



GRADUATE AND PROFESSIONAL STUDIES

2015-2016 Catalog

(The online version of this Catalog takes precedence over the print version.)

Danville, Virginia 24541

www.averett.edu

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ADMISSIONS

Students who enroll in all GPS programs must have access to a computer with wordprocessing, graphical presentations software, spreadsheet capabilities, email and Internet connectivity for academic use.

Undergraduate

ASB, BBA and CRJ

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

- A high school transcript indicating high school completion with a grade point average (GPA) of 2.0 or a GED of 250 (paper-based) or 500 (computer-based), and a 2.0 GPA on any previous college work. Official transcripts are required from all regionally accredited institutions attended. (Any GPA below 2.0 on a 4.0 grading scale will be reviewed on a case-by-case basis.) If admitted on a probationary status, a student must maintain a grade of “C” or better in each of the first four courses of his/her program (excluding IDS104 or IDS301). Grades will be monitored for this designated period of time. A student may be exempt from submitting a high school transcript if one of the following conditions are met:
 - The student has 12 or more transferrable credits with a grade of “C” or better from a regionally accredited college or university and the transcript from the regionally accredited institution shows that the student was degree-seeking.
 - Student is an active member or veteran of American armed forces.
- Credits may be transferred from a combination of the following:
 - Credits earned from regionally accredited colleges or universities
 - Standardized Examinations
 - College Level Examination Program (CLEP)
 - DANTES Subject Standardized Tests (DSST)
 - Excelsior Examinations
 - Non-collegiate military, professional, or certificate courses and military experience as evaluated for credit by the American Council on Education (ACE) guide
 - College-level learning through portfolio assessment

NOTE: All technical credits will be evaluated on an individual basis. Averett University reserves the right to determine which transfer courses apply toward the various general education requirements.

- Two years of full-time work experience (BBA program only)

- A score of 500 (paper-based total), 173 (computer-based total) or 61 (Internet-based total) on the Test of English as a Foreign Language (TOEFL) for students whose native language is not English. However, one of the following will be accepted in lieu of a TOEFL exam:
 - Student has completed 30 or more transferrable credits which include an English composition course with a grade of “C” or better from a regionally accredited American college or university where English is the language of delivery.
 - Student is an active member or veteran of American armed forces. (Military personnel are required to be able to communicate in English both orally and in writing. Failure to attain proficiency can be a reason for discharge.)

NOTE: Students who do not meet the admission requirements will be asked to supply additional documentation for review.

RN to BSN

- Completed application for admission
- Prefer at least six (6) months of work experience as a Registered Nurse
- Proof of current unencumbered RN licensure (USA) in state of residency
- Official transcripts from all previous post-secondary institutions
- A minimum cumulative GPA of 2.0 on all previous college coursework
- TOEFL for international, non-English speaking candidates score 500 (paper-based test); 173 (computer-based test); or 61 (internet-based test). The SAT will be accepted in lieu of a TOEFL if a minimum Critical Reading score of 480 is achieved.
- Completion of an approved nursing program (Associate Degree or Diploma) with proof of RN licensure (55 credit hours will be granted in transfer)

Additional Documents/Information upon Enrollment:

- During IDS301--student data information sheet will be completed: School of Nursing Department will provide list of specific data elements to be requested
- Specific documentation (i.e. immunization record, background check, etc.) is required prior to the first practicum (clinical experience). Information to be collected during the Pharmacology course. See the School of Nursing Student Handbook for details.

Graduate

Master of Business Administration

- A baccalaureate degree from a regionally accredited college or university.
- Official transcripts for the last 60 credits of the undergraduate degree. Transcripts must indicate date of undergraduate degree conferred. Official transcripts for ALL graduate work attempted must also be submitted.

- A cumulative grade point average (GPA) of 3.0 (on a 4.0 scale) over the last sixty semester hours of undergraduate study toward a baccalaureate degree. The Graduate Admissions Committee may consider students who are below a 3.0 GPA for admission. If accepted, the student will be required to maintain a minimum grade of “B” in each of the first four business courses attempted.
- Three years of full-time work experience.
- A score of 600 (paper-based total), 250 (computer-based total) or 100 (Internet-based total) on the Test of English as a Foreign Language (TOEFL) for students whose native language is not English. However, one of the following will be accepted in lieu of a TOEFL exam:
 - Student has completed 30 or more undergraduate credits which include an English composition course with a grade of “C” or better from a regionally accredited American college or university where English is the language of delivery.
 - Student is an active member or veteran of American armed forces. (Military personnel are required to be able to communicate in English both orally and in writing. Failure to attain proficiency can be a reason for discharge.)

NOTE: Students who do not meet the admission requirements will be asked to supply additional documentation for review.

Master of Education in Curriculum & Instruction
Non-licensure Program

- Complete and submit the Graduate & Professional Studies application for Admission
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Has at least one year experience as a primary or secondary classroom teacher.
- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License.

*** Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from former professors and employers who have knowledge of the applicant’s academic or professional performance and potential.

Master of Education in Administration & Supervision – Virginia Endorsement for Licensed Teachers
Non-licensure Program

- Complete and submit the Graduate & Professional Studies application for Admission
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Has at least three years' experience as a primary or secondary classroom teacher.
- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License.

*** Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from former professors and employers who have knowledge of the applicant's academic or professional performance and potential.

Master of Education – Special Education
Licensure Track

- Complete and submit the Graduate & Professional Studies application for Admission
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit Praxis Core Academic Skills Test for Educators (or an equivalent):
 - Reading (5712) 156
 - Writing (5722) 162
 - Mathematics (5732) 150

*** Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from current or

former professors and employers who have knowledge of the applicant's academic or professional performance and potential.

Master of Education – Special Education - Virginia Endorsement for Licensed Teachers – Non-licensure Track

- Complete and submit the Graduate & Professional Studies application for Admission
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning and submit official transcripts for all prior academic institutions attended.
- Have attained a cumulative grade-point average of 3.0 (on a 4.0 scale) over the last two years (or 60 semester hours) of undergraduate study.
- Submit evidence that the applicant holds a Virginia Collegiate Professional Teacher License.

*** Students with less than a 3.0 GPA will be considered for admission by the Graduate Education Admission Committee on a case-by-case basis. The Graduate Education Admission Committee may require students to submit three letters of recommendation from current or former professors and employers who have knowledge of the applicant's academic or professional performance and potential.

Education Recertification Courses - Special Studies Students (Individual Course Registrations)

- Complete a GPS online application form.
- Submit all official transcript request forms indicating that the applicant has received a baccalaureate degree from a regionally accredited institution of higher learning.

**No more than 12 semester hours of study completed while on special student status may be applied to a degree program.

**Special Studies Students may enter the degree program by completing the admission requirements for the Master of Education program.

International Students

International students must submit an application and all required educational documents and test scores to the GPS Enrollment Office before an admissions decision can be made. These educational documents include certified English translations of both secondary school transcripts and official transcripts of any college-level work, and acceptable TOEFL (Test of English as a Foreign Language) scores of: graduate, 600 (paper-based total), 250 (computer-based total) or 100 (Internet-based total); undergraduate, 500 (paper-based total), 173 (computer-based total) or 61

(Internet-based total). In addition, international students must provide information on their VISA status, if applicable, and a copy of their passport. Original documents must be submitted to a Graduate and Professional Studies staff member, and copies will be made to retain on file as a part of the student's permanent record before a student can be enrolled. This information is required for Averett University reporting to federal government agencies.

The applicant is responsible for having the transcripts evaluated and translated into English and for all costs and fees associated with the service. Averett accepts the following agency that provides this service:

World Education Services, Inc.
P. O. Box 745 Old Chelsea Station New York, NY 10113-0745

Transferring Credits for Major Courses

Students are required to complete all ASB, BBA, CRJ, BSN, MBA and M.Ed major courses through Averett University with the following exceptions:

1. Students may transfer BSA 221, Principles of Accounting I, provided it has been completed prior to starting the ASB or BBA major program.
2. Actively serving military students (active duty, reserve, and National Guard) and their families who have an approved SOC Agreement may transfer courses into the major provided they have been completed prior to starting the major program.
3. In the event of a student transfer or relocation that precluded the ability to continue with Averett University in either the original or another region, the individual may request to transfer courses into the undergraduate or graduate major program based on prior approval of the academic Department Chair and Dean of Academics for GPS. NOTE: The use of Averett University Independent Study courses is preferred over any other institution's course.
4. In the graduate programs, Averett will accept a maximum of 6 hours of graduate course work completed at another institution prior to matriculation at Averett University. All transfer credit must have been earned in an accredited graduate program and must parallel the curriculum at Averett. Credit must have been earned within three years immediately preceding the student's request for transfer credit and carry a graduate grade of "B" or higher. Responsibility for the presentation of information that will satisfy these requirements for transfer of credit lies with the student.

Degree Time Limit (Graduate)

The student must complete the degree in six years from the date of original admission to the graduate program. A one-year extension may be granted by the Dean of GPS. If the time limit is not met after the year of extension, the student's program will be discontinued.

ACADEMIC PROGRAMS AND REGULATIONS

Undergraduate Business

The **Associate of Science in Business Administration (ASB)** program is designed for those persons in the early stages of a management or professional career. The program includes a solid foundation in the arts and sciences as well as introductory courses in management and business principles.

This undergraduate program includes a 27-credit core curriculum (including 3 credits of prerequisite accounting) that constitutes the major course of study. General education and elective credits are also required to fulfill the 60 semester credit requirements for the ASB degree. Courses are offered sequentially. NOTE: Students must have completed IDS 104 before enrolling in the core curriculum.

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

This undergraduate program includes a 45-credit core curriculum (including 3 credits of prerequisite accounting) that constitutes the major course of study. General education and elective credits are also required to fulfill the 120 semester credit requirements for the BBA degree. Courses are offered sequentially. NOTE: Students must have completed IDS 301 before enrolling in program courses. Students must complete IDS 310 in order to meet the requirements of the BBA degree.

Criminal Justice

The **Bachelor of Science in Sociology/Criminal Justice (CRJ)** program allows students to prepare themselves for entry or advancement in any of the many criminal justice occupations. This program is designed to give the student a broad-based professional preparation for his/her chosen career. Learning objectives for students are to develop the appropriate skills and knowledge to become creative and critical thinkers, effective communicators, and positive contributors to their work environment. Students must communicate effectively both in oral and written forms.

This undergraduate program includes a 42-credit core curriculum that constitutes the major course of study. There are also 30 general education credits and 48 elective credits required to fulfill the 120 semester credits needed to complete this degree. NOTE: Students must have completed IDS 301 before enrolling in program courses.

Nursing

Averett University's **RN to BSN** is an online, fast paced, accelerated degree completion program designed to expand the RN's knowledge base in the areas of leadership, nursing research, and

community health nursing. Critical thinking skills will be enhanced by incorporating evidence based practice, thus allowing the RN to provide high quality, safe nursing care to diverse populations across the lifespan. NOTE: Students must have completed IDS 301 before enrolling in program courses.

Student Outcomes

Upon completion of the **RN to BSN degree program**, graduates will be able to:

1. Incorporate leadership practices and patient care management skills to provide safe, high quality nursing care across the lifespan to individuals, families, organizations and communities.
2. Utilize research findings and evidence-based practices to collaborate and communicate inter-professionally across healthcare settings.
3. Formulate plans of nursing care to promote, maintain and restore health, inclusive of various cultures and diverse backgrounds.
4. Design a personal plan for lifelong learning and professional development.

Performance Standards for Admission & Progression:

The professional nurse must possess the knowledge and ability to effectively assist in his/her patient's care. Practicing nurses and nursing students are held to very high standards of integrity and competencies in order to perform responsibly. A candidate for professional nursing must have the abilities and skills necessary to use the nursing process: assessing, planning, implementing and evaluating. Professional nurses and nursing students must also be able to perform essential skills.

The following abilities and skills are necessary to meet the requirements of the nursing program:

1. **Observation:** The candidate must be able to observe a patient accurately at a distance as well as close up. Observation requires the functional use of the sense of vision, hearing, and touch. The sense of smell can enhance the observational process.
2. **Communication:** The candidate must be able to speak, to hear, and to observe patients in order to obtain information such as changes in level of consciousness, activity, and perceived nonverbal communications. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
3. **Motor Skills:** Candidates should possess sufficient motor function to obtain information from patients by palpation, auscultation, percussion, and other assessment exercises. A candidate must have sufficient motor skills to be able to access patients in a variety of care settings as well as manipulate the equipment necessary to providing the patient with professional nursing care. These actions require coordination of both fine and gross motor muscle movements, equilibrium, and the senses of touch and vision.
4. **Intellectual & Cognitive Abilities:** These abilities include measurement, calculation, reasoning, analysis, and synthesis. Critical thinking and problem solving requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

- 5. Behavioral & Social Qualities:** A candidate must possess the emotional health required for full utilization of his/her intellectual abilities; the ability to make satisfactory judgments; the prompt completion of responsibilities required for the care of patients; and the development of mature, sensitive, and effective interpersonal relationships. Candidates must be able to tolerate strenuous physical workloads and to function effectively under stress. They must be flexible and adaptable in changing environments. Compassion, integrity, concern for others, interpersonal skills, and motivation are all personal qualities necessary for professional nursing.

Averett University does not discriminate; however, the School of Nursing believes that all students enrolled must possess these qualities in order to be successful and achieve the level of competence necessary for safe, professional practice. If an applicant believes that he/she cannot meet one or more of these abilities/skills without accommodations or modifications, determination will be made, on an individual basis, whether or not the necessary accommodations or modifications can be made reasonably.

Graduate Business

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

The curriculum is structured sequentially, with participants taking one course at a time. The Executive Master of Business Administration program requires the completion of a 41-credit core curriculum. NOTE: Students must have completed IDS 301 before enrolling in program courses.

The **Master of Business Administration Human Resource Management (MBA-HRM) Concentration** is a graduate level program for those seeking professional competence in the field of human resource management. The Concentration is a series of five three-credit courses, two taken in regular classes in the MBA core curriculum - BSA 504 and BSA 532 and three, BSA 562, BSA 563, and BSA 564 taken online. NOTE: Students must have completed BSA 504 before enrolling in the HRM concentration.

The **Master of Business Administration Leadership Concentration (MBA-LDR)** is a graduate level program for those seeking professional competence in the field of leadership. The concentration will provide students with an understanding of the theory, concepts, and applications of leadership in a global and increasingly competitive economy. This program focuses on theory and practical application in different cultures. The student will learn the difference in managing and leading and how to do each. Students interested in international business will benefit from the concept of leadership based on culture, in other cultures. Students will learn how to apply leadership and management concepts to achieve greater productivity, increased quality, less employee turnover, and fewer disciplinary problems. This program is firmly grounded in research and will focus not just on theory but also on achieving measurable improvements in the careers of

students. **NOTE:** Students must have completed BSA 532 and BSA 538 prior to enrolling.

The **Master of Business Administration Marketing Concentration (MBA-MKT)** is a graduate level program for those seeking professional competence in the field of marketing. This program provides advanced and specialized learning about theory and practice for the marketing professional. The Marketing Concentration is ideal for business leaders who define and implement the marketing functions of a firm. The program provides special marketing training that can advance both the firm's brands and the career of the incumbent as well. **NOTE:** Students must have completed BSA 529 before enrolling.

