

The background of the cover is a photograph of a brick building with a prominent white cupola topped with a dark dome and a spire. The building is set against a clear blue sky, with green tree branches visible in the upper corners. A solid dark red horizontal band is positioned across the upper third of the image, containing the title text in white.

CLAFLIN UNIVERSITY

Graduate Catalog 2021-2023

CLAFLIN UNIVERSITY
400 Magnolia Street
Orangeburg, SC 29115
(803) 535-5000, (800) 922-1276
www.claflin.edu

STUDENT RESPONSIBILITY

Each student is responsible for the proper completion of the requirements of his/her academic program as published in the appropriate university catalog. While faculty advisers are available to assist in this regard, the primary responsibility rests with individual students.

UNPUBLISHED CHANGES

Claflin reserves the right to add or drop programs and courses, to change fees, to change the calendar that has been published and to institute new requirements when such changes are necessary. Every effort will be made to minimize the inconvenience such changes may create for students. Suitable substitutions will be allowed for required courses that have been withdrawn.

COMPLIANCE WITH FEDERAL REGULATIONS

Claflin offers equal opportunity in employment, admissions and educational activities in compliance with civil rights laws set out below:

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Additional information regarding FERPA regulations may be found at the following web address:

<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Students have the right to inspect their educational records with certain exceptions. If they believe these records are inaccurate, they may request an amendment and, if denied, have the right to a hearing and to place a letter of disagreement in their file if the outcome of that hearing is negative. Students are eligible under the Act to file a complaint with the U.S. Department of Education Family Policy and Regulations Office, Federal Office Building Number 6, Room 3021, 400 Maryland Ave., S.W., Washington, DC 20202, if they believe Claflin University failed to comply with the requirements of the Act.

The University's policies and procedures for implementation of the Act are enumerated in the *Notification of Student Rights Regarding Educational Records*, copies of which are available to students at the University Registrar, 1st floor, Tingley Hall, 400 Magnolia Street, Orangeburg, South Carolina 29115.

The University does not release personally identifiable information contained in student educational records except as authorized by law. Claflin University has designated certain types of personally identifiable information as "directory information." These include the student's name; local or residence hall address; e-mail address and primary phone number; college of registration; degree program and major and minor; dates of attendance; part-or full-time status; degrees, honors, and awards received; and hometown for press release. Students may restrict release of this information if they wish and this data will not be released by the University except as authorized by law.

Section V of University Policy Against Discrimination, Articles of Incorporation of 1869

"No instructor in said University shall ever be required by the Trustees to have any particular complexion or to possess any particular religious opinion as a test of office, and no student shall be refused admission to, or be denied any of the privileges, honors, or degrees of said University on account of race, complexion, or religious opinions which he may entertain; Provided, nevertheless, that this section, in reference only to religious opinions, shall not apply to the theological department of said University."

Title VI of the Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Title IX of the Education Amendment of 1972

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. 20 U.S.C. § 1681.”

Section 303 of the Age Discrimination Act of 1975

“No person in the United States shall, on the basis of age, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

Section 504 of the Rehabilitation Act of 1973

“No otherwise qualified handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

CLAFLIN UNIVERSITY GRADUATE CATALOG DISCLAIMER (2021)

The Claflin University Graduate Catalog presents current academic policies, procedures, degrees offered, course descriptions, and information relevant to graduate programs at Claflin University.

Even though this catalog has been compiled on the basis of available information, and this information is regularly updated, users are cautioned on the following:

1. Claflin University assumes no responsibility for any editorial, clerical, and programming errors that may have occurred in the publication of this catalog.
2. All changes are published biennially. There is a lag time between the approval of changes and their publication in this catalog. However, students must adhere to all changes.
3. Students are usually entitled to graduate according to their curriculum in the catalog in effect during their first completed semester of enrollment.
4. Claflin University reserves the right to change the provisions of this catalog at any time including, but not limited to, degree requirements, course offerings, and fees as necessitated by University or legislative action.
5. It is the student's obligation to remain informed about current rules, regulations, fees, and requirements. Students should consult their academic advisers for more information.
6. The provisions of this publication are not to be regarded as an irrevocable contract between the student and Claflin University.
7. The university reserves the right to refuse admission or to revoke admission to any applicant, based upon contents of this catalog and any changes approved by the institution.

Certification of Catalog Contents

Contents of this catalog are certified to be in compliance with decisions made by Claflin University.

Karl S. Wright

Provost and Chief Academic Officer, Dr. Karl S. Wright.
August 24, 2021

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GENERAL INFORMATION

Mission

Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black University founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin is dedicated to providing a student-centered, liberal arts education grounded in cutting-edge research, experiential learning, state-of-the art technology, community service, and life-long personal and professional fulfillment.

Claflin is a diverse and inclusive community of students, faculty, staff and administrators who work to cultivate practical wisdom, judgment, knowledge, skills and character needed for globally engaged citizenship and effective leadership.

Vision

Claflin University will be recognized as a leading 21st Century institution of higher education that develops a diverse and inclusive community of globally engaged visionary leaders.

Philosophy

Claflin University was founded to provide education primarily for a people who were seriously in need of intellectual training and spiritual support. Her founders were humanitarians—courageous men with vision. These qualities are interwoven in the philosophy of Claflin.

From her earliest days, Claflin has been committed to certain principles. The Charter declares not only the academic purpose but also the Christian responsibility of the institution. The University is committed to academic enlightenment for the purpose of social justice. Service and commitment to the development of humanity are core values that guide the work of the institution.

The nucleus of this philosophy is the empowerment of students as future leaders and the development of their intellectual, social, and spiritual potential.

Accreditation

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

The University is approved by the University Senate of the United Methodist Church for listing as a United Methodist Church related institution. The School of Education is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and by the South Carolina State Board of Education. The University's School of Business is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the Bachelor of Science in Business Administration and in Organizational Management. The Department of Music is an accredited institutional member of the National Association of Schools of Music (NASM). The Department of Chemistry is accredited by the American Chemical Society (ACS). (Add ABET, CCNE and update SOE)

History – The Claflin Story

Claflin was founded in 1869 by Methodist missionaries to prepare freed slaves to take their rightful places as full American citizens. The University takes its name from two Methodist churchmen, Massachusetts Governor William Claflin and his father, Boston philanthropist Lee Claflin, who provided a large part of the funds to purchase the campus.

Dr. Alonzo Webster, a minister and educator from Vermont and a member of Claflin's Board of Trustees, secured Claflin's charter in 1869. The charter forbids discrimination of any sort among faculty, staff and students, making Claflin the first South Carolina university open to all students regardless of race, class or gender.

Claflin opened its doors with Dr. Webster as its first president. He came to South Carolina to teach at the Baker Biblical Institute in Charleston, an institution established by the S.C. Mission Conference of 1866 of the Methodist Episcopal Church for the education of African American ministers. In 1870, the Baker Biblical Institute merged with Claflin University. An act by the South Carolina General Assembly on March 12, 1872, designated the South Carolina State Agricultural and Mechanical Institute as a part of Claflin University. In 1896 the S.C. General Assembly passed an act of separation which severed the State Agricultural and Mechanical Institute from Claflin University and established a separate institution that eventually became South Carolina State University.

Since the administration of Dr. Webster, Claflin has been served by seven presidents: **Dr. Edward Cooke (1872-1884); Dr. Lewis M. Dunton (1884-1922); Dr. Joseph B. Randolph (1922-1944); Dr. John J. Seabrook (1945-1955); Dr. Hubert V. Manning (1956-1984); Dr. Oscar A. Rogers, (1984-1994); Dr. Henry N. Tisdale (1994-2019); and Dr. Dwaun Warmack (2019-present).**

Dr. Cooke left the presidency of Lawrence College to become the second president of Claflin. During his administration, a disastrous fire destroyed the Fisk Building, a proud monument designed by Robert Bates, recognized as the first certified Black Architect in the United States. In 1879 the first college class was graduated.

The Reverend Dr. Dunton, former vice president and development officer, was Claflin's third president. Dr. Dunton, a graduate of Syracuse University, was a practical educator. Under his administration the law department was set up under the Honorable J. J. Wright, a former Associate Justice of the S.C. Supreme Court; graduates were admitted to the South Carolina Bar; Claflin's property increased from six to 21 acres. After his retirement, Dr. Dunton deeded his personal home and six acres of land to Claflin.

Dr. Randolph, Claflin's fourth president, was the former president of Samuel Houston College and former dean of Wiley College. As a professional educator, he placed emphasis on a complete liberal arts education for the students who were inspired intellectually, culturally, and spiritually to launch into varied fields. The high school and upper grades were discontinued, but the first four elementary grades were retained for the teacher education program; this part of the program was later discontinued.

Dr. Seabrook, director of Morgan Christian Center, Baltimore, Maryland, became the fifth president of Claflin. Dr. Seabrook persuaded the South Carolina Annual Conference to increase substantially its annual giving to Claflin. Furthermore, he revitalized the interest of the New England Conference of the Methodist Church in the institution. The endowment was increased, and the curriculum was expanded. The college received its first accreditation by the Southern Association of Colleges and Schools in 1948.

Dr. Manning was appointed Claflin's sixth president. He was a Methodist minister and former associate professor at Claflin. Under Dr. Manning's leadership the faculty was strengthened, the endowment was increased and the physical plant was significantly expanded.

Dr. Oscar A. Rogers, former dean of the Graduate School at Jackson State University, became Claflin's seventh president. Under his administration the enrollment and endowment increased, the Grace Thomas Kennedy building was constructed, the financial base of the college improved, and two capital campaigns were completed.

