and customer satisfaction. Prerequisite: Advanced Standing.

**SCI105 – Life Science (3 credits)**
A study of biological principles and their relevance to human issues. Topics include scientific methods and societal oversight, cell biology, biomolecules and structure and function of living cells, nutrition, genetics and genetic engineering, the evolutionary process and loss of diversity, and plant and animal reproduction and modern manipulations. Critical thinking, lab exercises, and written expression are emphasized. This
course encourages better-informed life-style, medical, and community decision-making. Cross-listed as BIO101.

**SCI215 – Earth Science (3 credits)**
This course provides a survey of the earth's processes related to the hydrosphere, geosphere, atmosphere, and biosphere. Topics include rocks and minerals, weathering, earthquakes, volcanoes, plate tectonics, oceanography, meteorology, and astronomy.

**SCI216 – Physical Science (3 credits)**
This survey course provides coverage of Newtonian mechanics, forms of energy, and the basics of chemistry. Topics include the laws of motion, momentum, electricity, magnetism, waves and sound, light and color, nuclear energy, atomic bonds, how chemicals mix and react, and organic compounds.

**SMG210 – Principles of Sports Management (3 credits)**
Overview of the structure of the sports industry. Introduction and analysis of career opportunities, facilities, marketing, client retention, budgeting, accounting, fund raising, gender issues, current issues, and organizational structure as related to various sport domains.

**SMG230 – Governance and Ethics in Sports (3 credits)**
An investigation of how personal ethics, professional ethics, and personal moral development is necessary for successful management of sport. Examines sports governance at the professional, collegiate, high school, and amateur levels with an understanding of how governmental agencies influence the role of sports governing bodies. Studies conditions of membership in a governing body, sanctions and route of appeal.

**SMG340 – Facility and Event Management of Sports (3 credits)**
A comprehensive study of the multifaceted details involved in the management operations of sport facilities. Examines the functions of planning, organizing, leading and evaluating as well as the operation and financing of sport facilities. Visits to public and private arenas, coliseums and stadiums will be arranged. A hands-on practicum involving a sport event is to be conducted.

**SMG380 – Legal Aspects of Sports (3 credits)**
An introduction to the application of law to the sports industry. Topics include product liability, tort liability, anti-trust law, state and federal legislation specific to sport, contract law, constitutional law, agency law, and collective bargaining as a component of labor law. These topics are explored as they relate to sport.

**SMG601 – Economics of Sports and Recreation (3 credits)**
This course offers an in depth survey of the economics of sports, recreation, and the associated industries. Supply and demand is related to the sports and recreation industries, focusing on applications such as: cost-benefit analysis, revenue generation, sport market structures, competition, partnerships, and alliances. In addition, students will explore labor-management topics, market data, public relations and marketing and sports regulations.

**SMG602 – Sports and Recreation Finance (3 credits)**
The student will learn about the finance as relates to sports and recreation within the context of such issues as developing new venues, money management, and sponsorship in sports. The concepts of revenue and expense, accounting principles and financial analysis
will be discussed. In addition, budgeting, planning, creating a business plan and regulatory and government influence within sports will be emphasized.

**SMG603 – Business Law and Governing Agencies in Sports and Recreation (3 credits)**

This course introduces governance as it applies to the sports and recreation industries within the context of business planning and policy. It details the necessity of ethics and how such decisions are properly made as well as how policy should be developed. The impact of oversight and regulatory influence is discussed by using youth, professional, Olympic and recreational sports as models. In addition, the community is examined as a support structure in sports.

**SMG604 – Sports and Recreation Planning, Promotion, and Evaluation (3 credits)**

The course examines the models that are most effective in terms of planning, promoting and evaluating sport organizations. The course addresses sales and promotion methods within the sports industry. The student will distinguish differences in marketing and promotion as well as understanding the establishing of a robust management campaign. Training the staff as well as retaining and motivating them will be detailed. In addition, sponsorship platforms and customer service and retention will be detailed.

**SOC110 – Introduction to Sociology (3 credits)**

This course is designed to give a broad overview of the field of sociology. It focuses on all aspects of society: culture, social interaction, institutions, group processes, social control, diversity and inequality based on race, ethnicity, class, gender, and all causes and the nature of social stability and social change.

**SOC120 – Social Perspectives on Health Care (3 credits)**

This course will critically examine the distribution of mortality and morbidity, how health and illness are defined and socially constructed, the experiences of illness, training and hierarchies of health care workers, interactions between health care providers and patients, alternative medicine, ethical issues, and health care financing. The majority of the course will focus on health and illness in the United States.

**SOC130 – Criminology (3 credits)**

This course provides an overview of the field of criminology to include the history of its development. Topics include various classical theories of crime, milestones in criminological thought and current theories of crime causation.

**SPE120 – Areas of Exceptionality in Special Education (3 credits)**

This is a survey class designed to introduce the student to the characteristics of exceptional learners and their education. Classroom practices and the psychological, sociological, legal, and medical dimensions of disabilities and giftedness will be emphasized.

**SPE390 – Inclusive Curriculum, Materials, and Methods (3 credits)**

This course is designed to provide an orientation to the concepts of special education. Successful programs and practices will be explored along with legal, societal and personal concerns. In addition, this course will provide access and usage for the common acronyms associated with special education programming while providing an introduction to the various types of instructional models used in various placements. Prerequisite: Completion of Level I and SPE120.