Graduate Education

The **Master of Education (M.Ed) is offered in Curriculum and Instruction, Special Education, and Administration and Supervision.** The program is designed for the classroom teacher to strengthen his/her understanding of the teaching-learning process. To provide a strong theoretical base, a core of courses that examine philosophical, psychological, and research-oriented issues is required of all students. The graduate education program provides both theoretical and practical experiences for teachers who wish to become leaders in their profession.

NOTE: Students must have completed IDS 301 before enrolling in program courses.

Components of the Curriculum

GPS classes are normally taught in three or five-credit hour courses. These courses are intended to ensure that each student achieves the goals and objectives of the specific degree program. Each course is a required component of the curriculum and is offered in sequence.

1. **Course work:** Classes focus on writing and speaking across the curriculum. Students provide a practical approach to academic concepts presented by the instructor, taking advantage of the extensive professional experience the adult learner brings to the classroom. The GPS Program uses the American Psychological Association (APA) style in all coursework.
2. **Computer Accessibility:** All students admitted into the Averett University GPS degree programs must have access to a computer with Internet connectivity. The University has adopted Microsoft Office as a standard software program and Moodle to deliver the course outline and enhance learning.
3. **Class Representative:** Each cluster elects a Class Representative. The role of the GPS Class Representative is to be a liaison between Averett University (regional administrative staff) and the students in his/her cluster. This individual is the class spokesperson and assists instructors as needed.

Responsibilities of the Class Representative include the following:

- a. Serve as a spokesperson for the group.
- b. Ensure the classroom is in satisfactory condition at the end of each class.
- c. Create a communication chain to exchange messages.
- d. Assist the class in organizing social events as appropriate.

- e. Assist each instructor in making a smooth transition when beginning a new course.
- f. Serve as the communication liaison between GPS administration, instructors, and students for general issues, such as class postponement due to inclement weather.
- g. Participate in meetings as scheduled.

Program Assessment

Program assessment provides GPS administration with a means of monitoring the various aspects of our academic operation, furnishing a basis for assessing effects of degree programs on a student's academic and professional progress, and supporting the University's effort to supply compliance data to the accrediting association and to federal, state, and other agencies.

A: Student End-of-Course Survey: At the end of each course, students fill out a survey that will rate various aspects of the course, curriculum, and facilitator. These comments are provided to administrators, as well as the facilitator of the course, after grades for the course have been posted.

B: Bibliographic Instruction/Library Survey: Upon completion of the bibliographic instruction workshop, students will be asked to evaluate the instruction, content, and utility.

C: Graduation Survey: Each year, graduating students will be asked to rate the overall quality of the program by responding to various inquiries about curriculum, faculty, and administration.

D: Alumni Surveys: Beyond graduation, students will be asked to reflect and respond to questions about program quality and services.

Academic Standards and Integrity

Attendance Policy

Regular class attendance is an obligation implicit in the agreement between the student who applies for admission and the program that admits him or her. Anyone enrolled in a course is responsible for the work done in all class meetings. Therefore, the University expects the student to regularly attend all class meetings of the courses for which he or she is enrolled.

Each student is provided a written schedule (**Academic Registration Schedule**) outlining meeting dates. Classes meet with an instructor for one four-hour session each week. There is no official distinction between an excused and unexcused absence. Absence from class may adversely affect a student's grade. The student should determine with each instructor to what extent absenteeism would affect the grade in that course. Specific attendance requirements for each course are also included in the syllabus provided by the instructor of the course.

Students must attend class to receive financial aid funds. If a student is not attending class, the funds will be returned. Any break in attendance that is more than 45 days may result in any unearned financial aid being returned per federal regulations. Return of funds may leave a student

owing Averett University any balance due on their account.

If a student must miss class, he/she is required to inform the instructor and complete missed assignments in accordance with the learning model and at the discretion of the instructor. Any student who has missed the equivalent of more than two weeks in a course of five, six, or seven weeks' duration will receive an "F." Any student who has missed the equivalent of more than three weeks in a course of nine or ten weeks' duration will receive an "F." This is an institutional regulation and is not left to the discretion of the faculty. Any student who has missed the equivalent of more than one full weekend in the Education program will receive an "F" for the course.

Students who stop attending classes without formally withdrawing from the course will receive a grade of "F" and will incur tuition charges for the course.

The Department of Education (DOE) stipulates a student with two (2) consecutive absences is required to provide written confirmation documenting when they plan to return to class. This documentation must be received by the student's Student Support Advisor no later than the close of business on the day after the 2nd consecutive absence. Failure to provide this documentation will result in the student being academically withdrawn from the entire GPS Program.

Additionally, students dropping a course or any breaks in attendance of more than 45 days without an approved Leave of Absence (LOA), requested in accordance with University policy, could result in immediate academic dismissal from the entire GPS Program and the reduction or loss of financial aid eligibility.

Course Extension

The grade of "Incomplete" ("I") may be granted by an instructor on very rare occasions. It is a privilege extended by the instructor and is granted only when specific arrangements for completion of course requirements have been made by the student **in advance**. Instructors are not required to approve requests for "Incompletes."

The grade of "Incomplete" will give the student a two-week extension. The student must have completed and submitted all work no later than two weeks after the date of the last class. If the student has not completed all requirements by the end of this two (2) week extension, the grade of "I" will be changed to an "F." The student will be required to repeat the course at his or her own expense.

In the case of extreme hardship, the student may petition in writing to the instructor and send a copy of the approved petition to his/her Student Support Advisor for an additional two-week extension. Written requests are to be approved **prior** to the expiration of the first extension. In no case, however, will the total time allowed for extensions be greater than four (4) weeks from the last meeting of the course in question.

Course Repeats (Undergraduate)

Extraordinary circumstances sometimes cause students not to perform up to their usual capabilities. For this reason a student may, with permission of the Academic Department Chair and the Vice President for Academic Affairs of GPS, repeat up to two courses.

In the event a grade lower than “C” is awarded in an undergraduate course, the student may elect to repeat the course. The course may be repeated only once and the second grade will be final. Repeating a course eliminates both the grade and hours attempted for the first course from the grade point average calculation, but the course will remain on the permanent record. A maximum of two courses may be repeated. Only the new grade is considered in satisfactory progress evaluations.

A request to repeat a course must be made in writing to the Academic Department Chair.

Course Repeats (Graduate)

In the event a grade lower than “B” is awarded in a graduate course, the student may elect to repeat the course. The course may be repeated only once, and the second grade will be final. Repeating a course eliminates both the grade and the hours attempted for the first course in calculating the grade point average, but the course will remain on the permanent record. A maximum of two courses may be repeated. Only the new grade is considered in satisfactory progress evaluations.

Course Withdrawal

A student who is registered for a course may elect this option in the event he/she is unable to complete the course. This option carries the potential for grade and tuition penalty and may impact financial aid status.

Students are required to communicate their intention to withdraw from a course with both the course instructor and their Student Success Counselor. Because students are registered for courses in advance of the start date, this process must occur in a timely manner in order to ensure that appropriate grades and tuition charges are applied to the student’s account. Students who fail to attend the initial and/or subsequent meetings of a course must still withdraw from a course by communicating in writing with their Student Success Counselor in order to avoid a failing grade and full tuition charge.

The following schedule outlines the policy for grades and tuition charges:

1. Students who withdraw prior to 6 p.m. on the first night of class will not be charged, and the course will be dropped from their registration.
2. Students who attend the first night of a course or fail to contact their Student Support Advisor prior to 6 p.m. on the first night of a course will be charged 40% of the tuition. These students will be assigned a “WP”.

3. Students who attend the second night of a course will be charged 100% of the tuition. These students will be assigned a “WP” or “WF” by their professor. Students who do not attend class or fail to contact their Student Success Counselor prior to 6 p.m. on the second night of a course will be charged 100% of the tuition and will be assigned a “WF”.
4. After 6 p.m. on the third night of a 5, 6, or 7 week course and after 6 p.m. on the fourth night of a 10 week course, if the student has attended, the professor will assign a “WP” or “WF” based on the work the student has done per GPS policy and will be charged 100% of the tuition. If the student has never attended and has not contacted their Student Success Counselor prior to 6 p.m. on the third night, the student will receive a “WF”.
5. This policy also applies to cluster based online courses.
6. Students with extenuating circumstances may apply for an approved Leave of Absence. If the Leave of Absence is approved, then the student will receive a “WP” per financial aid policy.

The student may be permitted to re-enter the program with his/her original cluster in the course following the withdrawal with the understanding that the course must be made up before graduation. Course make-up may be handled using either the concurrent enrollment option (completing the missed course concurrently with another cluster) or the make-up option (completing the course with another cluster, following the completion of the core curriculum). If the course withdrawal extends beyond one course, the student will be withdrawn from the program. Students who stop attending classes without formally withdrawing from the course will receive a grade of “F” and will be responsible for tuition charges.

Withdrawal and Leave of Absence

A student who must amend his/her **Academic Registration Schedule** to accommodate an absence or non-completion of a course for which registration has taken place has the option to choose one of the following: course withdrawal, Leave of Absence, or program withdrawal. Election of any of these options may result in the interruption of financial aid benefits. NOTE: Students who are utilizing financial aid must meet satisfactory academic progress (see Academic Probation and Suspension) before financial aid can be applied.

Leave of Absence

Policy

A student must contact his/her Student Support Advisor to request a Leave of Absence(s). Averett will grant a Leave of Absence(s) of up to 160 days in any 12-month period during which the student is not considered withdrawn from the University, and, if using financial aid, no return of funds calculation is required. A student must notify his/her Student Support Advisor by email or phone no later than 6 p.m. on the first night of class. The Leave of Absence (LOA) request must include the reason for the request, be signed, dated, and returned to his/her Student Success Coordinator prior to second week of said course in order to receive approval by student services,

financial aid, and accounting. Averett will not approve Leaves of Absence (LOAs) that are requested after 6 p.m. of the first week of the course except as the result of unforeseen circumstances (see below). The student will not incur additional tuition charges from Averett while on an approved Leave of Absence.

If unforeseen circumstances prevent a student from contacting his/her Student Support Advisor prior to 6 p.m. on the first day of the course of the requested leave, then Averett may grant the Leave of Absence(s) provided the student submits appropriate documentation that substantiates the unforeseen circumstance. The student must submit the LOA request and appropriate documentation to his/her Student Success Counselor within 30 days of initial request, to be considered for approval. If the student is approved for a LOA in the middle of a course, Averett will credit the student's account for that course to ensure no additional charges are accrued. Examples of unforeseen circumstances may include medical and family emergencies, natural disasters, and others as determined by Averett University.

Required Documentation

A Leave of Absence will be considered an approved Leave of Absence if Averett determines that there is a reasonable expectation that the student will return. In addition, the student must follow Averett's policy in requesting the Leave of Absence by completing the Leave of Absence Request Form. The Leave of Absence (LOA) Request Form must include the reason for the request, be signed, dated, and must be submitted to his/her Student Success Counselor no later than the second week of the course of the requested leave. The Leave of Absence Request Form can be located in the Academic Services site or a copy can be requested from his/her Student Success Coordinator.

One Request for Multiple Leaves of Absence

Averett may grant permission for one Leave of Absence for multiple dates when those dates are all requested for the same reason.

Length and Number of Approved Leaves

The Leave of Absence(s) may not exceed 160 days in a 12-month period. Time in excess of 160 days will not be approved. The LOA start date will always equal the student's last date of class attendance and will be used to count the number of days in the leave. The count should be based on the number of days between the Last Date of Attendance and the re-entry date. The initial Last Date of Attendance prior to the LOA is used when determining the start date for the 12-month period.

Completion of Coursework Upon Return

Title IV federal regulations indicate that upon the student's return from a Leave of Absence, the student should be permitted to continue with the current degree plan they began prior to the Leave of Absence. Therefore, Averett extends to all students the opportunity to make up missed courses upon their return with the next available course offering.

LOA Returns Prior to the Scheduled End Date

Students may cancel or return early from an approved Leave of Absence prior to the LOA end date. The LOA will be shortened according to the student's return date. The break will be considered an approved Leave of Absence and will be counted against the 160-day limitation in a 12-month period. The student will be required to re-register with his/her Student Success Counselor for courses that were included in original LOA period when they cancel or return early from their LOA.

Failure to Return

Any student failing to return from a Leave of Absence will be considered withdrawn as of the last date of attendance and is required to contact his/her Student Success Counselor to complete and sign all exit paperwork. If the student is utilizing financial aid, the Financial Aid Office will explain to the student, prior to the student being granted the Leave of Absence, the effect that his/her failure to return from the leave may have on student loan repayment terms, including the exhaustion of some or all of their grace period. A student on an approved Leave of Absence will be considered enrolled at Averett and will be eligible for an in-school deferment for his or her student financial assistance loans. If a student does not return from an approved Leave of Absence, the withdrawal date and beginning of the grace period will be the last date of class attendance.

Leave of Absence due to course exemption

The same Leave of Absence rules apply to any courses that a student will not be attending due to an exempt status for transfer credits or credits already received in prior course work. The Student Success Counselor should complete the Course Exemption - Request for Leave of Absence Form with the student when evaluating any prior course work and registering student to begin his/her degree program.

Program Withdrawal

If the Leave of Absence extends beyond 160 calendar days, the student will be withdrawn from the program. The student may re-enter the program with a subsequent cluster beginning where he/she left off prior to the Leave of Absence. The student will be governed by the regulations and degree requirements current at the time of readmission. NOTE: A Leave of Absence for a prerequisite course will necessitate a Leave of Absence for the requisite undergraduate or graduate course. Failure to return to class following a Leave of Absence, without formal withdrawal from the program, will result in a grade of "F" for the course.

Regarding financial aid, students may be granted a Leave of Absence not to exceed 160 days in any twelve-month period of time. Such a student is not considered to be withdrawn and a refund calculation is not necessary. However, if the Leave of Absence exceeds 160 days, the student will be withdrawn, and financial aid funds will be returned to the appropriate source. The student would become responsible for any unpaid balance owed to Averett University.

Grade Appeal

Students have a right to expect fair and impartial treatment by faculty and administration at Averett University. Faculty members are expected to set forth course requirements, including grading standards and procedures, in a syllabus that is provided to each student at the beginning of the course. Any deviation from the requirements in the syllabus must be applicable to each student. Any review of exceptions to regulations and questions regarding fairness of grading and other matters pertaining to the evaluation of student performance should be resolved by those most closely related to the problems and the issues.

Grades earned in GPS programs may be appealed under the following conditions.

1. The faculty did not apply the grading criteria equitably among all students.
2. The faculty changed the grading criteria, without written notification, after the course began.
3. If changes to the grading criteria were necessary, they were not communicated to all students and were punitive to many students.
4. The instructor did not grade according to the plan outlined in the syllabus.
5. Calculation errors were made in computing a grade.

From time to time, a student may believe that his/her rights have not been observed by faculty with respect to specific course policy. Therefore an appeals process is in place and the procedures are outlined below.