Dr. Henry N. Tisdale, Claflin's eighth and current president, was former senior vice president and chief academic officer at Delaware State University. Dr. Tisdale brought a wealth of scholarly achievement and demonstrated leadership to the University. He declared academic excellence the number one priority for Claflin. The first steps, designed to enhance the academic environment, included the establishment of the Claflin Honors College and the Center for Excellence in Science and Mathematics, and the national accreditation of many academic programs. Graduate programs established include the Master of Business Administration, the Master of Science in Biotechnology and the Master of Education. Facilities enhancements include construction of the Living and Learning Center, Legacy Plaza, the Student Residential Center, the Music Center, the James and Dorothy Z. Elmore Chapel, and the Molecular Science Research

Center. Under Tisdale's visionary leadership, Claflin University is gaining recognition as one of the premier undergraduate teaching and research universities in the world.

Dr. Dwaun J. Warmack

Dwaun J. Warmack serves as the 9th President of Claflin University. He has more than 20 years of progressive administrative experience in higher education at six distinct institutions. Dr. Warmack provides a brand of leadership that is characterized by an unqualified insistence on data driven decision-making and a commitment to higher education's current best practices. A visionary with a unique understanding and appreciation for today's Generation Z students, he is committed to academic integration and the holistic development of students. Dr. Warmack earned a bachelor's degree in education and master's degree in sociology from Delta State University. He earned his doctorate in educational leadership with a specialization in higher education from Union University in Jackson, Tennessee, and completed post-doctoral training at Harvard University. Dr. Warmack is married to LaKisha Warmack and they have one daughter, Morgan.

The Campus

Claflin's historic 46-acre campus is located in Orangeburg, South Carolina, on a site formerly occupied by the Orangeburg Female Academy. A city of 13,000, Orangeburg is located 40 miles southeast of Columbia, the capital of South Carolina.

University Buildings

Administration

Tingley Memorial Hall – Constructed in 1900, this building was erected by Mr. Samuel Herbert Tingley of Rhode Island in memory of his beloved wife, Mrs. Adella Malvina Tingley. Tingley Hall is listed in the National Register of Historic Places.

Academic Buildings

Bowen Hall - Constructed in 1900 and formerly housing the college's library, it presently houses the School of Education, the General Education Computer Laboratory and the Freshman College.

Calhoun-Downs-Laymen Hall - Constructed in 1949 for use as a science facility, this structure currently houses a number of campus units, including the Division of Student Development and Services, the offices of Counseling and Placement and Cooperative Education. The Department of Art occupies the entire second floor of this facility. The University's bookstore also is located in this facility.

Grace T. Kennedy Business and Communications Building - Constructed in 1992, this building houses classrooms and offices for the School of Business, the Department of English, and the Department of Mass Communications. The building is also home to the campus television studio and radio station.

Hubert V. Manning Library – Named after the sixth president of Claflin University, the library was dedicated in 1967. Renovated in 2002-2003, the library maintains and circulates current holdings of more than 167,000 books, bound periodicals, microforms, and audio and video recordings. It subscribes to numerous print periodicals and several online full-text periodical databases.

Jonas T. Kennedy Health and Physical Education Center - Constructed in 1980 through the generosity of Dr. and Mrs. Jonas T. Kennedy and The United Methodist Church, this building houses the Health and Human Performance program. The 2,000-seat Edward L. Tullis Arena also is located in JTK and is the venue for athletic events and convocations.

Arthur Rose Museum – Formerly Lee Library and constructed in 1898, this is one of the oldest remaining structures on the campus. It is named in honor of one of the University's renowned artists.

Henry N. Tisdale Molecular Science Research Center - Constructed in 2009, the Molecular Science Research Center is a modern state-of-the-art facility. It has nine faculty offices, two lecture rooms, a Graduate Student Post-doctoral office/study suite and research support areas, including a Molecular Virology facility with an Imaging Suite, Sequencing Suite and Tissue Culture Laboratory, a Spectroscopy Laboratory,

Electron Spin Resonance Laboratory, X-Ray Diffractometer Laboratory, two NMR rooms (300 MHz and 700 MHz), Laboratory Preparation Rooms and Storage Rooms.

W. Vernon Middleton Fine Arts Center – Constructed in 1968, this facility contains several classrooms, faculty offices, and teaching studios. It also houses the Daniel C. Moss Auditorium, a 600-seat performance hall used for concerts, theater productions, recitals, and lectures. This building presently houses the administrative offices of the School of Humanities and Social Sciences.

James S. Thomas Science Center - Constructed in 1973, this building is named in honor of Bishop J. S. Thomas, a prominent Claflin alumnus. It houses classrooms, laboratories, and faculty offices for the School of Natural Sciences and Mathematics.

Trustee Hall - Constructed in 1893, Trustee Hall is the oldest remaining campus structure.

University Music Center - Constructed in 2004, this modern structure is home to the nationally accredited Department of Music. It contains ample rehearsal space, several teaching studios, classroom space, practice rooms, and a state-of-the-art audio/visual technology center.

Student Residential Buildings

C. L. Asbury Hall – Constructed in 1961 to replace Wilson Hall, this three-story structure is well-equipped to accommodate 140 young women.

Claflin Commons, a 64,000-square-foot residential living complex that opened in September 2014, has been touted as a new gateway to Claflin University from Goff Avenue. This residential complex houses 200 students and includes a seminar room for student meetings and a fitness center in keeping with the university's campus-wide wellness initiative. The facility's innovative design and comfort enhance students' living and learning experiences. The facility is comprised of two three-story wings, one housing 100 men and the other, 100 women.

Fred P. Corson Hall - Constructed in 1964, this residence hall's first floor houses a comprehensive center for student services and the Orange-Maroon Room. The upper floors provide housing for 62 women.

Mary E. Dunton Hall – Constructed in 1957, this residence hall provides housing for 116 female students. It was named in honor of Mrs. Mary E. Dunton, wife of Claflin President Lewis M. Dunton.

High-Rise Residence Hall – Constructed in 1970, this residence hall provides housing for 216 male students.

Kleist Hall – Constructed in 1998, this residence hall serves as the central residential tower for women. Rooms are designed in suites, and each hall contains study rooms and computer labs. Kleist Hall honors the gift of Peter D. and Eleanore A. Kleist.

Student Residential Center – Constructed in 2004, the Student Residential Center includes four state-of-the-art residence halls: **North Hall, South Hall, East Hall, and West Hall** provide housing for 300 students. The quad apartment-styled suites consist of four single occupancy bedrooms, two full bathrooms, a common living space, and a dining area. Each suite is technologically equipped with Internet, telephone, and cable television connections. There are a series of computer study rooms for students and comfortable accommodations for residence hall directors.

Other Buildings

The **Campus Center** houses the post office, student government offices, game room, and the campus snack bar, *The Paw*. Non-residential students find it a convenient and useful place to go between classes.

Dunwalton – Constructed in 1971, this structure serves as the residence for the President of the University. It was named in honor of President Lewis M. Dunton and provides an inviting environment for events the President of the University may hold there from time to time.

The **James and Dorothy Z. Elmore Chapel** – Constructed in 2005, this \$3-million building replaced the T. Willard Lewis Chapel, which was razed in 1968. This grand structure serves as a spiritual resource for the Claflin University community and has a seating capacity of 450.

Ministers' Hall – Constructed in 1919, this brick structure was used as a dining hall until the fall of 1964. It currently serves as an all-purpose facility for formal meetings, conferences, and performing arts events. This building features an auditorium and library that are named in honor of alumnus and former South Carolina Supreme Court Chief Justice Ernest A. Finney.

The **Student Health Center**, a 1,500 square foot structure that opened in November 2013, includes a lobby, two exam rooms, the nurses' station, two bathrooms, lab, conference room, office for the doctors, small break room and file room. It serves between 200 and 300 students a month.

The **University Dining Center**, constructed in 2004, is the central connecting point of the Student Residential Center, providing the campus with a two-tiered dining hall that accommodates 450 students at one seating. **The 1869 Club** – Also part of the University Dining Center, its primary patrons are faculty, staff, and guests of the University. It offers an elegant dining environment for special University and community events.

The Claflin University Visitors Center – Constructed in 1948, the Claflin University Visitor's Center is the site of the former East End Motor Company. It houses the Office of Online Education, which provides support to students, faculty, and staff engaged in online courses. The lounge area is equipped with Wi-Fi and study areas.

ENTERING CLAFLIN

Graduate students are admitted to Claflin University through a cooperative effort between the Office of Admissions, the Office of Professional and Continuing Studies, and the university's schools and departments. After reviewing a student's credentials, a faculty committee makes a recommendation to the Chairpersons and Deans. Admissions decisions are coordinated by a faculty member who serves as the Graduate Coordinator in each academic department. The department to which a student has applied may choose to inform a student that they have recommended his/her acceptance, but official notice of admission (or declination) is provided by the Office of Admissions.

Admission Criteria

Application is made in writing and submitted to the Office of Admissions accompanied by an application fee which is neither deductible nor refundable. Claflin University accepts VISA, MasterCard, Discover, money orders, and cashier's checks. Please make payments payable to Claflin University.

Please refer to each graduate program section of this catalog for application deadlines. The application for admission and supporting credentials must be received in the Office of Admissions by the published deadline. Materials submitted in support of an application cannot be returned.

Students admitted to graduate study at the university must also be admitted to the degree program to which they have applied prior to registering for courses. Students should contact the director of the graduate studies in the program of interest.