**SPE510 – Group Dynamics of Education Stakeholders (3 credits)**

The special education leader will be involved in meetings with diverse educational
stakeholders who may have strong beliefs and opinions. The stakeholders' varying perspectives and goals are affected by the social, economic, legal, and political contexts as well as participant demographics (e.g., educational attainment, race, gender, ethnicity, religion). This course facilitates the development of communications and team-building skills to ensure that each stakeholder has a voice in decision-making, while respecting the primary goal of making a decision that is appropriate for the student with special educational needs and which conforms to legal constraints. (Cross-listed as EDU510.)

SPE515 – Management of Student Behavior (3 credits)
It is critical that today’s schools develop a framework of school-wide activities that foster an atmosphere supportive of positive behavior support for all students. This course stresses the importance of managing the behaviors of students with special educational needs within the broader context of developing an appropriate school-wide system. Topics include the authority of school personnel when implementing disciplinary procedures for exceptional students and student rights established by the Individuals with Disabilities Education Act and related procedural safeguards. The course will focus on research-based strategies and the development of Individual Education Plans.

SPE585 – Instructional Methods: Leadership for Differentiated Schools & Classrooms (3 credits)
To reach the goal of learning for all, expert teachers use differentiated instruction: instruction that is learner-centered and responsive to individual needs and abilities. Research has shown differentiated instruction encourages positive student outcomes and supports system-wide transformation. This course provides candidate special education leaders with an opportunity to develop specific skills to guide both school-level and system-wide research-based teaching models and instructional methods. Emphasis is placed on how special education leaders encourage and support differentiated teaching activities for all students.

SPE640 – Public School Finance and Administrative Applications for Special Education (3 credits)
This course is designed to provide students with the skills necessary for effective school business leadership. The course addresses the concepts of school finance including the economics of public education, issues of equity, sources of revenue, types of expenditures, court cases related to school funding, the development of school finance systems, and administering the school budget as well as the local, state, and federal roles in the school funding process. Students will apply concepts and policies to real situations using case studies and field experiences to demonstrate the skills needed to administer and manage educational programs and finances at various programmatic levels. For Special Education Leadership, individualized assignments focus on funding formats (e.g., block grants, special initiatives, and program improvement grants), budgeting for the total cost of special education program, and the role of collaboration between the special education administrator, district finance officer, and human resources/personnel manager. (Cross-listed as EDU640.)

SPE655 – Professional Development Leadership for Special Education (3 credits)
This course is designed to provide students with the skills necessary to facilitate school/district professional development goals, and programs to realize those goals. Professional development is crucial to the realization of a school and district vision/mission. 21st Century teaching and learning require educational leaders at all levels to possess the most current, research-based knowledge of pedagogy, resources, and the learning community at large. These goals should ultimately lead to greater achievement by
all students within the context of the law.

For Special Education Leadership students, this course specifically focuses on the role of sound professional development to support exceptional learners. Providing needed services to students with disabilities is a constantly evolving process. Special education administrators not only have to be very knowledgeable about the changes in special education law and policy, but they must be aware of new developments in continuous school improvement activities that affect public school teachers. Initiatives such as inclusion, response to intervention, rigorous curriculum offerings, intervention for all students in subjects such as reading and mathematics, differentiated instruction, and school wide positive behavioral supports are just some of the programs that affect all students. To support continuous school improvement, there are significant responsibilities placed on special education administrators to insure that services for students with disabilities enable these students to reach high academic standards and be prepared to become contributing members of their community upon graduation from high school. The Individuals with Disabilities Education Act mandates that continuous staff development be provided for all public school teachers to assure that appropriate educational services are offered to all students with disabilities in all educational settings. (Cross-listed as EDU655.)

SPE680 – School Law and Administrative Applications for Special Education (3 credits)
This course provides the prospective educational leader with a foundation in school law and the skills necessary to administer and manage a school or district. Topics include student and teacher rights, issues of due process, religious issues in schools, personnel and contracts, persons with disabilities, First Amendment rights, liability and torts, supervision, legislative processes, and related matters. Students will apply concepts and policies to real situations using case studies and field experiences to demonstrate the skills needed to administer and manage educational programs fairly, ethically, equitably, and legally. For Special Education Leadership, individualized assignments focus on the interpretation of the nuances to various laws including the Individuals with Disabilities Act, the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act, and the Family Education Rights and Privacy Act. (Cross-listed as EDU680.)

UNV100 – Student Success (3 credits)
This course introduces new students to tools for success in and out of the classroom. Students learn about college life, academic success, and intercultural communication to help with their transition to Salem University. Prior learning is assessed for each student. Students will focus on the skills needed for successful completion of the general education curriculum and their major.

UNV105 – Computer Applications (3 credits)
This is a fundamental course that provides beginning college students with basic concepts of both computers and Microsoft Office 2016. Students who successfully complete the course will be able to demonstrate the underlying functionality of Microsoft Office 2016 and better prepared for success at Salem University. No experience with a computer is assumed or is needed for this course.
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### Academic Calendar

#### 2018

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#### 2019

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Salem has three full semesters per year: SEP-DEC, JAN-APR, and MAY-AUG. Students may start any month.