Procedures

While every student has the right to question a grade they have received, all students should appreciate the difference between questioning a grade and charging an instructor with a violation of good teaching practices. In the absence of compelling reasons, the grade determined by the instructor of record is to be considered final. A student who believes an appropriate grade has not been assigned should follow the procedures described below to appeal the grade.

1. A student who believes an appropriate grade has not been assigned shall first discuss the matter with the instructor involved. If the student does not receive satisfaction in dealing with the instructor, the following appeal system is in place.
2. If the student does not receive satisfaction after discussion with the faculty member, then a written grade appeal, using the Averett University Graduate and Professional Studies Grade Appeal Form (obtained from your Student Success Counselor) must be submitted to the area Department Chair within 30 days of the end of the course.
 - a. Included with the Grade Appeal Form, students must produce explanation of all appeal conditions (see policy above), all graded work for the course in question and evidence of discussion with the instructor. Inaccurate and/or incomplete documentation will not be accepted, returned to the student, resulting in a delay in the processing of the appeal.

3. The Department Chair will initiate action within 3 days of receipt of the appeal.
 - a. At his or her discretion, the Department Chair may establish a review committee to study the issue and make recommendations for action.
 - b. The review committee shall be composed of two or three faculty members who have not taught the student and who teach in the same discipline as the faculty member who issued the grade in question.
 - c. The review committee will provide a non-binding recommendation to the Department Chair within 14 days of appointment.
 - d. The Department Chair may choose to rule on the issue without such advice.
4. The ruling of the Department Chair is considered final. The Vice President for Academic Affairs and Student Success will accept and review appeals to rulings in the case where evidence exists that this policy has not been followed.
5. The grade appeal process duration period is 30 – 90 days.

**AVERETT UNIVERSITY
GRADUATE AND PROFESSIONAL STUDIES PROGRAM
GRADE APPEAL FORM SAMPLE**

COURSE NUMBER: _____ **COHORT NUMBER:** _____

Last Name	First Name	People ID Number
Street Address		
City	State	Zip Code
Day Telephone	Home Telephone	Fax Number

This grade appeal form must be typewritten. Use additional forms as needed. Each form must be completed and signed, as incomplete forms will be returned. Please provide all documentation to substantiate your appeal. Your faculty member will be forwarded a copy of this appeal. Return this form and your documentation to Averett University, Attn: Dr. Alice Obenchain-Leeson, Dean of GPS Academics at aliceo@averett.edu.

I spoke with my faculty member, _____,
on _____ regarding this appeal.
date

Condition Being Appealed (Check all that apply)

- _____ The faculty did not apply the grading criteria equitably among all students.
- _____ The faculty changed the grading criteria, without written notification, after the course began.
- _____ If changes to the grading criteria were necessary, they were not communicated to all students and were punitive to many students.
- _____ The instructor did not grade according to the plan outlined in the syllabus.
- _____ Calculation errors were made in computing a grade.

Rationale and Supporting Evidence (explain rationale for each condition selected, all graded assignments and evidence of discussion with instructor. Attach additional pages as needed).

Academic Probation and Suspension

Academic Probation (Undergraduate)

In order to meet degree requirements, a student must maintain a grade point average (GPA) of 2.0 or “C” average. The GPA is determined by dividing the total quality points earned at Averett University by the number of GPA credits attempted. Whenever the resultant figure is less than 2.0, a student is considered to be on academic probation, which may lead to academic suspension.

Academic Suspension (Undergraduate)

Academic suspension will result when a student fails to clear academic status within the probationary period of two courses. Suspended students are administratively withdrawn from the program and will be eligible for readmission six months from the date they failed to clear probationary status. After this period, a student may request readmission into the program. This request must be made in writing to the Dean of Academics for GPS and should include a rationale for being considered for readmission. This letter should reach the University at least six weeks prior to the date sought for readmission. Before making a final decision, the Dean of Academics for GPS may request a personal interview. Averett will consider accepting credits from another regionally accredited higher education institution during the period of academic suspension if the student earns a 2.5 GPA or higher in the coursework. Readmission is neither automatic nor certain. If readmitted, the student will be governed by the regulations and degree requirements current at the time of readmission.

At the time of readmission, the student will be on probation, which will remain in effect for two consecutive courses. If, at the end of the two consecutive courses, the student’s cumulative GPA is at least 2.0, the student’s status will be removed from probation and he or she will be allowed to continue in the program. If the cumulative GPA is below 2.0, the student will be automatically academically dismissed from the program, and he or she will not be readmitted to undergraduate study at Averett University.

Academic Probation (Graduate)

Whenever a student’s cumulative graduate grade point average (GPA) falls below the 3.0 level, the student will be placed on academic probation. The student must achieve a cumulative GPA of 3.0 within the next two courses of enrollment or face dismissal from the program. If the student’s cumulative GPA falls below 3.0 for a second time, academic dismissal will be automatic and permanent.

Academic Suspension (Graduate)

A student who is dismissed from a program for academic reasons will not be readmitted on any status for a period of six months. After this period, a student may request readmission into the program. The request must be made in writing to the Dean of Academics for GPS and should include a rationale for being considered for readmission. This letter should reach the University at least six weeks

prior to the date sought for readmission. Before making a final decision, the Dean of Academics for GPS may request a personal interview. Readmission is neither automatic nor certain. If readmitted, the student will be governed by the regulations and degree requirements current at the time of readmission.

At the time of readmission the student will be on probation, which will remain in effect for two consecutive courses. If, at the end of the two consecutive courses, the student's cumulative GPA is at least 3.0, the student's status will be removed from probation, and he or she will be allowed to continue in the program. If the cumulative GPA is below 3.0, the student will be automatically academically dismissed from the program, and he or she will not be readmitted to graduate study at Averett University.

Academic Renewal

Academic renewal is the concept that a student may be relieved from some of the effects of past academic failures. A student must remove failing and/or incomplete grades from his/her academic record when these grades are of a quality to jeopardize successful progress in his/her respective degree program.

A student who has two grades of incomplete (I), two failing grades (F), or a combination of one incomplete (I) and one failure (F) at one time on an academic record may be administratively withdrawn from his/her current cluster until both grades of "I" and/or "F" are satisfactorily removed. The student may not be eligible to re-enter the original cluster.

A student who receives a grade of "F" in a graduate course must repeat the course and make an acceptable grade. No more than two courses with grades of "C" may be on the student's record. A student who earns a third "C" will be dismissed from the program.

Honor Code

Violation of the following regulations may result in consequences up to and including dismissal from the University:

1. **Disorderly Conduct:** Disorderly conduct is defined as conduct offensive or disruptive to others. This includes initiating a threat, practical jokes, and general annoyances to staff, faculty, or students.
2. **Fraud:** Fraud is defined as a false representation intended to deceive. This includes falsifying statements, records, forms, and computer fraud.
3. **Harassment:** Harassment is defined as actions that may be offensive toward, or create an offensive environment for, another group or individual including, but not limited to, use of obscene, vulgar, profane, lewd language or the making of a proposal of an indecent nature, or the threatening of any person. Also, included in this definition is any action or situation that may produce mental or physical discomfort, embarrassment, or ridicule to or for any group or individual.

4. **Alcohol Violation:** An alcohol violation is defined as the consumption of alcoholic beverages anywhere on university-owned property and its environs.

Any individual who feels that a violation of administrative policy has occurred may file a complaint. All allegations of disorderly conduct, fraud, harassment, alcohol violation, or other issues related to safety and good order of Averett University will be investigated using the following procedure:

1. Student, staff, or faculty makes allegation of violation of administrative policy to the Associate Dean of GPS Operations.
2. The Associate Dean conducts initial investigation to determine scope of allegation and, if unable to resolve issue, submits initial complaint to the Dean of Academics for GPS within 5 days of receipt of allegation
3. The Dean of Academics for GPS appoints an individual to conduct investigation and make recommendation for action initiating process within 3 days of receipt of documents:
 - a. Investigator will gather information from all parties concerned and will include collection of records and statements (note: students are bound by Honor Code regarding false statements) and will either substantiate or not substantiate allegations.
 - b. Investigator will make recommendation for action to the Dean of GPS within 10 days of appointment.
 - c. If allegations are not substantiated, investigator may present allegation of false statement against original complainant, if appropriate.
 - d. If investigation reveals information related to academic policy issues, investigation will continue for administrative issues, but investigator will also immediately refer academic issue to the Dean of Academics GPS for investigation.
 - e. Typically, investigation will be conducted by an individual outside of the region.
 - f. The Dean of Academics for GPS will make final ruling within 5 days of receipt of report of investigation.

Actions of the Dean of Academics for GPS are considered final. All investigations will follow these general procedures:

1. All information and procedures regarding the investigation of a complaint or grade appeal is to be considered confidential by all parties involved.
2. All actions are documented electronically.

3. Notice of appointment and results of investigation are transmitted by letter (via email or ground mail).
4. All information regarding the investigation and resolution of complaints and appeals shall be maintained in the office of the Dean of Academics for GPS for five years following the incident.

DEGREE PROGRAMS AND COURSES

Listed in this section are the requirements for each degree offered through the Graduate and Professional Studies Program.

Procedures for Course Registration

Students must contact their Student Support Advisor to register for required and/or additional courses throughout their academic program.

General Education and Electives Courses of Instruction:

ART 103 The Visual Arts (5 weeks-3 credits)

An introduction to images and structures created by mankind, investigations into how the eye sees, what is visually stimulating, materials and approaches used in art, and the cultural concepts found in the creation and appreciation of works of art.

ART 206 Art History (5 weeks-3 credits)

A survey of paintings, sculptures, and architecture in a historical dimension from ancient times through the twentieth century. Study focuses on an intellectual and practical approach for the student to examine art objects and know how they relate to the culture from which they came. Visits to art facilities and museums may be part of this course.

AV 115 Weather and Climate (7 weeks-4 credits)

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

BIO 104 Human Ecology (7 weeks-4 credits)

An introduction to the terminology, methodology, and worldview of biological science and the principles of ecology through a consideration of the impact of modern technology on the environment. Human Ecology is a biology course primarily for the nonscientist.

BIO 204 Human Anatomy and Physiology (7 weeks-4 credits)

An introduction to the terminology, anatomy, and physiology of the human body as it applies to everyday life. Human Anatomy and Physiology is a biology course designed primarily for the non-major.

BSA 110 Introduction to Economics (5 weeks-3 credits)

An overview of economics, covering macroeconomic and microeconomic theories and concepts, as well as tools that have practical application for the participant.

BSA 205 Business Management (5 weeks-3 credits)

A study of individual and group behavior in organizations. Topics include motivation, communications, and other topics related to small business management. Planning and execution of first-line management and supervision techniques will be highlighted in this course.

BSA 210 Introduction to Marketing (5 weeks-3 credits)

A survey of the functional roles of marketing in a small business. Marketing principles as applied to small business operations and larger company entry-level positions are major topics in this course.

BSA 220 Applied Financial Principles (6 weeks-3 credits)

This course is an introduction to financial concepts in business. Topics include securities markets, financial analysis and cash flow, time value of money, risk analysis, cost of capital, and the basics of security valuation. The course provides a foundation for further study at the Baccalaureate level.

(Prerequisite: BSA 221)

BSA 221 Principles of Accounting I (6 weeks-3 credits)

A study of basic accounting theories and procedures for dealing with activities of sole proprietorships, partnerships, and corporations.

BSA 260 Business Case Study (5 weeks-3 credits)

A study in the uses of the case study and analysis method and integrating knowledge from previous courses to actual small business situations. Analysis of various companies and business situations will increase analytical skills and expose students to managerial experiences. Written and oral business communication skills will be emphasized.

CSS 110 Computer and Information Processing (5 weeks-3 credits)

An introduction to the role of computers in today's business environment. It covers the fundamentals of computer systems with a focus on end-user applications.

ENG 111 Introduction to Writing and Research (5 weeks-3 credits)

English 111 encompasses a review of usage, punctuation, and paragraph development. Emphasis will be on effective written communication, especially in short, one- to three-page essays. This course includes some critical study of prose fiction, frequent in-class and out-of-class writing practice, and instruction in using the library for research and in the various stages of assembling research material. Students must pass with a grade of C or better. *Averett University does not accept a grade of "D" or below for ENG 111.*

ENG 112 Introduction to Literature (5 weeks-3 credits)

The reading of fiction, poetry, and drama, both classic and contemporary. Emphasis on genre study, literary terminology, and critical analysis. Includes further practice in use of research materials and preparation of a term paper on a literary topic. Students must pass with a grade of

“C” or better. *Averett University does not accept a grade of “D” or below for ENG 112.*
(Prerequisite: ENG 111)

ENG 220 World Literature (5 weeks-3 credits)

Selected study of major writers and literary movements worldwide, from ancient cultures to the present. The course will emphasize the literary and cultural backgrounds of the selected works.
(Prerequisites: ENG 111 and 112)

GEO 301 Cultural Geography (SS) (5 weeks–3 credits)

A survey of the world’s major cultural regions as they have been shaped by the natural environment and by historical forces such as religion, colonialism, and industrialization.

HIS 101 Western Civilization I (5 weeks-3 credits)

A survey of world history from the earliest times to 1715 emphasizing Western civilization and the relevance of the past to contemporary life.

HIS 102 Western Civilization II (5 weeks-3 credits)

A survey of world history from 1715 to the present emphasizing Western civilization and the relevance of the past to contemporary life.

IDS 102 Social Issues (5 weeks-3 credits)

A study of contemporary social problems of poverty, war, racism, sexism, domestic violence, and resource depletion. Theories of causation, cost, and possible solutions are discussed.

IDS 104 Introduction to Adult Learning (5 weeks-3 credits)

This is designed as the foundation course for students entering the Associate of Science Degree program who may or may not have previous higher education experience. Emphasis is on planning and skills for success in the academic environment. Topics include adult learning concepts, academic program planning, personal and professional growth, work behavioral styles, team dynamics, conflict resolution, time management, and information resources and research. The Introduction course is designed to provide the student with an overview of the most important concepts and an understanding of the most effective methods for achieving academic goals.

IDS 205 Leadership and Management of Conflict (5 weeks-3 credits)

This course will enable students to increase their skills and understanding of conflict management. This course is especially designed to help the student formulate a clearer understanding of group dynamics and behavior in the workplace. The experiences in this course will contribute to the development of interpersonal skills for handling conflict with individuals and groups within an organization.

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature,

psychology, and the social and natural sciences.

IDS 310 Information Fluency for Business Students – (1 week-1 credit)

This course will introduce specific library resources, both electronic & print, that provide students with journal, magazine, and newspaper articles focusing on all areas of business, management, and economics, reports on companies, markets, and industries, as well as supplemental book materials. Further, it will introduce information-seeking skills and define research-based information while providing students with the ability to evaluate information.

LDR 104 Leadership (5 weeks-3 credits)

This course is an introduction of the study of leadership within an organization. Students will review and analyze past and current theories of leadership with a focus on the application of leadership principles to the workplace.

MTH 100 Fundamentals of Mathematics (5 weeks-3 credits)

A course designed to review and develop mathematical skills needed for college algebra. Topics include properties of the real number system, graphing, word problems, and selected topics in beginning algebra. Credits are not computed in the grade point average and are not counted toward the 120 semester hour graduation requirement.