1. Possession of a bachelor's degree, or its equivalent, from an accredited college or university.
2. Three official transcripts of all previous academic work attempted beyond high school. Transfer credit posted on the records of other institutions is unacceptable and official transcripts of these credits must be supplied.

Note: For evaluation, international applicants should send their transcripts to World Education Services (WES):

World Education Services
P.O. Box 5087, Bowling Green Station
New York, NY 10274-5087
www.wes.org

3. Official copies of satisfactory test scores on applicable standardized test (i.e. GMAT, GRE). Students (including international students under special circumstances) already in possession of a graduate degree need not submit GRE scores.
4. At least three letters of recommendation from persons familiar with the applicant's personal and professional qualifications.
5. An essay describing the applicant's objective in undertaking graduate study.

International students from non-English-speaking countries must submit final scores on the Test of English as a Foreign Language (TOEFL) or the equivalent. These scores are considered in the admission process.

Special Admissions Criteria

Applicants seeking special admissions may petition with a letter to the dean of the school to which they are requesting admission, i.e., School of Business, School of Education, School of Humanities and Social Sciences or School of Natural Sciences and Mathematics. To petition the respective Dean of the School, applicants should send their letter explaining why they are seeking special admission for any specific reason with relevant documentation to support their request.

Deadlines

All applicants should consult individual graduate programs (of interest) for additional guidelines and deadlines specific to that graduate program of study.

International Students

Claflin is authorized under federal law to enroll non-immigrant alien students. International students seeking admission to Claflin must meet all entrance requirements. International students are advised to inquire about necessary tests at least one year in advance of the anticipated date of admission and to apply early in the academic year.

Except in countries where English is the official language, the applicant is required to show proficiency in oral and written expression as evidenced by satisfactory achievement on the Test of English as a Foreign Language (TOEFL) or the International English Language Test Systems (IELTS). Probationary admission will be considered for applicants who lack proficiency in English. Such students will be given special instruction in English before admission as a regular student is granted. The applicant is also required to provide sufficient evidence that adequate financial resources are available to defray the cost of his/her educational expenses while attending Claflin.

The following must be sent to Claflin University and on file in the Admissions Office before a decision regarding admission can be made:

1. An application fee in U. S. dollars should be sent in the form of a money order or certified check made payable to Claflin University. Cash should not be sent.
2. Must meet all the Admissions Criteria as stated in this Graduate Catalog.

3. Official certificates and/or final secondary school records, university transcripts, mark sheets, and official translations if the document is in another language should be provided. For evaluation, international applicants should send their transcripts to World Education Services (WES):

World Education Services
P.O. Box 5087, Bowling Green Station
New York, NY 10274-5087
www.wes.org

4. Scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Test Systems (IELTS) are required for applicants whose native language is not English. Once the application has been received, the Office of Admissions will inform the student whether he/she must take this test.
5. For information on the TOEFL test, applicants may write to:

Test of English as a Foreign Language
Educational Testing Service, Box 899
Princeton, New Jersey 08540
www.ets.org

Applicants must be prepared to sponsor themselves. Limited scholarships and/or financial aid are available for entering students from other countries. The I-20 form (Certificate of Eligibility) is not issued until the applicant has (1) been accepted by the Office of Admissions, and (2) submitted a financial statement indicating how fees will be paid while attending Claflin.

The U. S. Department of Homeland Security rules governing non-immigrant “F-1” foreign students require that all persons in this category pursue a full course of study. This means that graduate students must register for a minimum of 9 credits. Any modification of this requirement that results in a course load of less than this minimum must be authorized by the Registrar. Failure to observe these requirements will cause students to be ineligible to receive the I-20 form to support their nonimmigrant status.

EXPENSES AND FINANCIAL AID

General Expenses and Information

Among the private universities in the state of South Carolina, Claflin is one of the most economical to attend. Tuition and fees are set by the administration and approved by the Board of Trustees annually. All fees listed are subject to change, by board action, without notice.

All fees are due and payable at registration. Payment must be made in cash, by money order, VISA, MASTERCARD, DISCOVER, or by cashier’s check (in U.S. currency only). Personal checks are not accepted. In paying into a student’s account, parents/guardians are advised to send remittances made payable to Claflin University to the following address:

Claflin University
400 Magnolia Street
Orangeburg, SC 29115
Attention: Fiscal Affairs Cashier

No part of a remittance made payable to Claflin will be given to a student. Students are required to have sufficient funds to pay all entrance fees and expenses at the time of registration.

Tuition and Fees (Subject to Change)

Information regarding tuition, fees and special fees is available in the Office of Fiscal Affairs at Claflin University, located in Tingley Hall Suite 3, and on the university’s website via MyClaflin.

Indebtedness to the University

Students will not be permitted to register for classes until all prior balances due to Claflin are paid.

Veterans are expected to make arrangements to have the necessary funds to cover all expenses for at least two months, or until their educational assistance checks are available from the government.

Refund Policy

When a student has been accepted by Claflin and is duly registered, he/she has explicitly entered into a contract with the institution for the semester in which he/she is registered. Therefore, all fees applicable for that semester will be non-refundable.

The institution recognizes that from time to time there may be extenuating circumstances that affect the registration status of a student. Therefore, the following refund policy shall apply when a student voluntarily withdraws from a class or the institution:

Tuition:**Refund Withdrawal Period:**

% of Days Attended	Refund % Allowed
6% or less	100%
12% or less	80%
18% or less	60%
24% or less	40%
Greater than 24%	0%

Meal Charges

Meal charges are non-refundable

Room Charges

The room contract is for the full semester; therefore, the student is responsible for the full semester charge.

Room application fees are nonrefundable except when the university's housing department is unable to assign housing. A student may be entitled to a refund if he/she withdraws prior to the mid-point of the semester. Such refund will be on a pro-rata basis. In no case will a pro-rata refund apply after 60% of the semester has passed.

Programs of Financial Assistance

The Office of Student Financial Aid at Claflin attempts to remove financial barriers for students and parents by making every effort to meet the demonstrated need of all students to the extent funding will permit. Financial aid includes scholarships, grants, loans and employment, which may be offered to students singly or in combination. At Claflin, we believe that a quality Financial Aid Program contributes to a student's success and helps to prepare the student for the workplace, graduate and professional school, and a global society. The Office of Student Financial Aid strives to provide for the timely delivery of financial assistance to eligible students, many of whom would be unable to attend college without such assistance.

How to Apply for Financial Aid

In order to be considered for financial aid at Claflin, students must first apply and be accepted for admission. Students who have attended another college or university must submit official transcripts from each school previously attended to the Office of Financial Aid.

Note: Students should not wait for a notice of acceptance before submitting their financial aid application. Students are encouraged to apply for financial aid as soon as possible after January 1 of each year.

All applicants who wish to be considered for federal and state financial aid must fill out a Free Application for Federal Student Aid (FAFSA) via www.fafsa.ed.gov. In order for the Office of Student Financial Aid to receive notification of a student's FAFSA, the school code for Claflin University must be listed. The school code for Claflin University is 003424. A PIN number is necessary for all online applications. Students and parents may apply for a pin number at www.pin.ed.gov. If the pin number is misplaced, a duplicate can be requested through the pin website.

All male students must register with Selective Service. Registration can be completed and submitted online via www.sss.gov.

Continuing students completing the renewal FAFSA can submit an online application via www.fafsa.ed.gov.

For additional information on Financial Aid, call the Office of Financial Aid at (803) 535-5334 or 1-800-922-1276 or go to the Claflin Website at www.claflin.edu.

Students from out of state should seek assistance from their state grant agencies. Renewal of financial aid is not automatic. Applicants must re-apply each year. Students who receive loans, scholarships, and grants that exceed estimated financial need may have adjustments.

A student may refuse part or all of the aid offered. In such cases, it becomes the financial responsibility of the student and his/her parents to provide the balance of the aid not accepted.

Satisfactory Academic Progress

In compliance with federal regulations, Claflin University is required to establish policies and procedures to monitor the academic progress of students receiving federal financial aid. As a condition for continued eligibility for Title IV Student Financial Aid Assistance, students must make Satisfactory Academic Progress toward earning a degree. This policy applies to the following types of financial assistance: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan (formerly NDSL) and the Federal Family Educational Loan Program. Claflin University measures Satisfactory Academic Progress according to two standards:

- A qualitative standard – the student's cumulative grade point average (GPA).

Accepted graduate degree seeking candidates must maintain a grade point average of 3.0 on a 4.0 scale and earn no more than one "C" in any course to remain in good academic standing.

If the GPA falls below 3.0 a student will be given one semester of probation in order to regain the necessary 3.0 cumulative GPA. This may vary depending on the graduate program. See your graduate program for relevant details. During the semester, the student may be eligible for financial aid but he/she will not be eligible to receive any institutional financial support. A student who manages to regain satisfactory academic standing (3.0 or greater) may reapply for institutional financial support. Progress during this period will be monitored by the Graduate ryrs.

- A quantitative standard consisting of two components:
 - The maximum time frame a student is allowed to complete degree requirements. Claflin University students may remain eligible for financial aid for a maximum of 150% of the total semester credit hours required to receive a degree (e.g., 36 semester credit hours x 150% = 54 maximum allowable attempted semester credit hours for financial aid eligibility).

Graduate students must register for nine (9) credit hours each academic semester to be enrolled at full-time status. In accordance with the requirements of the quantitative standard, a full-time student is expected to complete all degree requirements within five years.

All non-degree credit courses and transfer courses (for those degree programs for which transfer credits are accepted) taken by a student are included in both components of the quantitative standard. Official withdrawals from courses before the final withdrawal date are not included in the qualitative standard; however, all withdrawals from courses after the final withdrawal date will be calculated as attempted hours and included both in the quantitative and qualitative standards.

Student transcripts will be monitored at the end of each semester to determine eligibility for continued financial aid and satisfactory academic progress by the dean's council. If a student does not remain in good academic standing (3.0 on a 4.0 scale) as specified in each of the graduate programs he/she will be placed on probation; however, a student may remain eligible for federal financial aid on a probationary status.

If at the end of the probationary period, a student fails to meet the probationary conditions described above, the student's institutional financial aid will be suspended.

New Students

Students entering Claflin University for the first time as graduate students, if otherwise eligible, are in good academic standing and considered in compliance with good academic standards.

Repeated Courses

Students may repeat previously passed courses ONCE and remain eligible as full-time students and entitled to receive Title IV funding. If a student successfully passed a course and subsequently failed it, the attempted hours for this course will be subtracted from the total hours enrolled in to determine Title IV eligibility. Students may repeat failed courses until passed.

Withdrawals

Students withdrawing from the University after receiving financial aid will be placed on probation immediately. Withdrawing from the University twice within the same academic year will result in immediate suspension of eligibility for financial aid including all state and federal student loan programs. A suspended student may be reinstated in the financial aid program after the completion of at least one semester of part-time study at his/her own expense or two semesters if the suspension is the result of two withdrawals during the same academic year. A student may also be reinstated following a successful appeal to the Financial Aid Appeals Committee.

Appeals

A student who is determined to be on probation or ineligible to receive financial aid and subsequently loses financial aid may file a written appeal to the Financial Aid SAP Committee through the Office of Financial Aid. The appeal must include a formal letter stating the nature of the appeal, a completed appeal form, and all relevant documentation to be considered by the committee. All appeals must be submitted by June 30 for fall semester enrollment and December 30 for spring semester enrollment. If extenuating circumstances are proven, the student's aid may be reinstated on a probationary status and will be evaluated each semester based on the academic merit of the student. All terms of the appeal approval must be met. If extenuating circumstances are not proven, then the student's aid will be suspended for the next two semesters. Reinstatement for subsequent semesters will be allowed if the student meets the University's standards for Satisfactory Academic Progress.

Amendments to this Policy

This policy will be amended as applicable federal and/or state laws and regulations are changed. Upon approval of all pertinent governing bodies, the Director of Financial Aid is authorized to incorporate changes required in this policy by federal or state laws or regulations. Other amendments to this policy, not required by changes in laws or regulations, will be considered through the institutional process for revisions of policy.

Grants and Loans

The Teacher Educational Assistance for College and Higher Education (TEACH) Grant Program: The TEACH Grant is for undergraduate and graduate students who teach in a low-income elementary or secondary school in a high-need field (mathematics, foreign language, bilingual education and English language acquisition, special education, reading, etc.). Other high-need fields must be listed in the

Department of Education's National Listing of Teacher Shortage Areas. This information can be accessed at www.ed.gov/about/offices/list/oep/pol/tsa.pdf.

Students eligible to receive this grant are undergraduate or graduate students enrolled in a postsecondary teacher credentialing program, and current or former teachers or retirees. The student must be enrolled in coursework necessary to begin a career in teaching; or plan to complete necessary coursework to begin a career in teaching; be above the 75th percentile on one part of the admissions test (such as the SAT, ACT, GRE, etc.); or have at least a 3.25 cumulative GPA for each period in high school or college for first-year students and in college for other students; or meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative grade point average of at least 3.25).

The TEACH Grant provides up to \$4,000 a year in grant assistance to students who are completing or who plan to complete coursework needed to begin a career in teaching.

In exchange for the grant, a student must sign an Agreement to Serve as a full-time teacher in a certain high-need field for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. TEACH Grant recipients must submit evidence of employment as certified by the chief administrative officer of the school upon completion of each year of teaching service.

If the grant recipient fails or refuses to carry out his or her teaching obligation, the amounts of the TEACH Grants received are treated as an unsubsidized Direct loan and must be repaid with interest.

The Federal Direct Stafford Loan Program: These are low-interest loans that the federal government pays directly to students through their schools. They include *Federal Stafford Student Loans*--subsidized (need-based) or unsubsidized (with no need). For subsidized loans, the government pays the interest charges; for unsubsidized loans, students are responsible for interest.

Claflin University is a Direct Lending institution as of July 1, 2010. All students receiving federal Stafford loans are required to complete online Entrance Counseling and a Master Promissory Note with the United States Department of Education. The U.S. Department of Education will be the lender.

After a student graduates, leaves school or drops below half-time enrollment, he/she has six months before he/she begins repayment. Students receive information about repayment in the mail. However, students are responsible for beginning repayment on time, even if they do not receive the information. Under certain circumstances, students may be eligible to receive a deferment or forbearance on their loans. For information about their Federal Loans, students should contact Claflin's Default Management Officer at 803-535-5813.

Other Resources for Students

Veterans Educational Benefits: Certain armed services veterans and dependents who qualify under federal laws administered by the Veterans Administration are eligible to receive educational benefits. For information about veterans' benefits, contact the county or state Veterans Administration or Claflin's Veterans Affairs Coordinator, located in the Office of Student Financial Aid, Corson Hall.

Vocational Rehabilitation: A student with a mental and/or physical handicap that requires special training to obtain gainful employment may qualify for assistance through Vocational Rehabilitation to attend college. The student should contact the Vocational Rehabilitation Office in his/her county.

Veteran Services

Veteran Services Eligibility Policy

Institutions of higher learning having students enrolled who are pursuing an educational objective and receiving educational assistance from the Veterans Administration under the provisions of Chapters 30, 31, 32, 35, or 1606, Title 38, United States Code, are required by Federal VA Regulations to set standards of progress and submit them to the License Division of the South Carolina Commission on Higher Education for approval. The standards of progress are as follows:

1. Grading system
2. Records kept by the school
3. Attendance policy

Academic standards of progress and attendance are covered under school standards of progress as specified and required by the U.S. Department of Veterans Affairs (DVA). The Claflin University Office of Veteran Services can be reached at (803) 535-5813 or (803) 535-5720.

VA Policies and Procedures

The following policies and procedures are of primary concern to veterans and other eligible persons who receive veterans benefits, collectively referred to in the text as “veteran”:

Enrollment Certification

Certification will be completed by the Claflin University VA Certifying Office in the Office of Student Financial Aid (located in Corson Hall). Certification is required for eligible students who wish to receive VA educational benefits. Students must complete the appropriate application and submit it with supporting documentation to the VA Coordinator. All VA students must complete and submit a request for VA Certification in order for VA Educational Benefits to be processed.

The VA requires that eligible students must be admitted and accepted into an institution of higher learning and have completed the registration process (which includes a schedule) before they may receive VA educational benefits. However, those students admitted as “provisional,” or students enrolling for prerequisite courses required for admission into a professional degree program or school, may request VA certification if they provide appropriate documentation. Only the federal VA has the final authority to award benefits to students in such admissions categories.

Veterans Dropping a Course

Veterans who drop a course, resulting in a reduction in DVA training time (i.e., full-time to 3/4 training time, etc.), should promptly report the reduction to the Veterans Coordinator. A drop after 30 days from the beginning of the semester will create an overpayment of benefits computed from the first day of the semester if the drop results in a grade of “W.” The DVA will take into consideration any mitigating reasons causing the student to drop the course. Veteran students should report any mitigating circumstances to the DVA Regional Office.

STUDENT DEVELOPMENT AND SERVICES

Claflin University is wedded to the idea that academic achievement is facilitated by a well-balanced and well-rounded program of student activities and services. As the name implies, Student Development and Services operates primarily for students. This unit seeks to serve students both directly and indirectly: directly in that it anticipates and provides for their physical, emotional, and spiritual needs and indirectly in that in its totality it helps to build the morale of the student body.

University Health Services

The staff of health services includes one physician and a nurse who are available for medical diagnosis of Claflin students. The individual student is evaluated by use of the required medical history report and the required proof of mandated immunizations, which is a part of the admission process. Available medical services include primary medicine, nursing diagnosis, and managing common, acute, and chronic illnesses. Specialty Care Services are provided by outside local agencies for health problems that cannot be treated on campus. The university maintains a Health Center that is equipped to handle minor ambulatory illnesses or injuries. The Regional Medical Center, which is located near the campus, has facilities to treat illnesses of a more serious nature.

Consultation with or without treatment by physicians other than the university physician is at the expense of the student. In case of emergency, and if the institution is unable to notify parents, Claflin will call in expert assistance and act upon such advice if it is considered in the interest of the student. Parents are responsible

for expenses incurred in emergency treatment unless they specifically notify authorities that medical assistance must not be rendered.

Insurance

All enrolled Claflin students are covered by health and accident insurance. The institution provides accident and sickness coverage for all full-time undergraduate students registered for the academic year. Students are covered from the first to the last date a student is required to be on campus. This health insurance is secondary. The student's primary health insurance will be billed first by an outside healthcare provider that can handle the event of an emergency, accident, or sickness. Students are strongly recommended to have health insurance coverage. The Health Center will not be responsible for any claims or otherwise for treatment rendered by outside physicians not employed on the medical staff at Claflin University.

Career Development and Services

The Office of Career Development provides comprehensive resources and services to assist students in developing career plans. Upon graduation, students will have had exposure to programs and resources necessary for them to join the workforce and/or attend graduate or professional school.