MTH 103 Principles of Mathematics (5 weeks-3 credits)

A first course in college mathematics focusing on functions and their applications. Topics include equations, graphing, relations, and functions with an emphasis on polynomial, logarithmic, and exponential functions. The TI-89 graphing calculator is required. Microsoft Mathematics 4.0 can be used as a substitute. **(Prerequisite: MTH 100 or placement)**

MTH 160 Introduction to Statistics - (5 weeks-3 credits)

A first course in statistics. Topics include permutations, combinations, distributions, (binomial, normal, Student's t, chi-square, and F), sampling, hypothesis testing, significance levels, confidence intervals, regression and correlation. Does not count toward minor in Computer Science. **(Prerequisite: MTH 103 or equivalent)**

MUS 103 Introduction to Music Literature (5 weeks-3 credits)

A general survey of the history of Western music from the Middle Ages to the present. Emphasis will be upon important composers and musical styles with attention given to the development of skills in listening to music. This course satisfies 3 hours of Fine Arts requirement for General Education.

PE 205 Lifetime Fitness (5 weeks-3 credits)

A course designed to provide the student with the capability to apply scientific principles to maximize one's own fitness needs and to develop ways to maintain fitness throughout one's life. Each student will develop his/her own exercise program. This course provides both cognitive and physical experience.

PHL 210 Ethics (5 weeks-3 credits)

An examination of representative theories of morality from historical and contemporary sources. An interactive course designed to encourage critical thinking about current ethical and moral issues within our society. Questions of value, good, right, and obligation are included.

PSC 103 Astronomy (7 weeks-4 credits)

An introduction to the current state of astronomy, both the fundamentals of astronomical knowledge, and the advances. The subjects of discussion include a grand tour of the heavens, light, matter and energy, telescope, gravity and motion, stars, black holes, the Milky Way, and galaxies.

PSY 205 Developmental Psychology (5 weeks -3 credits) A survey of the theories and research pertaining to human development across the life-span. Special attention is given to the changes in cognitive and social behavior during development and to factors responsible for these changes.

PSY 218 Applied Psychology (5 weeks-3 credits)

A survey of the application of psychology to many areas of personal and professional life.

REL 101 Introduction to Old Testament Literature (5 weeks-3 credits)

The application of critical methodology to the history, literature, and religion of the ancient Hebrews. Attention is given to the historical context, the development, and the message of the Hebrew faith. This course satisfies 3 hours of the Religion and Philosophy requirement for General Education.

REL 102 Introduction to New Testament Literature (5 weeks-3 credits)

The application of critical methodology is applied to the biblical text to discover the basic meaning and message of the New Testament. Attention is given to the secular and religious history of the period as well as to the life and teachings of Jesus, the letters of Paul, and the origins of the Christian church.

REL 201 Religions of the World (5 weeks-3 credits)

An examination of the origin, basic beliefs, historical developments, and sociological manifestations of the world's great religions.

TH 103 Introduction to Human Communication (5 weeks-3 credits)

A study of communication forms and contexts, including interpersonal, intrapersonal, and public. Emphasis on development of individual communicative competency in such areas as listening, reasoning, interviewing, small group, and nonverbal communication. **(Completion of ENG 111 is recommended as a prerequisite)**

TH 104 Introduction to Public Speaking (5 weeks-3 credits)

An introduction to the major types of public address. The course will emphasize the development of competencies in public speaking through the composition and presentation of speeches covering the informative, persuasive, argumentative, and special occasion genres.

TH 220 History of the Theatre I (5 weeks-3 credits)

The study of theatre development from its beginning to the Renaissance.

Associate of Science in Business Administration**Courses**

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
IDS 104	Introduction to Adult Learning	3	5
BSA 104	Intro to Mgmt Concepts	3	5
LDR 104	Leadership	3	5
BSA 110	Intro to Economics	3	5
BSA 221	Principles of Accounting I (prereq.)	3	6
BSA 205	Business Management	3	5
BSA 210	Intro to Marketing	3	5
BSA 220	Applied Financial Principles	3	6
BSA 260	Business Case Study	3	5
Grand Total		27	47

Associate of Science in Business Administration Courses of Instruction:**IDS 104 Introduction to Adult Learning (5 weeks-3 credits)**

This is designed as the foundation course for students entering the Associate of Science Degree program who may or may not have previous higher education experience. Emphasis is on planning and skills for success in the academic environment. Topics include adult learning concepts, academic program planning, personal and professional growth, work behavioral styles, team dynamics, conflict resolution, time management, and information resources and research. The Introduction course is designed to provide the student with an overview of the most important concepts and an understanding of the most effective methods for achieving academic goals.

BSA 104 Intro to Management Concepts (5 weeks-3credits)

This course will introduce undergraduate students to many of the business management concepts from the beginning of management thought and theories to the present. This course will also emphasize the development of writing skills and critical-thinking skills.

LDR 104 Leadership (5 weeks-3 credits)

This course is an introduction of the study of leadership within an organization. Students will review and analyze past and current theories of leadership with a focus on the application of leadership principles to the workplace.

BSA 110 Introduction to Economics (5 weeks-3 credits)

An overview of economics, covering macroeconomic and microeconomic theories and concepts, as well as tools that have practical application for the participant.

BSA 221 Principles of Accounting I (6 weeks-3 credits)

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

BSA 205 Business Management (5 weeks-3 credits)

A study of individual and group behavior in organizations. Topics include motivation, communications and other topics related to small business management. Planning and execution of first-line management and supervision techniques will be highlighted in this course.

BSA 210 Introduction to Marketing (5 weeks-3 credits)

A survey of the functional roles of marketing in a small business. Marketing principles as applied to small business operations and larger company entry-level positions are major topics in this course.

BSA 220 Applied Financial Principles (6 weeks-3 credits)

This course is an introduction to financial concepts in business. Topics include securities markets, financial analysis and cash flow, time value of money, risk analysis, cost of capital, and the basics of security valuation. The course provides a foundation for further study at the Baccalaureate level. **(Prerequisite: BSA 221)**

BSA 260 Business Case Study (5 weeks-3 credits)

A study in the uses of the case study and analysis method and integrating knowledge from previous courses to actual small business situations. Analysis of various companies and business situations will increase analytical skills and expose students to managerial experiences. Written and oral business communication skills will be emphasized.

Bachelor of Business Administration

Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
BSA 206	Business Communications	3	5
PHL 300	Applied Ethics	3	5
BSA 305	Principles of Management	3	5
BSA 308	Business Statistics & Research	4	7
BSA 310	Principles of Marketing	3	5
BSA 221	Principles of Accounting I (prereq.)	3	6
BSA 346	Accounting for Managers	3	6

BSA 326	Organizational Behavior, Theory & Leadership	3	5
ECO 306	Economics for Managers	4	7
BSA 409	Business & Corporate Finance	4	7
BSA 354	Human Resource Management	3	5
BSA 480	International Business	3	5
BSA 444	Management Strategy	3	5
BSA 493	Entrepreneurship with Focus on Small Business	3	7
Grand Total		45	81

Bachelor of Business Administration Courses of Instruction:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

BSA 206 Business Communications (5 weeks-3 credits)

This is both an application and skills-based survey and analysis course involving the practices of communication. The focus is on writing for interpersonal, team, and organizational communication, including corporate correspondence. Students will be introduced to effective oral and listening skills, nonverbal communication behavior, and "on the job" experiences through real-world exercises.

PHL 300 Applied Ethics (5 weeks-3 credits)

An examination of representative theories of morality from historical and contemporary sources. The student will look at the moral issues that affect employers and employees in the work environment.

BSA 305 Principles of Management (5 weeks-3 credits)

The course is a survey of management functions from a historic and contemporary perspective. The manager's role in planning and strategic development, organizing, staffing, directing, and controlling is emphasized.

BSA 308 Business Statistics and Research (7 weeks-4 credits)

This course includes a study of statistical techniques and research design appropriate for business. The course begins with a review of the mathematics necessary to understand the nature of statistical analysis. Attention is given to data collection, analysis of data using basic statistical tools (to include descriptive statistics, hypothesis testing, correlation and regression) and

interpretation of data.

BSA 310 Principles of Marketing (5 weeks-3 credits)

Upon completion of this course, students will understand: the environment of marketing and consumer behavior; distribution; pricing; and promotion. They will acquire, demonstrate, and apply knowledge and theory of marketing techniques, both domestically and internationally, and will be able to demonstrate understanding and appropriate utilization of the principles, methods, and problems involved in the marketing and distribution of goods and services to both industrial and ultimate consumers. They will recognize present-day problems and policies connected with the sale and distribution of products, including the legal, social, and ethical issues in marketing. **(Prerequisites: ENG111 and BSA206)**

BSA 221 Principles of Accounting I (6 weeks-3 credits)

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

BSA 346 Accounting for Managers (6 weeks-3 credits)

A study of accounting principles applied to decision making at the operations level of management. Practices in cost accounting, budgeting, funding, and accounting controls will be emphasized in this course. **(Prerequisite: BSA 221)**

BSA 326 Organizational Behavior, Theory & Leadership (5 weeks-3 credits)

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

ECO 306 Economics for Managers (7 weeks-4 credits)

A study of the basic principles of economics and how economic thought historically has impacted business and industry. Domestic as well as global economic issues are emphasized.

BSA 409 Business and Corporate Finance (7 weeks-4 credits)

Business and Corporate Finance is a survey of the basic techniques of financial analysis and management. The study includes present value theory, financial ratios, optimal capitalization structures, and financial statement analysis, with an emphasis on both small and large businesses.

BSA 354 Human Resource Management (5 weeks-3 credits)

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

BSA 480 International Business (5 weeks-3 credits)

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

BSA 444 Management Strategy (5 weeks-3 credits)

A study of the application of business problem solving and decision making across the functional areas of business. Case studies and business simulations are used to explore the sources and varieties of complex problems confronting contemporary businesses. The focus of this course is on the business entity in its various environments. **Prerequisites: BSA206, BSA221, BSA305, and BSA310**

BSA 493 Entrepreneurship with Focus on Small Business (7 weeks-3 credits)

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

Bachelor of Science in Sociology/Criminal Justice (Offered Online)**Courses**

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
SOC 101	Intro to Sociology	3	5
SOC 216	Criminology	3	5
SOC 317	American Minorities	3	5
SOC 470	Research Methods	3	5
SOC 309	Society & the Individual	3	5
CRJ 301	Criminal Justice	3	5
CRJ 304	Police in America	3	5
CRJ 329	Drugs & Substance Abuse	3	5
CRJ 340	Juvenile Delinquency & Justice	3	5
CRJ 352	Criminal Investigation	3	5
CRJ 375	Corrections	3	5
CRJ 387	Criminal Law	3	5

CRJ 407	Courts & Trials	3	5
CRJ 488	Criminal Procedure	3	5
Grand Total		42	70

Bachelor of Science in Sociology/Criminal Justice Courses of Instruction:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

SOC 101 Intro to Sociology (5 weeks-3 credits)

A scientific study of social behavior examining the topics of culture, socialization, social organization, social class, minority groups, social power and conflict, patterns of social interaction, the environment and social change.

SOC 216 Criminology (5 weeks-3 credits)

An examination of criminal behavior and crimes against society. The crimes surveyed include murder, burglary, robbery, fraud, embezzlement, confidence games, and business crimes. The course provides an analysis of the social and legal factors affecting the nature of crime and the development of social responses to it.

SOC 317 American Minorities (5 weeks-3 credits)

An examination of the conditions and problems of minority groups with particular emphasis on the social and psychological processes involved in prejudice. The focus is on racial, ethnic, class, and religious minorities, but consideration is given to women, the elderly, homosexuals, and the mentally and physically disabled as minority groups. **(Prerequisite: SOC 101)**

SOC 470 Research Methods (5 weeks-3 credits)

An examination of the methods sociologists use in gathering and evaluating scientific facts. Topics include surveys, participant observation, content analysis, questionnaire construction, and interviewing. **(Prerequisites: SOC 101 and 6 hrs. of Sociology)**

SOC 309 Society and the Individual (5 weeks-3 credits)

An examination of the individual in a changing society and the dynamic relationship between the person and society at large. Particular attention is paid to the topics of personality development, perception, symbolic communication, drug addiction, mental health issues, social control, and deviant subcultures. Several theoretical perspectives are employed to analyze these topics.

CRJ 301 Criminal Justice (5 weeks-3 credits)

An overview of the criminal justice system in the United States. Emphasis is placed on the profession of police officer and the problems encountered in crime scene analysis, police discretion, and relationships with the larger society. The workings of the courts are examined with reference to the roles of the attorneys, judges, and defendants. The basic problems of the prison system and possible alternatives are explored.

CRJ 304 Police in America (5 weeks-3 credits)

A course that examines the role of the police in American society. Topics include the history of the police, development of different police agencies, police discretion, police administration, police organizations, deadly force, and community policing.

CRJ 329 Drugs and Substance Abuse (5 weeks-3 credits)

An examination of drugs and substance abuse in American society. The student will examine the social, physical, and mental effects that drugs have on the user, as well as the impact they have on the family and society. Major issues include addiction, recovery, treatment, rehabilitation, and relapse prevention.

CRJ 340 Juvenile Delinquency and Justice (5 weeks-3 credits)

An examination of the causes of juvenile delinquency, sociological theory, and the responses of the legal system. The extent of juvenile delinquency, the organization of police, judicial, and correctional response to juvenile offenders, the legal developments in statutory and case law, and the future of this system are examined.

CRJ 352 Criminal Investigation (5 weeks-3 credits)

An overview of criminal investigation techniques with an emphasis on crime scene investigation and crime laboratory developments. Recent developments in the field include DNA research, trace physical evidence, fingerprint developments, and specific crime analysis techniques.

CRJ 375 Corrections (5 weeks-3 credits)

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

CRJ 387 Criminal Law (5 weeks-3 credits)

An examination of the elements of criminal laws and the defenses associated with them. Specific crimes of murder, burglary, robbery, rape, traffic offenses, larceny, embezzlement, arson, and other crimes are discussed. Basic criminal procedure questions of search and seizure are examined. The new changes and trends in criminal law are discussed.

CRJ 407 Courts and Trials (5 weeks-3 credits)

A detailed examination of the courtroom procedures and the roles and responsibilities of the judge, the prosecutor, defendant, and police officer. Topics discussed include the structure of the courts, the steps in prosecution, the trial, and sentencing. **(Prerequisite: Sophomore status or above)**

CRJ 488 Criminal Procedure (5 weeks-3 credits)

A course that examines the main criminal procedure law and search and seizure issues in modern criminal justice. The major procedures and laws that relate to upholding the criminal justice system, including the U.S. Constitution and federal and state legislation are examined. Court cases and legal analysis are applied to the reading of appellate court decisions.