Students are engaged from their freshman year to graduation by receiving career planning workshops, experiential education (internship and co-op) opportunities, career and graduate school fairs, on-campus recruiting programs, graduate and professional school recruitment events, and educational networking forums with alumni. Also, students can take advantage of individualized career guidance from staff.

The diverse talent of students attracts recruiters from the private, public, and non-profit sectors, and from graduate/professional schools.

Career Planning

It is important for you as a first-year graduate student to implement a career plan and complete steps necessary to accomplish your career goal. Taking proactive steps will help you in achieving your desired outcome as you matriculate. We provide resources and tools to assist you in accomplishing your career goals.

On-Campus Recruiting

Employers and alumni visit the campus to conduct career-related workshops (resume writing, mock interviews, professional branding, workplace etiquette, leadership training, and networking symposiums). On-campus recruiting occurs in the form of information sessions, interviews, and career fairs.

Information Sessions and Interviews

Information sessions can be a great way to partner with employers interested in introducing their company to students, providing additional information about employment opportunities, and sharing valuable information. Oftentimes, for convenience, first interviews take place on campus in the Office of Career Development for the company's hiring needs (internships, co-op programs, part-time and full-time employment).

Career Fairs

Career fairs occur during the fall and spring semesters. Always take time to attend the events, as they are used by employers to look for talent to interview and hire for internships, cooperative education, part-time, and full-time employment. You can also meet recruiters and executives that can become professional mentors.

Graduate and Professional School Fair

The Graduate and Professional School Fair occurs every fall semester. During the event, recruiters from various graduate and professional schools provide students with information about admission requirements, research opportunities, funding options—fellowships, scholarships, and graduate assistantships. As you develop your career plan, consider graduate and/or professional schools.

Student Regulations

All students are expected to acquaint themselves, immediately upon entrance, with rules and regulations governing Claflin University, and to conform to other requirements announced from time to time. The Code of Conduct outlines the exemplary behaviors expected of a student both as an individual and as an ambassador of the University. The code applies to each student who is enrolled, whether on campus or off, during sessions or in between semesters. The purpose of publishing disciplinary regulations is to give students general notice of prohibited behavior. *The Graduate Student Handbook* includes a complete copy of regulations and will be provided to each student and may be secured, upon request, by parents or guardians.

Statement of Policy Concerning Academic Dishonesty

Code of Honor Policy Statement

Claflin University prohibits all forms of academic or scholarly dishonesty, including written or oral examinations, term and research papers or theses, modes of creative expression, and computer-based work.

Scholarly dishonesty includes lying, cheating, plagiarism, collusion, and the falsification or misrepresentation of experimental data. (For social behavior, see Claflin University Student Handbook: Code of Conduct and Code of Ethics.)

Code of Honor Pledge

In my enrollment at Claflin University, I do hereby solemnly pledge that I will adhere to the Code of Honor. As a Claflin University Student, I do solemnly pledge to uphold the integrity of Claflin University. I will not participate in nor tolerate dishonesty in any academic endeavor.

Council for the Code of Honor

The Claflin University Council for the Code of Honor shall be comprised of seven students. Four will be nominated by the Deans, one by the Director of Continuing and Professional Studies, one by the Vice President for Student Development and Services, and one graduate student who must be in good standing. Nominated undergraduate students must be sophomores or above with a minimum grade point average of 2.5. Each member may serve a term of two years. The first appointment cycle will be staggered: One-half of the Council is appointed for a one-year term and the other half for a two-year term. Students shall be recommended to the Provost for approval by the President. A faculty consul shall be appointed to advise the Council for the Code of Honor. The Council for the Code of Honor shall hear, deliberate, adjudicate and make recommendations to the Provost for final disposition.

Code of Honor Definition of Violations

1. Academic Dishonesty – This includes any other act (not specifically covered in previous provisions) that compromises the integrity of a student or intrudes on, violates, or disturbs the academic environment of the University Community. Examples include attempting or agreeing to commit, or assisting or facilitating the commission of, any scholastic dishonesty, failing to appear or testify without good cause when requested by the Council for the Code of Honor, failing to keep information about cases confidential, supplying false information to the Council for the Code of Honor and accusing a student of a violation of this Code in bad faith.
2. Cheating – This act implies an intent to deceive. It includes all actions, using electronic or other devices, and deceptions used in the attempt to commit this act. Examples include, but are not limited to, copying answers from another student's exam and using a cheat sheet or crib notes in an exam.
3. Collusion – This is the act of working together on an academic undertaking for which a student is individually responsible. Examples include, but are not limited to, sharing information in labs that are to be done individually.
4. Plagiarism – Plagiarism is representing the words or ideas of someone else as one's own. Examples include, but are not limited to, failing to properly cite direct quotes, the false utilization of copyrighted material and the failure to give credit for someone else's ideas.

Procedures for Reporting Code of Honor Violations

Any member of the Claflin family (student, faculty, staff, or administrator) who suspects a Code of Honor violation should report the alleged offense directly to the Provost, who will authorize an investigation.

Student Rights and Due Process

In accordance with University procedures, the enforcement of academic integrity rests with each individual school. In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. Prompt and confidential investigation of all charges of academic dishonesty will be conducted within two days, insofar as possible, in a manner that prevents public disclosure of the student's identity.
2. A written notice of the facts and evidence underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated must be provided to the student.
3. Reasonable time, not to exceed two weeks, may be requested to prepare a written response to the charge.
4. A hearing or meeting at which the student involved may be heard and the accuracy of the charge determined.
5. Review of any adverse determination may be appealed to the Provost. No sanctions will be imposed until all appeals made by the students have been exhausted.

Sanctions

All proven cases of academic dishonesty shall be penalized as appropriate under the circumstances. The imposition of any sanction will include a statement of reasons supporting its severity. Recommendation of sanctions for cases of proven dishonesty will be forwarded by the Council for the Code of Honor to the Provost. All proven cases of academic dishonesty will result in a grade of "XF," which shall remain on the student's transcript for a minimum of two years. After two years, the student may petition the Provost to have the "X" removed; however, the "F" will remain. Other sanctions may include, but are not limited to, the following:

- A defined period of probation or suspension with or without the attachment of conditions;
- The withdrawal of University funding;
- Expulsion from the University.

Statement of Policy Concerning Drugs

The possession, sale, transfer or use by a Claflin student of any narcotic or intoxicating or hallucinogenic drug made illegal by laws of the United States or the State of South Carolina is forbidden by Claflin.

1. When a Claflin student is convicted by a court of the breach of such drug laws committed away from the institution, Claflin reserves the right to terminate permanently the registration of such student through appropriate disciplinary proceedings instituted against him/her.
2. Where the violation of said laws shall take place on the campus of the institution, Claflin will institute disciplinary procedures.

Statement of Policy Concerning Sexual Assault

Claflin will not tolerate sexual assault in any form, including stranger rape, date rape or acquaintance rape. Where there is probable cause to believe that the institution's regulations prohibiting sexual assault have been violated, the institution will pursue strong disciplinary actions through its own channels. This policy applies to all full-time and part-time students. Students who violate this policy will be subject to appropriate disciplinary action, which may include counseling, disciplinary probation, suspension, expulsion and referral to the proper law enforcement authorities for prosecution.

A student charged with sexual assault can be prosecuted under South Carolina criminal statutes and disciplined for violating the Claflin Student Code of Conduct. Even if the criminal justice authorities choose not to prosecute, Claflin can pursue disciplinary action.

The institution encourages all members of the Claflin community to be aware of both the consequences of sexual assault and the options available to victims/survivors. For more information, contact the Office of the Vice President for Student Development and Services. Claflin encourages the reporting of all incidents of sexual assault to the Security Office. The off-campus resource is CASA/Family Systems, the local rape crisis center.

Statement of Policy Concerning Sexual Harassment

It is the policy of Claflin that all employees and students have a right to work and/or study in an environment free of discrimination on the basis of race, color, religion, national origin, age, gender or disability.

Any form of harassment is strongly disapproved, including sexual harassment of employees or students in any form. All faculty, employees and students must avoid offensive or inappropriate sexual and/or sexually harassing behavior at work and will be held responsible for ensuring that the workplace is free from sexual or other harassment.

Specifically, Claflin prohibits the following:

1. Unwelcome sexual advances (such as date rape). Individuals must understand that “No” means “No”!
2. Requests for sexual favors, whether or not accompanied by promises or threats with regard to the employment or academic relationship.
3. Verbal or physical conduct of a sexual nature made to any employee or student that may threaten or insinuate either explicitly or implicitly that any employee’s submission to or rejection of sexual advances will in any way influence any personnel or academic decision regarding that person’s employment, evaluation, wages, advancement, assigned duties, shifts or any other condition of employment, career or academic development.
4. Any verbal or physical conduct that has the purpose or effect of substantially interfering with the employee’s or student’s ability to do his/her job.
5. Any verbal or physical conduct that has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

Such conduct may result in disciplinary action up to and including dismissal.

Other sexually harassing conduct in the workplace, whether physical or verbal, committed by supervisors or non-supervisory personnel, is also prohibited. This behavior includes, but is not limited to, commentary about an individual’s body, sexually degrading words to describe an individual, offensive comments, off-color language or jokes, innuendoes and sexually suggestive objects, books, magazine, photographs, cartoons and pictures.

Employees and/or students who have complaints of sexual harassment by anyone, including any supervisors, co-employees, faculty/instructors, students or visitors, are urged to report such conduct to the Vice President for Student Development and Services and the Director of Human Resources.

Claflin will investigate all complaints expeditiously and professionally. Where investigations confirm the allegations, appropriate corrective action will be taken. Claflin will handle all information relating to the complaint and investigation as confidentially as possible.

There will be no retaliation against employees or students for reporting sexual harassment or assisting in the investigation of a complaint. However, if, after investigating any complaint of harassment or unlawful discrimination, Claflin learns that an employee or student has provided false information regarding the complaint, disciplinary action may be taken against the individual who provided the false information.

ACADEMIC REGULATIONS AND SUPPORT SERVICES

Catalog to be Followed

Students must fulfill all requirements as outlined in the appropriate university catalog corresponding with the date of their initial enrollment at Claflin; however, under certain circumstances, a student may be permitted to graduate under the requirements of any catalog that became effective in a year subsequent to that of his or her initial enrollment. If a student will graduate more than five years after the initial date of enrollment, he/she may be required to graduate under the current catalog. (See “Unpublished Changes” in this catalog.)

Registration Information

All students must receive a letter of acceptance before they are eligible for initial enrollment. Once enrolled, all students are expected to pre-register for coursework to be taken during the following semester. If a student is enrolled and fails to pre-register for the following semester, a financial penalty will be assessed. Failure to complete registration during the regular registration period will result in the imposition of a late registration fee.

Students must register for courses in the designated sequence as outlined in the university catalog and departmental programs of study. Failure to enroll in course prerequisites may have an impact on a student’s eligibility to proceed through a program of study in a timely fashion. Required courses must take precedence over elective courses. All exceptions to registration regulations require the approval of the Provost.

Matriculation

Students are expected complete all the master’s degree requirements within a five year period.

Schedule Change and Withdrawal from Courses

Students may add courses to their schedules, drop courses from their schedules, or change sections of a course to arrive at a suitable schedule. All such changes require the approval of the appropriate advisers and must be executed on an Add/Drop form provided by the Office of Enrollment Management. Courses dropped by students without following prescribed procedures shall be recorded with a grade of “F.”

In rare cases, extenuating circumstances may justify withdrawal from a course after the end of the registration period. If the withdrawal occurs within the designated period for dropping courses after the end of registration, a grade of “W” shall be recorded. If the withdrawal occurs beyond the final drop date, a grade of “WP” or “WF” shall be recorded. A grade of “WP” indicates the student’s status of passing at the time of withdrawal. A grade of “WF” indicates the student’s status of failing at the time of withdrawal. A grade of “WF” will be calculated as an equivalent to an “F” in the student’s grade point average. A grade of “WP” will be disregarded for this purpose.

Class Attendance

Students are expected to attend all classes for which they are registered for the duration of each class session. Students may be allowed as many unexcused absences as hours a course meets weekly. The maximum number of excused absences is at the discretion of each instructor. Unexcused absences on the days immediately preceding or following a holiday are counted as double absences. Excessive absences are reported during each grade reporting period by instructors in the database provided through *My Claflin*.

Students may obtain official university excuses for absences from the Office of Student Development and Services or other designated campus officials. After students obtain signatures from the appropriate course instructors, all excuses must be returned to the Office of Student Development and Services.

Students who may miss classes while representing the university in an official capacity are exempt from regulations governing absences only to the extent that their excessive absences result from the performance of such university business or affairs. Absence from class for any reason does not relieve the student from responsibility for any class assignments that may be missed during the period of absence.

Official Student Records

The permanent academic record of each student contains entries for all courses taken for credit and/or non-credit and is housed in the Office of Enrollment Management.

The permanent academic record of each student contains the following:

1. Student's name
2. Social Security Number
3. Date of Birth
4. Permanent home address
5. Course entries—course numbers, course titles, grades, course credit hours, attempted hours, earned hours, quality points
6. Admitted program (if applicable)
7. Current and cumulative statistics
8. Transcript key
9. Academic status
10. Transfer credits
11. Official signature (on official transcript)
12. Name of institution
13. Degree awarded and date (if applicable)

Grades and Quality Points

The grading system set out below is for use by all departments at Claflin:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Excellent (90-100)	4.0 per sem. cr. hr.
B+	Very Good (85-89)	3.5 per sem. cr. hr.
B	Good (80-84)	3.0 per sem. cr. hr.
C+	Above Average (75-79)	2.5 per sem. cr. hr.
C	Average (70-74)	2.0 per sem. cr. hr.
D+	Below Average (65-69)	1.5 per sem. cr. hr.
D	Poor (60-64)	1 per sem. cr. hr.
F	Failure (0-59)	0
I	Incomplete	
W	Withdraw Without Penalty	

Claflin University uses 4.0 as the basis for computing student grade point average. The semester average is obtained by dividing the total number of quality points received by the total number of semester hours attempted during the same semester. The cumulative average is calculated by dividing the total number of quality points received by the number of semester hours attempted.

Transfer Credit

This policy applies to the Masters students transferring from an external institution or current students that take a course at another institution with prior permission from the student's academic program.

Acceptance of transfer credit from approved, accredited institutions is often dependent on the pertinence of the work to the degree program being pursued. Coursework that lies outside the scope of the degree program is not necessarily applicable for degree credit. The request for acceptance of credits taken prior to matriculation in a graduate program at Claflin University must be made at the time of application for admission to the program and the courses must be explicitly indicated in the application process. Students must provide an official transcript as evidence that the credits to be transferred are for graduate level courses. Such transfer credit will not be featured in the computation of the student's grade point average. The usual time a course from another institution may be valid for transfer is 5 years from the completion of the course until the time of matriculation.

Graduate transfer credit must be approved by the graduate advisor or committee of the program in which the student is enrolled and will be subject to the following restrictions:

- A maximum of 12 credits may be transferred.
- All transfer credit must have a grade of B (3.00) or better.

Repeating Courses

Any course in which a student receives a grade of “D” or “F” may be repeated for appropriate course credit. In such cases, the higher grade will be used in computing the scholastic average. A course in which a grade of “B” or better was received may be repeated for credit only in special circumstances and only with the written permission of the Provost.

Appropriate semester credit hours and quality points will be awarded for all grades of “C” or “D” earned in residence at Claflin; however, courses in which grades of “C” or “D” are earned must be repeated if a minimum grade of “B” is required.

Grade Reports

Instructors are required to submit both midterm and final grades via My Claflin as indicated on the official academic calendar. Grades must be submitted for all students that appear on course rosters.

Withdrawal

Voluntary Withdrawal from the Institution by Students

Any student wishing to withdraw from Claflin for any reason at any time must complete the Withdrawal Statement and obtain all required signatures. The form must be returned to the Office of Enrollment Management to be processed.

A student is entitled to withdraw from the institution without penalty provided he/she has made arrangements with the Office of Fiscal Affairs for the discharge of his/her financial obligations in a manner agreeable to the university, has arranged to vacate campus housing, and is in good standing with the university.

Any student failing to meet one or more of these requirements may be granted withdrawal without penalty only upon the recommendation of the Claflin official administering the requirement in question.

All withdrawals after midterm exams require documentation of extreme circumstances indicating a need for immediate withdrawal. These withdrawals must be approved by the Registrar in the Office of Enrollment Management and will result in grades of “WF” for all courses attempted that semester.

If a student is called to active duty, because of war or natural disaster, he/she may receive an official withdrawal from Claflin. A veteran or eligible person who withdraws from a class after midterm exams will receive a grade of “W,” except in cases where there are extenuating circumstances that warrant a grade of “WP.”

Note: A student who fails to enroll at the university for the next semester will be deemed to have withdrawn from the institution.

Transcripts

All requests for mailed transcripts must include the following information:

1. present name and address;
2. social security number;
3. name when a student at Claflin;
4. date of entrance;
5. date last attended;

6. date of graduation (if applicable); and
7. all names used since graduation from Claflin

One transcript is provided free of charge to all graduates. A \$5.00 fee is required for each additional transcript request.

Support Services

The Academic Success Center

The Academic Success Center works in collaboration with the academic schools and various support programs of the University to provide comprehensive academic and social support services for students from matriculation to graduation. The primary goal is to improve student success and increase student retention rates and persistence to graduation through early intervention and systematic tracking of all students.

The Counseling Center is designed to serve the Claflin Family. The Center provides campus-wide counseling services to students. The mission of Claflin's Counseling Center is to assist students in becoming responsible and productive individuals within the academic community and throughout their lives. Confidentiality and privacy are maintained in all services from the Counseling Center. This center provides individual counseling in several areas as well as group counseling (health and wellness, meditation and stress management). The Counseling Center offers educational programming for student organizations, residential halls, and fraternities and sororities as well as academic departments.

Disability Services

The Counseling Center houses the university's Disability Services program, which enables individuals with disabilities to participate in a full range of university activities. The goal is to provide a fully integrated experience for every eligible individual and to promote an environment that is barrier-free. To be eligible for disability services, an individual should apply and be accepted for admission to Claflin University through the regular process, provide current and comprehensive documentation of temporary or permanent disability that requires accommodation, and register with Disability Services at the beginning of each semester.

Student Grievance Procedure in Cases of Alleged Disability Discrimination

Claflin University prohibits discrimination against any individual on the basis of physical or mental disability. This policy extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs. It is also the policy of Claflin University to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden on or fundamental alteration to the program in question. The purpose of these procedures is to ensure that all complaints of discrimination based on disability are thoroughly and fairly investigated by the authorized units of the University. Claflin University will conduct a fair and impartial investigation of all allegations of discrimination with due regard for the rights of all parties. Retaliation against any individual who has filed a complaint of discrimination, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of Claflin University policy.