RN to BSN (Listed courses are required to be taken in sequential order)
Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
IDS 301	Principles of Adult Learning	1	3
NUR 318	Nursing Issues & Trends	3	6
NUR 419	Nursing Informatics	2	4
BIO 303	Human Pathology/Medical Terminology	4	8
BIO 313	Pharmacology	4	8
NUR 313	Health Assessment	3	6
NUR 415	Nursing Research	3	6
NUR 420	Population Focused Nursing Care	5	10
NUR 418	Nursing Care of the Older Adult & Family	5	10
NUR 430	Nursing Leadership	5	10
NUR 499	Complex Health Care Concepts	3	6
Nursing Core Credit Hours			38
Transfer Credit for RN Licensure			55
General Education Credits Outside of Core			27
Total Credits Required for Graduation			120

RN to BSN Courses of Instruction:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

NUR 318 Nursing Issues and Trends (6 weeks-3 credits)

This course explores the role of the nurse and emerging practice-related issues within the profession. Examination of ethical, political, economic and legal trends impacting nursing practice is included. The course integrates evolving issues regarding civic engagement within the profession and the role of health policy to promote social justice, assure quality care, and diminish health disparities across the United States.

NUR 419 Nursing Informatics (4 weeks-2 credits)

This course explores basic computer skills, information literacy and technology relevant to healthcare settings. Focus is on databases, electronic health record(EHR) and includes current knowledge and principles related to legal, ethical, and policy concerns in information management related to healthcare settings.

BIO 303 Human Pathology/Medical Terminology (8 weeks-4 credits)

This course encompasses a study of the mechanism underlying disease processes and their treatments in the human body. Causes of and clinical changes produced by diseases, as well as the body's response will be discussed in detail. Principles and methods of treatment will be examined. This course will focus on noninfectious diseases since a study of pathogens and the diseases they cause takes place in other courses. A study of medical terminology will comprise a large part of the laboratory portion of the course.

BIO 313 Pharmacology (8 weeks-4 credits)

This course introduces the basic concepts of pharmaceuticals, pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. The process of clinical calculations is introduced, as well as the major drug classifications. Students will additionally practice application of knowledge to patients. Drugs by body system and disease will be explored.

NUR 313 Health Assessment (6 weeks-3 credits)

This course focuses on the knowledge and skills needed to conduct a health assessment including a health history and physical examination. Interpretations of normal findings and identification of deviations from normal are included.

NUR 415 Nursing Research (6 weeks-3 credits)

This course assists the student to understanding the importance of using nursing research as a component of evidence-based nursing practice. The course focuses on fundamental research concepts and methodologies to improve and enhance patient care outcomes. Ethical and legal implications related to research design and the application of research evidence will also be explored. **Students are strongly recommended to take MTH 160 (Statistics) prior to this course.**

NUR 420 Population Focused Nursing Care (10 weeks-5 credits)

This course explores the nurse's role in health assessment and health promotion for families and vulnerable groups in communities. Focus will be on the evaluation of public health issues, epidemiology, bioterrorism, disasters, and services available in the community health care and disease prevention across the lifespan. Healthy People 2020 will be discussed. Clinical experiences

in a variety of settings in the community will be incorporated including both indirect and direct care. Preceptors may be used for clinical in this course.

NUR 418 Nursing Care of the Older Adult and Family (10 weeks-5 credits)

This course addresses holistically problems of older adults, the developmental tasks of aging and patient responses to changes in health status and end of life care. Topics included are medications, abuse, community services, and health policies, safe and quality care. In the ever-changing health care setting nursing process is applied to the care of diverse older adult patients and their families. Preceptors may be used for clinical in this course.

NUR 430 Nursing Leadership (10 weeks-5 credits)

This course focuses on the nurses’ role as a leader using theory, skills and attitudes required for professional decision-making in organizations. Emphasis will be on conflict management, the delegation and setting of priorities in complex health care organizations, and working collaboratively with inter-professional teams. Concepts and principles of management and leadership will be addressed as they relate to information technology. Preceptors will be used for clinical in this course.

NUR 499 Complex Health Care Concepts (6 weeks-3 credits)

This courses addresses advanced theoretical concepts of nursing care for patients experiencing complex health problems occurring across the lifespan. Emphasis will be on the theories, principles and applications of complex clinical decision making, determination of therapeutic nursing interventions and critical thinking in multi-organ system problems in a variety of healthcare settings.

**Master of Business Administration
Courses**

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
BSA 535	Legal Aspects	3	6
BSA 504	Contemporary Issues of HRM	3	6
BSA 529	Marketing Strategies	3	6
BSA 518	Business Research Methods & Applications	4	10
BSA 523	Operations Management & Analysis	4	9
BSA 532	Organizational Behavior	3	6
BSA 522	Comprehensive Managerial Accounting	4	10
BSA 538	Contemporary Issues In Leadership	3	6
BSA 542	Advanced Managerial Economics	4	10
BSA 554	Comprehensive Financial Management	4	10
BSA 545	International Business	3	6

BSA 555	Strategic Management	3	7
Grand Total		41	92

Master of Business Administration Courses of Instruction:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

BSA 535 Legal Aspects (6 weeks-3 credits)

A review of the legal and ethical issues directly affecting practicing managers in the organizational structures, regulatory environments, and societal expectations encountered today. Beginning with a review of the American Legal System, and a framework for ethical decision making, the course focuses on the major areas of management where management decision making and commercial activities are proscribed by the expectations and regulations of society.

BSA 504 Contemporary Issues of Human Resource Management (6 weeks-3 credits)

This course is a study of the contemporary issues facing managers. While the course will draw heavily on the field of human resource management, it is meant not just for HRM practitioners but also for managers and future managers in their dealings with their human resources. Although, presuming students have a fundamental awareness of the field, it will provide sufficient reading material for those who do not. It is designed as a readings course, interspersed with cases and experiential exercises designed to promote understanding. In addition to assigned readings, students are asked to regularly report on outside readings from the business press that support or amplify concepts and issues discussed in class. As a contemporary issues course, it is expected to evolve as the issues evolve.

BSA 529 Marketing Strategies (6 weeks-3 credits)

A study of advanced marketing management, both domestically and internationally. Product, price, promotion, and distribution concepts and issues will be analyzed through case studies and practical exercises. The importance of quality and customer service will be stressed. The global, legal, social, technical, economic, and competitive environments of marketing will also be studied.

BSA 518 Business Research Methods & Applications (10 weeks-4 credits)

This course prepares students to perform and interpret business research within the corporate setting. Business Research and Applications will discuss the role of business research within a firm. It will also explore the various methodologies and processes used to analyze a research problem in the application of scientific methods in business. Specifically, the students will learn about research problem definition; data types; sampling; statistical techniques; observational, survey and experimental research; and the applications of research designs. The students will discuss

how managers can apply the scientific method to business decision making and how managers can use the findings of research performed by others.

BSA 523 Operations Management and Analysis (9 weeks-4 credits)

This course will study both the quantitative techniques of operations research and decision science as well as the concepts and techniques related to the design, planning, control and improvement of manufacturing and service operations. Analytical methods for solving management problems, construction of mathematical models and advanced quantitative decision techniques will be used for solving operational problems in manufacturing and service operations. The focus of this course will be on the application and interpretation of these analytical techniques and solutions.

(Prerequisite: BSA 518)

BSA 532 Organizational Behavior (6 weeks-3 credits)

This course is a study of organizational behavior and its application to the understanding and development of an effective workforce. The course examines individual behavior, group behavior, and finally the organization system. Further, each workshop focuses special attention on the skills that managers demonstrate in developing positive relationships with—and motivating others—in the organization and in attaining personal success. The course is concerned with both organizational and management theories as well as practice. The workshops are geared to provide students with an opportunity to experience behaviors reminiscent of actual situations faced on the job. These situational experiences are related to a series of readings and class discussions that summarize the relevant theory and provide practical skills and information.

BSA 522 Comprehensive Managerial Accounting (10 weeks-4 credits)

A course designed to integrate the general accounting principles of financial and managerial accounting techniques and uses of accounting from a management perspective with graduate level instruction. Focus is on using accounting information to help the student develop an understanding of how certain accounting data are used in the management planning and control processes.

BSA 538 Contemporary Issues in Leadership (6 weeks-3 credits)

A critical review of current thinking with regard to the application of leadership and followership principles. Current theories will be discussed with a focus on their relevance within an organizational setting. Students will conduct relevant research that applies to their own workplace. The distinction between the concepts of leadership and management will be explored with an emphasis on leadership values, skills, and knowledge needed for success within everyday work settings.

BSA 542 Advanced Managerial Economics (10 weeks-4 credits)

Managerial economics is the study of the synthesis of economic theory, sciences, and various fields of business administration studies. Managerial economics examines how these disciplines interact as the domestic or international firm attempts to reach optimal managerial decisions.

BSA 554 Comprehensive Financial Management (10 weeks-4 credits)

Comprehensive Financial Management provides students with an understanding of financial decisions, analyses, and decisions pertinent to management of a business firm. A major project will include the calculation of the weighted average cost of capital and the valuation of a company.

Topics include time value of money, debt financing, common and preferred stock equity, and special topics such as capital budgeting and international finance.

BSA 545 International Business (6 weeks-3 credits)

An introduction to the opportunities and constraints posed by the expanding business environment. Topics include, but are not limited to, the following: An overview of the global economy, a discussion of trading blocs, a review of legalities/trade regulations and cooperative working arrangements, financing and currency exchange, the significance of cultural/regional/political influences, and international trade theories and guiding principles.

BSA 555 Strategic Management (7 weeks-3 credits)

An in-depth analysis and evaluation of the organization’s corporate and business strategies. As the capstone course in the MBA program, it requires the integration and synthesis of knowledge acquired in the program via application of acquired functional skills to strategic decision making. The emphasis is to engender within the Averett University MBA graduate a futurist perspective on comprehensive strategic decision-making.

Master of Business Administration - Human Resource Management Concentration

Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
BSA 562	Compensation and Benefits Management	3	6
BSA 564	Recruitment and Selection	3	6
BSA 563	Labor and Employment Law	3	6
Grand Total		9	

Master of Business Administration - Human Resource Management Concentration

Courses of Instruction:

BSA 562 Compensation and Benefits Management (6 weeks-3 credits)

This course explores the development and use of various strategic choices in managing compensation and benefits in today’s highly competitive business environment. Today, as never before, human resource professionals and executives must develop compensation systems that align strategically with the organization’s mission and vision, while facilitating the recruitment and retention of qualified and productive employees. Major compensation issues are analyzed and discussed in the context of current research, theory and practice, covering both new and well-established approaches. **(Prerequisites: BSA504, 532)**

BSA 564 Recruitment and Selection (6 weeks-3 credits)

This course provides an overview of the processes and systems with which organizations staff positions with both internal and external applicants. Because staffing is one of the primary human resource activities, it is critical for human resource professionals to understand how theory, research, and legal foundations can impact staffing decisions. This course focuses on theories, research, policies, and practices concerning job recruitment and selection. Topics include staffing strategy and context, measurement of staffing effectiveness, job/competency analysis, human resource planning, recruitment and job choice, and internal and external resource planning,

recruitment and job choice, and internal and external selection practices. **(Prerequisites: BSA504, 532)**

BSA 563 Labor and Employment Law (6 weeks-3 credits)

This course provides an in-depth analysis of the laws governing labor relations and employees rights in the workplace. The first half of the course examines the legal framework in which collective bargaining takes place, including union organizational campaigns, negotiations, and enforcement of collective bargaining agreements, including the use of economic pressure. The second half surveys additional issues of rights in the employment relationship, including such topics as occupational safety and health, employment discrimination, pay equity, disability discrimination, contractual and tort theories in employment, and plant closings and unemployment issues. **(Prerequisites: BSA504, 532)**

Master of Business Administration - Leadership Concentration Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
BSA 572	History, Theories, and Concepts	3	6
BSA 573	Cultural Leadership in a Global Economy	3	6
BSA 574	Leadership in Groups and Teams	3	6
Grand Total		9	

Master of Business Administration - Leadership Concentration Courses of Instruction:

BSA 572 History, Theories, and Concepts (6 weeks-3 credits)

This class will ground the student in the theories and concepts of traditional leadership. This course is the foundation for understanding leadership theories and concepts. The purpose of this course is to provide the student with leadership and management concepts and theories that can be used to increase productivity, reduce disciplinary problems, provide strategic leadership, and lower employee turnover. This course will introduce the student to leadership and management in the United States or other cultures. Management and leadership will be clearly defined as different roles in the organization. A unifying theory of leadership and management will be offered for the first time and is necessary for the student to understand concepts and theories in subsequent courses. **(Prerequisites: BSA 532, 538)**

BSA 573 Cultural Leadership in a Global Economy (6 weeks-3 credits)

Using the unifying theory of leadership and management introduced in BSA 532 and BSA 538, the student will learn how differences in culture affect leading and managing in different cultures or with a culturally diverse workforce. Research in comparing cultures pioneered by Geert Hofstede is the foundation for this course. The purpose of this course is to provide the student with an understanding of management and leadership in other cultures and to suggest ways to manage and lead a workforce from different cultures or a culturally diverse workforce. **(Prerequisites: BSA 532, 538)**

BSA 574 Leadership in Groups and Teams (6 weeks-3 credits)

This course will provide the student with a focused and practical approach to leading and managing small groups and teams. There is an emphasis on conflict resolution, team building, disciplining and rewarding team members, developing a vision and working values, self-managed teams, and identifying and solving specific problems among team or group members. This is a very practical course. The purpose of this course is to provide the student with the specific skills and abilities necessary to resolve conflicts, develop team purpose, perform self-analysis, and maintain team function. **(Prerequisites: BSA 532, 538)**

Master of Business Administration - Marketing Concentration**Courses**

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
BSA 567	Marketing Research	3	6
BSA 569	Product and Services Brand Management	3	6
BSA 570	Global Marketing Management	3	6
Grand Total		9	

Master of Business Administration - Marketing Concentration Courses of Instruction:**BSA 567 Marketing Research (6 weeks-3 credits)**

This course provides an overview of the qualitative and quantitative information needs of marketing decision-making. Emphasis is placed on designing effective research projects and the techniques used for collection and analysis of primary data. Major topics include: design of research projects, survey research, observational research, questionnaire design, sampling, data collection, data analysis, and interpretation of findings. **(Prerequisites: Earned a grade of "B" or above in both BSA 518 and BSA 529)**

BSA 569 Product & Services Brand Management (6 weeks-3 credits)

The class covers the management of branded products and services. The class also covers corporate identity (e.g., government, non-profits, and individual entities that may lack defined branding). The class deals with firms that manage multiple brands as well as entrepreneurial firms that rely upon a single product/service. Key areas of investigation include brand equity, channel maximization, private-label branding, and the creative requirements for brand identification. **(Prerequisite: Earned a grade of "B" or above in BSA 529)**

BSA 570 Global Marketing Management (6 weeks-3 credits)

This course examines the major marketing issues and opportunities facing companies who market products and services outside their domestic borders. Students will gain knowledge in the theories, strategies, and influences that drive marketing in foreign environments as well as the analytical tools required in practicing global marketing strategies. The course will concentrate on strategic decisions companies make about the 4P's (product, price, place and promotion) in international markets. Students will acquire knowledge on global marketing environment, development of competitive strategy, global marketing strategy development and

managing global operations. (Prerequisite: Earned a grade of "B" or above in BSA 529)

Master of Education Curriculum & Instruction (without Teaching Certification)

Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>	<u>Weeks</u>
ED 504	Philosophy of Education	3	6
ED 501	Research in Education	3	6
ED 502	Child and Adolescent Psychology	3	6
ED 508	The Exceptional Student	3	6
ED 505	Curriculum Development	3	6
ED 555	Models and Theories I	3	6
ED 552	Evaluation of Instructional Procedures	3	6
ED 556	Models and Theories II	3	6
ED 500	Comprehensive Exam	-	1
ED 517	Technology in the 21 st Century Classroom	3	6
ED 534	Teaching Literacy in the Content Area	3	6
Grand Total		30	61

Master of Education Courses for Curriculum & Instruction:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

ED 504 Philosophy of Education (6 weeks-3 credits)

ED 504 provides an examination and evaluation of varying philosophies and their influence on education. This course offers students a wide variety of experiences: examination of the

text and related materials; small- and large-group discussions and oral presentations; investigation of applicable current issues and legislation; and deep, personal reflection. The value of this course is in its potential to allow students access to a wealth of knowledge as well as the opportunity to strengthen their personal views of their roles in the field. Each student is expected not only to participate in the activities, discussion, and assignments, but also to experience the activities, discussion, and assignments through focused reading and preparation, active listening and dialogue, and purposeful writing and research.