When a student believes that he or she has been discriminated against on the basis of disability, he or she may file, in writing, a formal grievance with the Director of Counseling and Disability Services, who is the University's compliance officer for Section 504 of the Rehabilitation Act of 1973. The statement should be as specific as possible regarding the action(s) or inaction(s) that precipitated the grievance: date, place, person(s) involved, efforts made to settle the matter informally, and the remedy sought.

If a student with a grievance is alleging disability discrimination is also employed by the University, and the grievance arises out of the student's employment, the grievance may be filed under the University's Complaint Procedures in Cases of Alleged Unlawful Discrimination or Harassment. If the Director of Counseling and Disability Services receives a grievance that appears to allege disability discrimination arising out of a student's employment, the grievance may be referred to the appropriate office to be handled under the policy applicable to employees.

Where the grievance arises out of a decision made by Disability Services regarding a student's eligibility for academic or other accommodations, the grievance will be forwarded for investigation to the Vice President for Student Development and Services. Grievances otherwise involving academic matters, for example, cases in which grades are disputed, will also be forwarded to the Vice President for Student Development and Services, who will determine which office(s) should conduct the investigation. Otherwise, the Director of Counseling and Disability Services shall investigate the matters set forth in the written grievance. In conducting this investigation, the investigator may forward a copy of the grievance statement to the person(s) whose actions (or inactions) are the subject of the grievance, and may request a written response from appropriate individuals at the University. The investigator may also choose to interview witnesses, to meet with the concerned parties, to receive oral or written statements, and to make other appropriate inquiries.

After completing the investigation, the investigator will forward a copy of a report and recommendation to the appropriate University official. If the complaint arises out of an academic unit, the report will be forwarded to the dean of the appropriate school or department unless he/she is the subject of the grievance. In such cases, the report will be sent to the Vice President for Student Development and Services. If the complaint arises from a nonacademic unit, the report will be forwarded to the administrative head of the unit unless he/she is the subject of the grievance. In such cases, the report will be forwarded to the Vice President for Student Development and Services, who will forward it to the appropriate officer of the University. Within forty-five (45) days of the filing of the grievance, the Vice President for Student Development and Services will render a decision on the merits of the student's complaint. If resolution is not possible within forty-five (45) days, the Vice President for Student Development and Services shall inform the student of the status of the investigation.

Copies of the decision by the Vice President for Student Development and Services will be sent to the student, the Vice President for Student Development and Services (when not issued by him/her), and the Director of Counseling and Disability Services. A copy may also be sent to the department and/or the person(s) whose actions (or inactions) are the subject of the grievance, as appropriate.

In the event that the student is not satisfied with the resolution of the grievance, an appeal may be made. The appeal should be filed with Disability Services, who will direct the appeal and all appropriate records to the appropriate office of the University for review and disposition.

Copies of the decision will be maintained in the Office of Student Development and Services and Disability Services. These procedures shall constitute the grievance procedure mandated by regulations implementing Section 504 of the Rehabilitation Act. Questions about the University's Student Grievance Procedures in Cases of Alleged Disability Discrimination should be addressed to Disability Services. Exceptions to these procedures may be granted by the President of the University and his designee.

ACADEMIC AFFAIRS

The Library

The mission of H.V. Manning Library is to support and supplement the teaching-learning program of the University at all levels. It performs this function by providing material in both print and electronic formats. The print resources at the library include over 167,000 volumes (books and microforms) and subscriptions to more than 385 periodicals. The audiovisual collection comprises more than 1,300 videocassettes, DVDs and CDs.

A large part of the library's resources is in electronic format. The library subscribes to 111 databases with access to more than 7 million current and back issues of articles through DISCUS, JSTOR, Lexis-Nexis, SciFinder and ACS (American Chemical Society). The library's web page serves as a gateway to numerous multidisciplinary and subject-specific databases, many of which have been provided by DISCUS (South Carolina's Virtual Library). These databases include article indexes that contain over 68,000 full-text periodicals, including Business Source Premier, Fuente Académica, EBSCO's Academic Search Premier, and ERIC. The library also subscribes to numerous databases, including Academic Search Complete, PsycArticles and Criminal Justice Abstracts. The library's Ebrary subscription provides access to over 86,000 electronic book titles. All electronic materials are accessible throughout the campus and by remote access. To

maximize the utilization of library resources, bibliographic instruction and information literacy sessions for faculty and students are held on a regular basis. The library uses Innovative Interfaces Incorporated's Millennium Library On-Line System for its online public access catalog (OPAC). The OPAC is available on the Internet. Reference help is available to patrons 24/7 via the Chat-with-a-Librarian service that may be accessed through the library's webpage.

The library has arrangements in place for interlibrary loans, including an agreement with South Carolina State University and Orangeburg-Calhoun Technical College, under which H.V. Manning Library patrons may directly borrow materials from these institutions. The library also participates in PASCAL Delivers, a rapid book-delivery service provided by Partnership Among South Carolina Academic Libraries, which enables students, faculty and staff across the state to request and receive books from academic libraries in South Carolina. Over 9 million items are available in the catalog and books usually arrive within a few days.

Program Sites

Main Campus – Orangeburg, South Carolina

Degree Completion Programs are offered on Claflin's Orangeburg campus as well as off-site. The Center for Professional and Continuing Studies Program offers a Bachelor of Arts degree in Criminal Justice and a Bachelor of Science degree in Organizational Management at the main campus. In addition to the Claflin University H. V. Manning Library, students at the main campus have access to resources at South Carolina State University, Orangeburg-Calhoun Technical College, and the Orangeburg County Public Library.

Claflin University Online

State Authorization of Distance Education

Claflin University is approved by NC-SARA to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). The State Authorization Reciprocity Agreement (SARA) is a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their own state borders by seeking and maintaining state approvals via a streamlined process. NC-SARA is a voluntary, regional approach to state oversight of post secondary distance education. To learn more about SARA, please visit:

[https://www.che.sc.gov/InstitutionsEducators/AcademicPolicies,Programs/SouthCarolina-StateAuthorizationReciprocityAgreement\(SC-SARA\).aspx](https://www.che.sc.gov/InstitutionsEducators/AcademicPolicies,Programs/SouthCarolina-StateAuthorizationReciprocityAgreement(SC-SARA).aspx)

The Center offers a Bachelor of Arts degree in Criminal Justice and a Bachelor of Science degree in Organizational Management as fully online degrees. Claflin University Online is a virtual university, accessible from anywhere with basic computer and internet capabilities. Students enrolled in Claflin University Online have the same privileges and access to all resources as students on the main campus. The Office of Online Education at Claflin University provides support to all students enrolled in Claflin University Online.

DISCLOSURES AND STUDENT COMPLAINTS

Students who are enrolled in a CU online course who have a complaint about a course or experience should follow the University's Student Grievance Process.

SCHOOL OF BUSINESS

The School of Business offers the following degree programs in both a ground format on the main campus and an online format:

- Master of Business Administration

The School of Business prepares students for successful careers in business professions. More job opportunities for individuals educated in the managerial techniques of business operations and administration will be available in our expanding global economy. The demand for salaried managers and administrators will continue to grow in the 21st century as firms increasingly depend on trained professionals.

The Master of Business Administration (MBA) program at Claflin University is designed to provide high quality education that promotes the students' potential as managers and leaders in a global business environment with a business analytics focus. The program strives to teach students to use data analytics to determine managerial decisions, think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards to succeed in professional roles in business.

Claflin University, through the School of Business, is nationally accredited by the Accreditation Council for Business Schools and Programs (ACBSP) to offer the degree of Master of Business Administration.

Claflin University Online is a virtual university, accessible from anywhere with basic computer and internet capabilities. Students enrolled in Claflin University Online have the same privileges and access to all resources as students in the main campus. The Office of Online Education at Claflin University provides support for all students enrolled in Claflin University Online.

General Objectives

The MBA degree program will:

1. Provide students a high quality, caring, open and diverse learning environment;
2. Develop and integrate analytical skills for decision-making that incorporate global, ethical, and culturally diverse dimensions;
3. Provide adequate skills in assessing organizational performance and developing approaches for improvement;
4. Provide leadership and interpersonal skills to become successful business professional;
5. Provide technological skills not only for jobs that will be available upon graduation but also for jobs that will be created in the future.

Admissions

Entrance into the MBA program at Claflin University is competitive. The Admission Committee seeks to admit the best-qualified individuals from a large applicant pool. Only a limited number of students can be admitted in each admission period. Claflin University seeks candidates who are academically capable and who will not only benefit from, but also contribute to the program.

In addition to the Admissions Criteria stated in this *Graduate Catalog*, applicants with records of high quality who do not fulfill these requirements may be admitted based upon the satisfactory outcome of an on-campus interview with the MBA Admissions Committee. All applicants to the MBA program should adhere to the following:

1. Current Resume
2. One to 3 letters of reference. Letters of recommendations from immediate family members are not acceptable.
3. A five hundred (500) word personal statement on how the MBA degree will enhance the applicant's professional and personal capabilities.
4. Graduate Management Admission Test (GMAT) score submitted to the Director of the MBA Program at Claflin University; **code is 003424** (optional)

5. If the applicant's native language is not English, the TOEFL is required.

Application Deadlines

Students may be admitted to the MBA Program in August for the fall semester, and in January for the spring semester. The application deadline for early fall admission is **July 15**; and for early spring admission is **November 15**. All application materials must be received by the application deadline. It is recommended that students apply as early as possible to avoid being denied admission due to lack of space. To ensure prompt financial aid, students should file their Free Application for Federal Student Aid (FAFSA) forms a month before the admission deadline.