ED 501 Research in Education (6 weeks-3 credits)

This course is an introduction to the fundamental methods, procedures, and materials of educational research. Emphasis will be placed on the basic designs, interpretation and recording of the information, and on the critical consumerism of research in education.

ED 502 Child and Adolescent Psychology (6 weeks-3 credits)

This course is a study of the basic concepts of the physical, mental, and personality development of the student from early childhood through adolescence. Special attention will be given to the continuous transaction between the child as a biological organism and the social-physical environment.

ED 508 The Exceptional Student (6 weeks-3 credits)

ED 508 is an overview of special education. Students will study the theories, characteristics, and needs of exceptional students. Course content will include the historical background and legal aspects of special education, general practices for instructional programming, and guidelines for evaluating students for exceptionalities.

ED 505 Curriculum Development (6 weeks-3 credits)

This course is a study of the principles and processes that govern curriculum planning and implementation. Students will examine theoretical, strategic, and organizational issues associated with developing K–12 curriculum. Special emphasis is given to the role of the professional staff in the process of curriculum development and evaluation.

ED 555 Models and Theories I (6 weeks-3 credits)

This course is an exploration of the theories underlying instructional strategies appropriate for use in the classroom. Students will examine theories of learning and the models of teaching that relate to those theories. Teaching strategies that have proven successful in a variety of disciplines and with students at various grade levels will be studied.

ED 552 Evaluation of Instructional Procedures (6 weeks-3 credits)

This course examines the role of evaluation in teaching and learning in an educational setting. Students will explore current theories, research, and practices in both teaching and evaluation. They will also examine the relationship between teaching and evaluation in optimizing educational opportunities for students.

ED 556 Models and Theories II (6 weeks-3 credits)

A continuation of the topics begun in ED 555. Students will discover ways of implementing appropriate models of teaching strategies at their respective grade levels and in various disciplines.

Special attention will be given to ways of interrelating curriculum areas in the instructional process.

ED 500 Comprehensive Exam (1 week-0 credits)

Comprehensive exam required for Master of Education candidates. **(Pass/Fail)**

ED 517 Technology in the 21st Century Classroom (6 weeks-3 credits)

Students in today’s schools have a digital mindset such that they expect to be entertained, receive immediate feedback and allowed multiple attempts to achieve success. In order to teach these students, teachers must find methods of instruction that capture the students’ attention, allow students to think critically and give students an opportunity to create meaningful products that demonstrate mastery of the content. Participants in this course will create a performance assessment and leading lessons which will include multiple forms of digital media, Web 2.0 resources and software tools to increase student mastery.

ED 534 Teaching Literacy in the Content Area (6 weeks-3 credits)

This course examines the application of literacy concepts used to teach all courses across the curriculum governed by the Virginia Standards of Learning. Topics include development of study and independent reading habits, reading comprehension, vocabulary, written expression, motivation, attitude, and self-assessment.

Master of Education – Administration and Supervision

Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>
ED 620	Organizational Management	3
ED 690	Research in Education & Applications to School Leadership	3
ED 612	Education Law	3
ED 613	Learning to Work with All Generations	0.5
ED 614	Human Resources and School Finance	3
ED 618	Instructional Leadership & Student Academic Achievement	3
ED 634	School Climate and School Improvement	3
ED 611	Finance in Your County	0.5
ED 615	Admin. & Supervision of Special Education & ESL Programs	1
ED 636	Professionalism: Ethics, Policy, & Professional Development	3
ED 610	Communication and Community Relations	3

ED 616	Curriculum Development and Evaluation	3
ED 617	Learning to Work with Parents and Teachers	1
ED 619	Technology and School Leadership	1
ED 691	Internship	3
ED 621	Preparing for the School Leaders Licensure Assessment	1
ED 622	Portfolio Development	1
Grand Total		36

Master of Education Courses for Instruction - Administration & Supervision:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

ED 620 Organizational Management (3 credits)

This course presents a comprehensive and practical analysis of leadership versus management at three different levels: individual, team, and organizational. It focuses on the modern educational organization that promotes empowering educators through expanding the spectrum of control, setting high expectations, advocating continuous improvement, and emphasizing innovation and creativity. This includes contemporary perspectives on ethics, networking, coaching, organizational culture, diversity, learning organizations, strategic leadership, and crisis leadership. Students will explore current leadership and management theories or concepts through case analysis and enhanced personal skill development.

ED 690 Research in Education and Applications to School Leadership (3 credits)

This course focuses on the practical uses of educational research to empower educators and strengthen leadership in today's school settings. Building on, and reviewing, the core components of research studied in earlier courses, ED 690 moves from theory to application by allowing students an opportunity to design and customize educational inquiry based on school and community needs. Further, it supports personal growth and ownership through continued reflection and discussion.

ED 612 Education Law (3 credits)

This course supports future educational leaders by analyzing legal issues that directly affects the American educational system. Focus is placed on understanding constitutional law, federal and state statutes, and case or court decisions. Topics include educational issues, torts liability, and decisions from various courts. Special attention is given to the Virginia's public school system laws.

ED 613 Learning to Work with All Generations (0.5 credits)

This seminar focuses on increasing the awareness of the generational diversity that exists within various educational settings. Students engage in continuous inquiry and reflection to examine key characteristics, motivators, and values of each generation. Useful approaches to managing and leading multigenerational staff will be explored within the context of creating a supportive and productive academic work environment.

ED 614 Human Resources and School Finance (3 credits)

This course focuses on the school administrator's involvement in generating, allocating and managing human resources and finances for public schools. Emphasis is placed on law and policy regarding school finance and resources managed by the public school. Topics include personnel policies and practices for recruitment, selection, orientation, employment, evaluation, legal issues, dismissal, and teacher-administrator relationships. Students will explore issues influencing the funding of public schools, factors that go into building a budget in public school, and policy issues for managing school resources, including personnel and physical facilities.

ED 618 Instructional Leadership and Student Academic Achievement (3 credits)

This course studies the concept of instructional leadership as a collaborative practice in the school improvement process. Students engage in continuous inquiry and reflection to examine best practices and key challenges of instructional leadership. Topics include setting high academic expectations, monitoring student achievement, analyzing data, developing teacher leaders, and creating learning-centered school cultures. These topics are critically examined to improve systems that enhance student academic progress.

ED 634 School Climate and School Improvement (3 credits)

This course examines how leaders use research to improve schools. Emphasis is placed on designing projects to enhance school culture through the application of assessment and research data. Students will explore the role of instructional leadership within the frameworks of: a standards-based curriculum, culturally responsive teaching, and assessment. They will determine how to work within district supervision and evaluation practices to improve teaching and meet the evolving needs of learners in diverse settings. Topics include data analysis, content standards, policy, and the effect of policy on climate and culture decisions.

ED 611 Finance in Your County (0.5 credits)

This seminar is designed to provide a *basic knowledge* of the issues and practices of school finance. A financial administrator will discuss the practice of school finance at the local level including specific county policy, procedure, and the needs and common issues with beginning administrators. Principal issues studied are what is worthy of funding, who contributes to that funding and in what proportions, and how the funding is raised in adequate amounts and equitably distributed. Current trends in school finance and what the future holds for education finance will be examined. Topics include basics of school and district or school division funding, budgeting practices and philosophies, school business operations, and the principles of accounting and accountability.

ED 615 Administration and Supervision of Special Education and ESL Programs (1 credit)

This course provides an overview of legal issues and supervisory responsibilities related to school programs for students with special educational needs and students whose native language is not English. Students will engage in continuous inquiry and reflection about best practices for providing supervisory support, managing competing priorities, and influencing community involvement in order to support the success of a diverse population.

ED 636 Professionalism: Ethics, Policy, and Professional Development (3 credits)

This course focuses on analyzing the moral dimensions of the teaching profession, educational policies, and educational practices. It provides a framework for ethical thinking, inquiry, and decision making in a school setting. Students investigate how educational policies, practices, and professional development reflect ethical values and how these values are grounded. This course examines aspects of educational theories, practices, and policies drawn from professional literature and practical issues encountered in field settings. It addresses a broad array of topics including the moral role of educators in a democratic society, issues of justice and caring, reflective stories about teaching and politics, and current debates about the future of American education. ***This is a writing intensive course.**

ED 610 Communication and Community Relations (3 credits)

This course serves as an introduction for prospective administrators to the social and political challenges of the educational environment. School administrators must recognize the impact of political and community factors related to establishing an effective school and community partnership. Focus is placed on key relationships within and external to the school organization. Students examine fundamental elements associated with effective communication with school personnel, media, and the external community. ***This is a writing intensive course.**

ED 616 Curriculum Development and Evaluation (3 credits)

This course is a study of the principles and processes that govern curriculum planning. Students examine sociological, philosophical, psychological, and research foundations which impact curriculum development. Special emphasis is given to the role of the professional staff in the process of curriculum development and evaluation. Principles and concepts presented in previous foundation courses (research, philosophy and psychology) are applied to this study of curriculum planning. This course also provides an opportunity for students to participate in the planning and presentation of a major team project. ***This is a writing intensive course.**

ED 617 Learning to Work with Parents and Teachers (1 credit)

This course will provide an overview of working with parents and teachers who are difficult or challenging. Students will learn about challenging behaviors, ways to handle these behaviors, and how to be politically correct when handling difficult circumstances. Effective communication strategies will be explored along with the opportunity to examine themselves and their own strengths and weaknesses.

ED 619 Technology and School Leadership (1 credit)

This course will provide an overview of the impact of technology on leadership in a K-12 environment. Topics include best practices for incorporating technology in leadership, supervision,

data collection, analysis and communication with the goal of improving student academic progress and community relations.

ED 691 Internship (3 credits)

This internship is an intensive, field-based practicum experience in leadership. Students will have the opportunity to provide practical leadership and administrative experience in a mentored and supervised environment. Please note that the internship must include a range of experiences within the K-12 school system. Students will also have the opportunity to reflect on leadership experiences.

ED 621 Preparing for the School Leaders Licensure Assessment (1 credit)

This seminar is designed to provide the student an opportunity to demonstrate knowledge and skills required by the ISLLC standards, complete authentic scenarios and assessments necessary for appropriate preparation for the ISLLC exam, and review the skills required for graduation from the Educational Leadership Program.

ED 622 Portfolio Development (1 credit)

This seminar is designed to provide the student an opportunity to build a portfolio that demonstrates competency of the ISLLC standards and VDOE competencies for administrators. The portfolio will also serve as “practice” for building the principal assessment portfolio, a new requirement from the VDOE.

Master of Education – Special Education General Curriculum K-12

Additional Licensure Requirements: Survey of Reading (3), Diagnosis and Prescription of Reading Difficulties (3), Content Area Literacy for Diverse Populations (3), Math Curriculum and Instruction Adaptation (3).

Courses

<u>Course No</u>	<u>Course Title</u>	<u>Credits</u>
ED 504	Philosophy of Education	3
ED 508	The Exceptional Student	3
ED 502	Adolescent and Child Psychology	3
ED 501	Research in Education	3
ED 569	Classroom Management & Positive Behavioral Supports	3
ED 571	Curriculum & Instruction for Students with Learning Disabilities	3
ED 516	Transition Planning and Services	3

ED 579	Assessment of Learning	3
ED 573	Practicum in Special Education	1
ED 576	Collaboration in General and Special Education	2
ED---	Comprehensive Exam	-
ED 515	Internship/Seminar in Special Education	6
Grand Total		33

Additional Virginia Special Education Licensure Courses:

ED 540	Survey of Reading	3
ED 542	Diagnosis and Prescription of Reading Difficulties	3
ED 563	Content Area Literacy for Diverse Populations	3
ED 567	Math Curriculum & Instruction Adaptation	3
Total		12

Master of Education Courses for Instruction – Special Education General Curriculum K-12:

IDS 301 Principles of Adult Learning (3 weeks-1 credit)

This seminar is the foundation for adults enrolled in the Graduate & Professional Studies Program (GPS) at Averett University. It must be taken prior to enrollment in any undergraduate or graduate degree program. It is designed to help new and returning students make the transition to the academic setting at the university level. This seminar stresses critical reading, active discussion, and reflective writing. Readings are drawn from the fields of education, philosophy, literature, psychology, and the social and natural sciences.

ED 504 Philosophy of Education (3 credits)

This course is an examination and evaluation of varying philosophies and their influence on education. The student will have the opportunity to clarify his/her position concerning basic philosophical issues in education.

ED 508 The Exceptional Student (3 credits)

This course is designed to provide an overview of the field of special education and the study of theories, characteristics, and needs of exceptional students. Attention is given to the background and legal aspects of special education, general practices for instructional programming, and individual program evaluation. This course is a specialization and core requirement of the graduate degree programs in Education.

ED 502 Adolescent and Child Psychology (3 credits)

This course is a study of the basic concepts of the physical, mental, and personality development of the student from early childhood through adolescence. Special attention will be given to the continuous transaction between the child's biological organism and social-physical environment.

ED 501 Research in Education (3 credits)

This course is an introduction to the fundamental methods, procedures, and materials of educational research. Emphasis will be placed on the basic designs, interpretation and recording of the information, and on the critical consumerism of research in education.

ED 569 Classroom Management and Positive Behavioral Supports (3 credits)

The purpose of this course is to provide study and field experiences designed to fulfill VDOE Professional Studies requirements. Study and application of classroom management and behavior management techniques, individual interventions, techniques that promote emotional well-being, teach and maintain behavioral conduct, skills consistent with norms, standards, and rules of educational environments. Diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice.

ED 571 Curriculum and Instruction for Students with Learning Disabilities (3 credits)

The purpose of this course is to provide study in the development, implementation and evaluation of programs for students with disabilities, with specific attention to the study of students with learning disabilities, intellectual disabilities and emotional/behavioral disabilities. Study will include foundations of special education and legal requirements, identification and characteristics of students with disabilities, assessment, planning curriculum and differentiated instruction, universal design, response to intervention approaches, adapting curriculum, materials, and instruction, effective research-based practice, adaptive technology, communication/collaboration/teaming, creating learning environments, and classroom management. Measurable Annual Goals, Data Collection, and Progress Monitoring will also be covered. Students will complete a practicum experience.

ED 516 Transition Planning and Services (3 credits)

This course provides study and field experiences designed to fulfill VDOE Special Education General Curriculum. Students complete field experiences to include observations in K-12 inclusion settings and site-based interviews with general educators and special educators. Placements will be facilitated by the professor. This course fulfills a three-semester hour requirement leading toward endorsement in Special Education General Curriculum PK-12.

ED 579 Assessment of Learning (3 credits)

Study and field experiences designed to fulfill VDOE Special Education General Curriculum. Core coursework includes study of assessments and management of instruction and behavior, general curriculum coursework, characteristics, IEP implementation, transitioning, student and field experiences to fulfill VDOE Professional Studies requirements. Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) will also be covered in this course. Field experiences are included in this course.

ED 573 Practicum in Special Education (1 credits)

This course is designed to provide a capstone field experience in special education. Students will receive 8 weeks of supervised field experience while working with students with disabilities in an instructional setting. Emphasis is placed upon the role of the teacher when collaborating with school personnel and families, providing instruction, and evaluation of Individualized Education Programs. Students must concurrently enroll in ED 576, Collaboration in General and Special Education. **(Co-requisite: Completion of 27 semester hours.)**

ED 576 Collaboration in General and Special Education (2 credits)

This course is designed to assist teachers and other personnel to develop consultative/collaborative skills to communicate effectively with students, families, and professionals. This course is to be taken concurrently with ED 573, Practicum in Special Education. **(Co-requisite: Completion of 27 semester hours.)**

Comprehensive Exam (1 week-0 credits)

Comprehensive exam required for Master of Education candidates. **(Pass/Fail)**

ED 515 Internship/Seminar in Special Education (6 credits)

This course is designed to fulfill six semester hours of study by providing study and student teaching field experiences in support of VDOE Professional Studies Requirements. Students are placed in area public school for special education directed teaching experience 7 weeks and supervised by public school personnel and university supervisor. Internships may include secondary, middle or elementary levels facilitated by the Dept. of Education. Students gain supervised direct teaching experience with students who have disabilities and within the general curriculum K-12. Students participate in weekly seminars concurrently with the internship. This course is a requirement for teaching licensure in special education general curriculum K-12.

The technology that will be used in each course will be added to the course description during course development.

Additional Special Education Virginia Licensure Courses of Instruction:**ED 540 Survey of Reading (6 weeks-3 credits)**

A study of the development and techniques of the major approaches to the teaching of reading. The student will develop planning strategies for reading at any level and will examine skills, methods, and materials which are appropriate for each reading approach.

ED 542 Diagnosis and Prescription of Reading Difficulties (6 weeks-3 credits)

This course is designed for a classroom-reading teacher, a reading specialist, or a special education teacher. The course focuses on planning and organizing, according to eligibility screening, pre-referrals and referrals for the administration and interpretation of a battery of assessments. A variety of formal and informal procedures are studied to help the teacher assess students reading and language preparedness. A variety of instructional strategies are studied; strategies that are appropriate for a wide range of learners and those with a variety of language difficulties. Based on assessment results, teachers write IEP's that include instructional plans for explicit instruction in assessed areas. **Prerequisites: ED540 or ED534.**

ED 563 Content Area Literacy for Diverse Populations (6 weeks-3 credits)

Instruction in this course will impart an understanding of diverse learners, their characteristics and include adapting Virginia Curriculum Standards for instruction to teach comprehension skills in all content areas, including questioning strategies, summarizing and retelling skills, strategies in literal, interpretive, critical and evaluative comprehension, as well as the ability to foster appreciation of independent reading. Vocabulary development, systematic writing instruction strategies, and study skills including time management and transitioning skills across the content curriculum for K-12 will be studied.

ED 567 Math Curriculum & Instruction Adaptation (6 weeks-3 credits)

This course is designed to provide an overview of curricular and instructional adaptations for special education math students, preK-12. Attention is given to educational implications of the various disabilities along with modifications based on best special education practice. Students will interpret student data from a variety of assessment tools to plan and make appropriate program decisions.

Graduation Requirements

Associate of Science in Business Administration

The basic requirements for an Associate of Science degree from Averett University are a minimum of 60 semester credit hours with at least 2.00 cumulative grade point average on all work attempted. Other specific requirements are listed below:

1. Students must satisfactorily complete all general education and elective requirements.
2. Students must achieve satisfactory completion of a specified major area of study.
3. Students must file an application for graduation with the Registrar's Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University's website.
4. Students must have completed all requirements for graduation in order to participate in commencement exercises.
5. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.

Bachelor of Business Administration and Bachelor of Science in Sociology/Criminal Justice

The basic requirements for a Bachelor degree from Averett University are a minimum of 120 semester credit hours with at least 2.00 cumulative grade point average on all work attempted.

Other specific requirements are listed below:

1. Students must satisfactorily complete all general education and elective requirements.

2. Students must achieve satisfactory completion of a specified major area of study.
3. Students must file an application for graduation with the Registrar's Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University's website.
4. Students must have completed all requirements for graduation in order to participate in commencement exercises.
5. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.

RN to BSN

1. Students must satisfactorily complete all General Education requirements.
2. Students must achieve satisfactory completion of a specified major area of study.
3. Students must complete the minimum of 120 credit hours.
4. Student must have a minimum GPA of 3.0 in the Nursing core courses.
5. Student must have a cumulative GPA of 2.0 or higher.
6. Student must meet all financial obligations to the University. All tuition, fees, bookstore charges, and other bills must be paid in full prior to participating in graduation.
7. Students must file an application for graduation with the Registrar's Office by designated date in the semester in which graduation is planned.
<http://www.averett.edu/registrar/senioryear/> then click on "Forms".
8. If the student exits from the University the student must graduate under the catalog that is current upon his/her readmission.
9. Students must complete all requirements for graduation in order to participate in commencement exercises.

Master of Business Administration, HRM Concentration, Leadership Concentration, and Marketing Concentration

A student will be considered eligible to receive the Master of Business Administration degree when the following requirements have been met:

1. Completion of the 41 credit hour curriculum of which no more than 6 semester credit hours may be transferred from another institution.

2. Maintenance of a 3.0 grade point average throughout the graduate program.
3. Students must not have more than two “C’s” in the program.
4. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines, and other bills must be paid in full prior to participating in graduation.
5. Students must file an application for graduation with the Registrar’s Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University’s website.
6. Completion of degree requirements within six years from the start of the student’s program.

Non-Licensure Program - Master of Education in Curriculum and Instruction

1. Completion of the 30 credit hour curriculum of which no more than 6 semester credit hours may be transferred from another institution.
2. Successful completion of the comprehensive examination.
3. Students must maintain a 3.0 grade point average throughout the program.
4. Students must not have more than two “C’s” in the program.
5. Students must file an application for graduation with the Registrar’s Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University’s website.
6. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.
7. Completion of degree requirements within six years from the start of the student’s program.

Endorsement Track - Master of Education in Administration & Supervision

1. Completion of the 36 credit hour curriculum of which no more than 6 semester credit hours may be transferred from another institution.
2. Successful submission of professional portfolio and passing scores on the SLLA (School Leader’s Licensure Assessment).
3. Students must maintain a 3.0 grade point average throughout the program.

4. Students must not have more than two “C’s” in the program.
5. Students must file an application for graduation with the Registrar’s Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University’s website.
6. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.
7. Completion of degree requirements within six years from the start of the student’s program.

Endorsement Track - Master of Education in Special Education

1. Completion of the 33 credit hour curriculum of which no more than 6 semester credit hours may be transferred from another institution.
2. Successful completion of the comprehensive examination.
3. Students must maintain a 3.0 grade point average throughout the program.
4. Students must not have more than two “C’s” in the program.
5. Students must file an application for graduation with the Registrar’s Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University’s website.
6. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.
7. Completion of degree requirements within six years from the start of the student’s program.

Licensure Track - Master of Education in Special Education

1. Completion of the 33 credit hour core curriculum of which no more than 6 semester credit hours may be transferred from another institution.
2. Completion of the 12 credit hour licensure requirement. These courses may be transferred in from another institution with prior approval by the Averett University Education department.
3. Successful completion of the comprehensive examination.

4. Students must maintain a 3.0 grade point average throughout the program.
5. Students must not have more than two “C’s” in the program.
6. Students must file an application for graduation with the Registrar’s Office by the designated date in the semester in which graduation is planned. See the University calendar for the exact dates. Appropriate forms are available on the University’s website.
7. Students must have met all financial obligations to the University in order to participate in graduation. All tuition, fees, fines and other bills must be paid in full prior to participating in graduation.
8. Completion of degree requirements within six years from the start of the student’s program.

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

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

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

Academic Honors

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

Honors Lists:

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

President’s List	4.0
Dean’s List	3.4

Awards for Honor Students

The **Malcom Knowles Award** is given to the BBA graduate with the highest GPA in all college and university work undertaken. This award is named in honor of Malcom Knowles who was a

pioneer in adult education. Dr. Knowles carefully studied self-direction in learning and informal adult education. His ground breaking research became a guide for programs like our Graduate and Professional Studies Program in delivering high quality education to those already in the workforce.

The **Frank Campbell Award** is given to the BBA graduate with the second highest GPA in all college and university work undertaken. It is named for the former Averett University president, Dr. Frank Campbell. He recognized the need to reach out to working adults who desired college degrees, but were unable to fit into a traditional model of higher education. Dr. Campbell, working with the faculty, led Averett onto the cutting edge in this area, creating an intensive program that met the needs of working adults and delivered a rigorous academic curriculum. Through Dr. Campbell's foresight, Averett has led the way in this important field.

Graduating students who have served as Class Representatives are recognized by the presentation of an Honors Cord denoting service to the University. This cord is worn as part of the academic regalia during the graduation ceremony.

I.D. Cards

In order to facilitate the use of the Mary B. Blount Library, as well as regionally contracted libraries, I.D. cards will be issued to all GPS students by the Averett University security staff. These will be disbursed by the student's Student Success Coordinator once he/she has been enrolled in the GPS program.

Inclement Weather

Due to the geographical dispersion of Averett's operations, it is essential that students, staff, and faculty maintain contact with their Regional Office when dealing with inclement weather or emergencies. Every effort will be made to conduct scheduled classes, however, this goal will be balanced by an understanding of the dangers associated with travel during hours of darkness in inclement weather.

In the event inclement weather or unsafe conditions exist on the day of a scheduled class meeting:

1. The Class Representative initiates a telephone call to the Regional Office (no later than 3 p.m.) to report conditions and obtain a decision from the regional administration regarding the postponement of class. The GPS Office notifies the instructor and the Class Representative. The Class Representative then activates the telephone chain or emails students.
2. The instructor, Class Representative, and students will mutually agree on an alternative meeting time and date to make up the missed class. The Class Representative reports this information to the regional GPS Office.
3. The Class Representative will contact the Regional Office to make arrangements for a meeting site. The Class Representative will notify the instructor and remaining class members of the change.

4. The instructor and Class Representative will decide the cancellation status of any class session in which unsafe conditions materialize after the session has begun.

5. Postponed class sessions must be completed prior to the end of the course.

Regions will broadcast cancellation notices via radio and television bulletins in the local viewing area.

ADMINISTRATIVE LOCATIONS

A staff of educational professionals who have the necessary skills, knowledge, and abilities for working with adult learners services each administrative location. Program-wide administration includes the offices of Accounting, Financial Aid, Veterans Benefits, Registrar, and the main office of Graduate and Professional Studies.

Regional administrative offices serve as an initial point of contact for students and faculty and offer services in the areas of student services, faculty affairs, admissions, and educational resources.

Central Administration

Danville Main Campus Offices
1-800-AVERETT (283-7388)

Office of the Dean of
Academics for GPS
Averett University
420 West Main Street
Danville, VA 24541
Telephone: (434) 791-7234

IDEAL Program
420 West Main Street
Danville, VA 24541
Telephone: (434) 791-4949

Registrar's Office
420 West Main Street
Danville, VA 24541
Telephone: (434) 791-5093
Fax: (434) 799-0658
email: records@averett.edu

Accounting
Averett University Graduate and Professional Studies Program
P.O. Box 2670
Danville, VA 24541
Telephone: (800) 948-2810 - Fax: (434) 791-7178

Financial Aid
Averett University
420 West Main Street
Danville, VA 24541
Telephone: (800) 283-7388 - Fax: (434) 791-5647
Email: finaid@averett.edu

Regional Offices

Central Virginia and Greater Washington Region

4880 Cox Road
Glen Allen, VA 23060
(855) 490-7736

Southern Virginia Region

512 Bridge Street
Danville, VA 24541
(800) 448-5233

Tidewater Region

638 Independence Parkway
Chesapeake, VA 23320
(855) 490-7735

Classes may be held on other college campuses, on U.S. military bases, and at permanent educational centers in Abingdon, Galax, Martinsville, South Boston, Roanoke, Richmond, Quantico, Petersburg, and Newport News, Virginia.

FINANCIAL INFORMATION

Specific program costs will be found in the recruitment literature. All tuition and fees, for current students, new admissions and readmissions, are subject to change, without notice, by the Averett University Board of Trustees. Tuition and fee payments are based upon selection of payment option.

All programs: Registration Fee (non-refundable) is \$125.00

Financial Aid

The GPS Program is non-term and students are considered enrolled full-time for Financial Aid purposes if continuously enrolled. Any breaks in attendance will impact a student's financial aid eligibility.

Information is given to applying students by their enrollment counselors concerning the financial aid process. To apply for Federal Financial Aid, please follow the steps listed online at <http://www.fafsa.ed.gov/>. Be sure that you complete all steps listed under the Graduate &

Professional Studies (GPS) Program, so the GPS Financial Aid Office will be able to receive your information. The GPS Financial Aid Office will send all notices and requests by email to the student's Averett email account as well as the email address listed on the Federal Application. Averett University is an eligible school for students to apply for the Virginia Tuition Assistance Grant (VTAG). However, at the current time, the GPS Program does not meet the eligibility requirements set forth by the State Council of Higher Education of Virginia. Any future changes will be noted on Averett's website.

Award Year

- An award year consists of a minimum of 24 credits AND 40 weeks for undergraduate students (21 credits AND 40 weeks for graduate students.)
- Students must complete all credits and weeks of attendance before they are eligible to receive additional funding for the next award year.
- An award year will be extended when there are failed, overlapped, or doubled-up classes involved, delaying future aid eligibility.

Loan Disbursements

Loan funds will be disbursed in two disbursements. The second disbursement will not occur until one-half the credits (can vary from 12-16 credits) AND one-half the weeks in the award period have been successfully completed.

Financial Aid Reminders

- Financial aid should be used for education expenses only.
- It is your responsibility to notify the Financial Aid Office if the following occur:
 - You receive funding from an outside source.
 - Changes to course schedule.
 - Changes to email, phone or home address
- Changes in your schedule or program may affect your student financial aid disbursements and future eligibility.
- Any breaks in attendance of more than 45 days, without an approved LOA, will result in the return of any unearned funds per Federal regulations and may result in a student owing Averett University any balance due on their account.
- If you take more than one course at a time, this will deplete your financial aid funds early in your academic year and **may** result in you having insufficient financial aid eligibility to cover all of your remaining courses. If this should occur, students should be prepared to make arrangements to cover remaining courses (tuition) out of pocket or with other alternative resources.
- You must maintain good academic standing to receive aid that has been awarded. Course failure will delay pending disbursements. Undergraduate students must maintain a 2.0 GPA; graduate students must maintain a 3.0 GPA. For information pertaining to academic standing refer to the Satisfactory Academic Progress policy below.

- Financial aid funds are given in two disbursements for an entire academic year. If for any reason a student does not meet the attendance/academic requirements for the academic year and funds are returned to the lender, the student may have a balance due to Averett University immediately.
- Students need to reapply for financial aid two months prior to the end of your academic year (successful completion of 24 credits AND 40 weeks for undergraduate and 21 credits AND 40 weeks for graduate students).
- NOTE: Additional information may be required to process an award. Students should respond to requests for additional documentation in a prompt manner in order to receive tuition deferment.

Book Voucher Program

Due to Federal Financial Aid regulations, Averett University (AU) has developed a book voucher program, designed to assist undergraduate, Federal Pell Grant students who qualify for financial aid, to purchase books and supplies. Book vouchers allow a fully admitted, regular student to charge their student account for the costs of required books and basic supplies (notebooks, pencils, pens, etc.). Students with expected excess financial aid may be eligible for a book voucher. Book voucher funds are not additional financial aid granted to students, however, serve solely for the purpose of purchasing books and supplies. The excess financial aid or credit may only be used at Follett, Averett's bookstore (located on Danville Virginia's main campus). Book vouchers can only be used toward a student's first payment/enrollment period.

Not all students are eligible for a book voucher.

The Financial Aid Office will determine the authorized amount based on the student's financial aid eligibility less tuition charges and other university fees. The authorized amount will equal the book voucher amount the student will be able to use in order to purchase required books and basic supplies for the student's first payment period. If the student chooses to utilize a book voucher to obtain books and supplies, the Department of Education has indicated that the institution does not need to obtain written authorization to credit the student's account with Title IV funds for books and supplies. The student may opt out of the above process implemented by signing an "Opt Out" form located at http://www.averett.edu/financial-aid/finaidforms/GPS/GPS_Book_Voucher_OPT_OUT.pdf.

A book voucher is funded through a student's financial aid package. The student's financial aid award will only be reduced for the cost of the books and shipping, which will reduce any financial aid excess funds a student may receive for their first period of enrollment.

Book Voucher Eligibility Requirements - In order to be eligible for a book voucher, a student must meet the following criteria 10 days prior to start of their enrollment:

- Fully admitted REGULAR student
- Clean FAFSA (does not have omitted, missing or incomplete data or "C" coded)
- All required verification documents submitted
- Completed Information Sheet
- Completed Authorization Form (optional)
- Submitted both the MPN and Entrance Counseling online

- Signed official course schedule with Student Support Advisor
- Must be registered for a complete academic year (24 credits and 40 weeks)
- Must have accepted sufficient funds to provide credit balance
- Completed Financial Aid Student Acknowledgement Form
- Must be Pell Grant eligible
- Must have Title IV credit balance available

- Using the Book Voucher:

The Financial Aid Office will make a determination and provide appropriate information to you. By using a book voucher you are authorizing Averett University to deduct all bookstore charges from any amount of financial aid refund due to you. Excess financial aid awards will be reduced as a result of these charges. The student is responsible to pay all bookstore charges not covered by excess financial aid funds. Financial aid funds are to be used for educational purposes only and any misuse of funds is in violation of Federal regulations. No exceptions are made to this policy.

- If your financial aid eligibility changes or your awards require re-calculation due to a change in your course schedule, you are responsible for the balance created on your student account from this book voucher.

If you do not receive your financial aid or withdraw prior to receiving your financial aid, all outstanding charges including the books charged will be your responsibility.

Payment Options

The Averett University Graduate and Professional Studies program offers four payment plans for qualified students:

Cash Plan: The Cash Plan requires that tuition be paid one week before the first night of class for each course. You can choose to have your tuition automatically charged to your credit card if you wish. Automatic payments are charged one week before the first night of class for each course. If you are using Veterans Benefits to pay for your tuition, you will be considered to be on the Cash Plan unless you apply for financial aid assistance. This is due to VA money being sent directly to the student.

If you will be using Veterans Benefits (Montgomery GI Bill- **MGIB**/Chapter 30, Montgomery GI Bill Selected Reserve- **MGIB-SR** /Chapter 1606 or Reserve Educational Assistance Program- **REAP**/Chapter 1607) to pay for your tuition, you will be considered to be on the Cash Plan unless you apply for financial aid assistance. This is because VA money is sent directly to the student.

Direct payment to Averett: If you will be using Veterans Benefits (Post 911 GI Bill/ Chapter 33 or Vocational Rehabilitation Benefits/Chapter 31), tuition and fee payment will be sent directly to Averett from the DVA.

Financial Aid: You may be eligible for Federal Pell Grants (undergraduate only) and/or Federal

Stafford Loans. To qualify for financial aid deferment of the Cash Plan, you must have completed the application process, submitted all required paperwork and documentation, two weeks before your first night of class. You must reapply for funding each year. Financial aid is based on an academic year (successful completion of 24 credits **and** 40 weeks of in-class time for undergrad and 21 credits **and** 40 weeks for graduate). Your financial aid is based on your signed calendar and changes will impact your financial aid eligibility. It is critical that you reapply for future aid prior to the end of your first academic year to ensure that your educational program is not interrupted. If you do not reapply for financial aid or are deemed ineligible to receive financial aid, you will no longer qualify for a financial aid deferment and you will be switched to the Cash Plan.

Direct Bill Plan: The Direct Bill Plan is available for you if you submit a direct bill letter approved by your company to the GPS Accounting Office. Averett University's Graduate and Professional Studies Accounting Office must receive a tuition voucher from your employer no later than one week prior to the start of a new course. It is the student's responsibility to obtain all required vouchers and assist Averett University GPS in expediting payment from the employer, if necessary. If your employment ceases with an approved direct bill company or if you do not submit the company voucher on a timely basis, you will automatically be switched to the "Cash Plan", whereas payment is due one week prior to the beginning of a new course. It is also the student's responsibility to notify the Averett University GPS Office of any employment changes that impact the Direct Bill Plan and the student's tuition charges.

Military Billing Plan: If you are currently active-duty military or a civilian government contract employee, you may qualify for the Military/Government Plan. The Averett University Graduate and Professional Studies Accounting Office must receive a Military or government tuition form/voucher one week prior to the beginning of a new course. **You must pay the portion of tuition not covered by the military one week before the first night of class.**

Veterans Educational Assistance: Application for VA benefits should be sent to the main campus for submission to DVA with enrollment certification. VA benefit eligibility does not constitute a contract for payment with Averett University. Students receiving VA Benefits are considered as cash paying students. The DVA takes approximately 90-120 days to process funds. **For more information regarding your VA benefits please call the Averett University Registrar's Office at 1-800-AVERETT (283-7388).**

The U.S. Department of Veteran Affairs will be notified (on VAONCE) when a student has withdrawn from a course, requested a Leave of Absence, or exited the program. For any interruption in pursuit of a course, Averett University will notify the Department of Veteran Affairs within 30 days of the change in student status.

Financial Aid, Veterans Benefits, Billing Contact Information and Accounting Department

All matters relating to financial resources and billing are centralized at the main campus in Danville. All inquiries concerning your account should be directed to your accounting representative. Regional GPS offices are not equipped to assist students with such matters. In addition, regional offices cannot accept payments for tuition. Please direct all phone inquiries, payments, and correspondence in these areas to the following:

Accounting

Averett University Graduate and Professional Studies Program

P.O. Box 2670

Danville, VA 24541

Telephone: (800) 948-2810 - Fax: (434) 791-7178

Financial Aid

Averett University

420 West Main Street

Danville, VA 24541

Telephone: (800) 283-7388 - Fax: (434) 791-5647

Veterans Benefits: (434) 791-7100

Averett University Registrar

420 West Main Street

Danville, VA 24541

Telephone: (434) 799-0658

Other Fees

Averett University charges a fee of \$30 for non-sufficient funds (NSF) for all returned checks.

Averett University charges late fees of \$50 for late payments or late tuition vouchers.

Refund Policy

The reservation fee is non-refundable. Refunds are computed on charges for tuition only.

Students are required to communicate their intention to withdraw from a course with both the course instructor and their Student Success Counselor. Because students are registered for courses in advance of the start date, this process must occur in a timely manner in order to ensure that appropriate grades and tuition charges are applied to the student's account. Students who fail to attend the initial and/or subsequent meetings of a course must still withdraw from a course by communicating in writing with their Student Success Counselor in order to avoid a failing grade and full tuition charge.

Withdrawal Policy for In-Class Courses

The following schedule outlines the policy for grades and tuition charges:

1. Students who withdraw prior to 6 p.m. on the first night of class will not be charged and the course will be dropped from their registration.
2. Students who attend the first night of a course or fail to contact their Student Success Counselor prior to 6 p.m. on the first night of a course will be charged 40% of the tuition. Students will be assigned a "WP".

- 3: Students who attend the second night of a course will be charged 100% of the tuition. These students will be assigned a “WP” or “WF” by their professor. Students who do not attend class or fail to contact their Student Success Counselor prior to 6 p.m. on the second night of a course will be charged 100% of the tuition and will be assigned a “WF”.
- 4: After 6 p.m. on the third night of a 5, 6, or 7 week course and after 6:00 p.m. on the fourth night of a 10 week course, if the student has attended, the professor will assign a “WP” or “WF” based on the work the student has done per GPS policy, and will be charged 100% of the tuition. If the student has never attended and has not contacted their Student Success Counselor prior to 6 p.m. on the third night, the student will receive a “WF”.
- 5: Students with extenuating circumstances may apply for an approved Leave of Absence. If the Leave of Absence is approved, then the student will receive a “WP” per Financial Aid policy.

Withdrawal Policy for Online Courses

The following schedule outlines the policy for grades and tuition charges:

1. Students who withdraw prior to 6 p.m. seven calendar days before the first night of class will not be charged and the course will be dropped from their registration.
2. Students who do not drop by 6 p.m. seven calendar days prior to the first night of a course or fail to contact their Student Success Counselor prior to 6 p.m. seven calendar days prior to the start of the course will be charged 40% of the tuition.
3. Students who attend the second night of a course will be charged 100% of the tuition. These students will be assigned a “WP” or “WF” by their professor. Students who do not attend class or fail to contact their Student Success Counselor prior to 6 p.m. on the start of the second night will be charged 100% of the tuition and will be assigned a “WF”.
4. Student with extenuating circumstances may apply for an approved Leave of Absence. If the Leave of Absence is approved, then the student will receive a “WP” per policy.

NOTE: The only difference from our in-class withdrawal policy and our online withdrawal policy is that our online courses require that students must be withdrawn **seven calendar days** before the first night of class so as not to incur a charge.

Withdrawal

If a student must withdraw from a course, he/she may receive a refund/credit. When withdrawing from a course a student must submit an official withdrawal form. It is the student’s responsibility to notify their Student Success Counselor and their instructor. Upon receipt of the official withdrawal form, Averett University will audit the student’s account, cancel any financial aid in process, process any refunds that may be due, and collect payment for any outstanding balance.

NOTE: Withdrawal from a course(s) may reduce or eliminate a student’s financial aid award. Please consult with the Financial Aid Office prior to withdrawing from courses. The University reserves the right to change its tuition rate and fees at any time. If financial aid is covering

tuition, Federal regulations will determine if a student is due any excess funds or if a tuition amount is due.

GRADUATE AND PROFESSIONAL STUDIES FACULTY, ADMINISTRATION AND CENTRAL PERSONNEL

Full-time Faculty

Lyle E. Cady, Jr., B.A., M.S., M.B.A., D.B.A.

Professor

Business Administration

B.A., Rutgers State University, M.S., Seton Hall University, M.B.A., New York University, D.B.A., Nova Southeastern University

John M. Guarino, B.S., A.M., M.B.A., Ph.D.

Professor

Business Administration

B.S., State College at Bridgewater, A.M., Dartmouth College, M.B.A., University of Connecticut, Ph.D., Syracuse University

Michael Jernigan, B.A., M.I.S., Ph.D.

Associate Professor

Business Administration

B.A., Old Dominion University, M.I.S., Ph.D., Virginia Commonwealth University

Chung Kwon, B.A., M.B.A., M.S., Ph.D.

Associate Professor

Business Administration

B.A., Yonsei University, Seoul Korea, M.B.A., Yonsei University, Seoul Korea, M.S., Florida Technology Institute, Ph.D., Virginia Commonwealth University

Phillip R. Sturm, B.S., M.B.A., Ph.D.

Professor

Business Administration

B.S., M.B.A., Murray State University, Ph.D., Virginia Commonwealth University

Jeffrey S. Woo, B.A., M.B.A., D.B.A.

Associate Professor

Business Administration

B.A., Mary Washington College, M.B.A., Averett College, D.B.A., Nova Southeastern University

Bill Lawrence, M.B.A., M.Ed.
Program Director, Education Programs/
Director of Teacher Education
M.B.A., University of West Florida, M.Ed., Lynchburg College

Education

Martha Wall-Whitfield, B.A., M.Ed., Ph.D.
Associate Professor
B.A., M.Ed., and Ph.D., Virginia Commonwealth University

Education

Pamela Giles, R.N., PhD
Dean, School of Nursing
B.S. –Nursing, Marion College, M.S., Community Health Nursing – Indiana Wesleyan University, PhD, Education – Walden University

Nurse Education

Administration

Timothy E. Fulop, B.A., M.A., M.Div., PhD
Vice President for Academic Affairs and Student Success
Stacy P. Gato, B.A.
Vice President for Enrollment Management

Central Support Personnel

Alice M. Obenchain-Leeson, B.B.A., M.B.A., D.B.A.
Dean of Academics, GPS
Kendall Carter, B.A., M.B.A.
Associate Dean of GPS Operations
Carly M. Pearce, B.S., M.S.
Director of Student Success, GPS
Marietta Sanford, B.B.A., M.B.A.
Faculty Operations, GPS
Debbie Hyler
Admissions Coordinator
Denise Garrett, A.A.S
Assistant Admissions Coordinator
Donna Schweiger
Tracking Specialist
Susan Rowland, B.B.A., M.B.A.
Director of Distance Education/ IDEAL Program
Bonnie Humphries, B.B.A., M.B.A. - with ITM concentration
Distance Education Specialist/IDEAL

GPS Financial Aid

Faye Brandon, A.A.S., B.B.A., M.B.A.
Assistant Director of Financial Aid, GPS

Julian Oliver, B.S.
Student Financial Services Counselor
Jeremy Jennings, B.S.
Financial Aid Counselor
Charles Phillips III, A.A.S., B.A.
Student Financial Services Counselor

Central Virginia and Greater Washington Regional Staff

Chazley Logan, B.A.
Student Success Counselor

Erma Neveu, B.B.A.
Military Site and Student Support Liaison

Southern Virginia Regional Staff

Pamela Harris, Senior Student
Success Counselor

Tidewater Regional Staff

Chris Ellis, B.A., M.A.
Student Success Counselor