Admission Status Changes

Those applicants with a GPA below 3.0 or a non-Business Degree are considered conditional admit and must successfully pass the In-Bound Entrance Exam recommended by the advisor or Dean. Students may be admitted to the MBA Program under one of the following categories:

1. Full Admission - The student meets all admission standards and has been admitted to the program of study.
2. Conditional Admission – All students that have not satisfied the requirement of Full admission will be considered conditional admit. They will not be able to enroll in any of the graduate level courses until they have successfully completed the recommended leveling course. After a successful completion of all leveling courses recommended, the student will be considered a Full Admit.
3. Non-degree Admission - Claflin University welcomes students who do not wish to earn a graduate degree, but who are working to earn such a degree at another institution. Such students are admitted to pursue MBA courses as non-degree students. The students must complete the MBA Program Admission Application Form, send official copies of transcripts of undergraduate and graduate degrees completed, and send a copy of their recent resume before enrolling in the courses. Individuals wishing to enroll as transient (non-degree-seeking) students will be permitted to take a maximum of twelve (12) semester hours of graduate courses at Claflin University.

ACADEMIC STANDARDS AND REQUIREMENTS

A student enrolled in the MBA program must register with Claflin University's Registrar prior to attending classes. Students will not be allowed to register without approval of their graduate advisor. Registration must be completed by the specified deadline. (Registration after a designation date results in the accumulation of a late registration fee of sixty (\$60) dollars.)

Currently enrolled students who plan to enroll for classes at Claflin the following semester should preregister for that term during the Academic Advisement period.

Academic advisement is an essential component of education at Claflin University. The university is committed to providing students the advice and assistance that they need at every step of their degree program. The Director of the MBA program is the academic advisor for all MBA students and serves as career counselor.

Course Load

Full-time Course Load

To be certified as full-time students, MBA students must carry a minimum of nine (9) semester hours.

Part-time Course Load

Students enrolled in less than nine (9) credit hours in a semester are considered part-time students.

Maximum Course Load

Students may enroll in a maximum of twelve (12) credit hours in a semester. A student on academic probation may not take more than nine (9) semester hours during the semester he/she is on probation.

In order to become eligible for federal financial aid, students must enroll in at least six (6) credit hours per semester.

Transfer Credit

Students may transfer a maximum of nine (9) credit hours from a nationally or regionally accredited college/university. Students must earn a “B” or better grade in transferred credit hours. Undergraduate hours are not accepted for transfer.

Grades and Quality Points

The grading system set out below is for use by all departments at Claflin:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Excellent (90-100)	4.0 per sem. cr. hr.
B+	Very Good (85-89)	3.5 per sem. cr. hr.
B	Good (80-84)	3.0 per sem. cr. hr.
C+	Above Average (75-79)	2.5 per sem. cr. hr.
C	Average (70-74)	2.0 per sem. cr. hr.
F	Failure (0-59)	0
I	Incomplete	
W	Withdraw Without Penalty	

Claflin University uses 4.0 as the basis for computing student grade point average. The semester average is obtained by dividing the total number of quality points received by the total number of semester hours attempted during the same semester. The cumulative average is calculated by dividing the total number of quality points received by the number of semester hours attempted.

Satisfactory Academic Progress

It is expected that students will demonstrate evidence of consistent and steady progress toward graduation during each academic year in residence at Claflin. Such evidence must be presented before a student will be permitted to register for another year. Academic status shall be determined at the beginning of each term, including summer.

A student must maintain a cumulative grade point average of at least 3.0 in order to be in good standing. A student whose cumulative grade point average falls below 3.0 with the results of a given semester is placed on academic probation in the following semester of enrollment.

Once a student is placed on probation, he/she must reestablish a 3.0 cumulative average or better by the time he/she completes the next nine (9) hours of graduate course work. The student can only take a maximum of nine (9) hours during a semester of probation. Students must earn a grade point average of at least 3.0 on a 4.0 scale and earn no more than one “C” in any course to remain in good academic standing. Progress during this period will be monitored by the Graduate Advisory Council.

In the event that two grades of “C” are earned at any time, the student will lose good academic standing and be recommended for dismissal from the program.

A grade of “I” or incomplete is given in exceptional cases where a student is unable to complete a course by the termination of the semester, but has maintained suitable progress and gives evidence of the ability to pass the course if granted an opportunity to complete an assignment. Students who have received an “I” or incomplete grade have until the end of the subsequent semester to remove the grade of an “I”. Should a student receive a failing grade through this process, it may affect his/her status for compliance with the University’s standards for Satisfactory Academic Progress.

In rare cases, extenuating circumstances may justify a “W” (Withdrawal) from a course after the end of the registration period. If the withdrawal occurs within the designated period for dropping courses after the end of registration, a grade of “W” shall be recorded.

Repeating Courses

Any course in which a student receives a grade of “C”, may be repeated for appropriate course credit and in such cases, the higher grade will be used in computing the scholastic average of the student. Students

earning two (2) or more “C’s” while pursuing their MBA degree are subject to academic dismissal. Students who earn less than a “C” will be recommended for dismissal from our program.

Withdrawal

Voluntary Withdrawal by Students

Any student wishing to withdraw from Claflin University for any reason at any time shall file a request for leave to withdraw from the institution with the Registrar.

A student wishing to withdraw from the institution may do so without penalty provided he/she has a satisfactory cumulative grade point average and has arranged with the Business Office for the discharge of his/her financial obligations in a manner agreeable to the university.

The student who fails to meet any of these requirements may be granted withdrawal without penalty only upon the recommendation of the Claflin official administering the requirement in questions.

Note: A student who fails to enroll at the university for the next consecutive semester without notifying appropriate Claflin officials of his/her intent to withdraw will be deemed to have withdrawn from the institution.

MBA PREREQUISITES

Success in the MBA program means starting the curriculum well prepared for the rigors of quantitative courses. All students without a Bachelor of Science degree in a business-related field or with a Bachelor of Science degree which is more than five years old, are required to take and pass the In-Bound Entrance Exam offered through Peregrine Assessments. If the student is unsuccessful in earning a passing grade in any of the modules, he/she must complete Peregrine’s Academic Leveling Courses before registering for any MBA courses.

MBA ORIENTATION

All new MBA students are required to complete an online orientation course at the beginning of the semester.

CURRICULUM REQUIREMENTS

The Claflin MBA experience prepares students for management positions in the global business world. The curriculum is designed to develop your business knowledge and skills with a focus on quantitative methods and data analytics. The program requires the completion of 30 credit hours. Students are expected to follow the course sequence below in order to complete the degree program within one year.

Courses

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
MBUS 601	Business Analytics and Quantitative Analysis	3
MBUS 602	Global and Ethical Issues in Business	3
MBUS 603	Leadership and Organizational Behavior	3
MBUS 604	Accounting for Management Decisions	3
MBUS 605	Managerial Economics	3
MBUS 606	Advanced Topics in Management and Policy	3
	Information Systems	
MBUS 607	Operations Analysis and Supply Chain Management	3
MBUS 608	Financial Analysis, Planning and Control	3
MBUS 609	Marketing Management in a Global Environment	3
MBUS 610	Strategic Management: Concepts, Planning, and Implementation	3
	Total content hours	30

Note: MBUS 610: Strategic Management: Concepts, Planning, and Implementation is a capstone course and students are required to obtain a grade of “B” or better in this course.

Fall Entry Cohort			Spring Entry Cohort	
Fall 1	Fall 2		Spring 1	Spring 2
MBUS 601	MBUS 603		MBUS 601	MBUS 603
MBUS 602	MBUS 604		MBUS 602	MBUS 604
Spring 1	Spring 2		Summer	
MBUS 605	MBUS 607		MBUS 605	
MBUS 606	MBUS 608		MBUS 606	
Summer			Fall 1	Fall 2
MBUS 609			MBUS 607	MBUS 609
MBUS 610			MBUS 608	MBUS 610

SCHOOL OF BUSINESS COURSE DESCRIPTIONS

MBUS 601: Business Analytics and Quantitative Analysis

This course teaches students the process of analyzing big data and discovering new information to support management decision making. Topics include the analysis of production data, managerial analysis, financial analysis and marketing research analysis. The course will build from the understanding of data to the presentation of the analysis. The course provides tools to effectively: communicate ideas, summarize, influence, explain, persuade and provide evidence to an audience using data analytics. Business analytics is the set of tools and techniques that makes it possible to translate big data into insight and information for efficient decision making.

MBUS 602: Global and Ethical Issues in Business

This course examines the basic ethical issues involved in the conduct of business professionals. The student will be exposed to a sweeping overview of the ethical aspects of management, from personal values, to the purpose of the corporation, to developing ethical corporate strategies in an international context. The materials covered are intended to help students develop an informed and systematic approach to ethical dilemmas at work. Three semester credit hours.

MBUS 603: Leadership and Organizational Behavior

This is the study and application of knowledge about how people, individuals, and groups behave and act in organizations. The study encompasses a wide range of topics, such as human behavior, change management, leadership, teams, etc. It interprets people-organization and the impact of the environment in the whole society system. Three semester credit hours.

MBUS 604: Accounting for Management Decisions

Intensive study of concepts theory, and applications of managerial accounting that are used in managerial decision making. Special emphasis is placed on problem solving, planning and control of managerial accounting issues that have national and International implications. Three semester credit hours.

MBUS 605: Managerial Economics

This course is designed to provide the student with a working knowledge of economic theories of consumer and producer behavior and their application to the decision-making process of firms in allocating their resources. Among the topics included are the firm as an economic entity, consumer choice, demand, decision making under uncertainty, production, cost analysis, pricing theory, and the effects of different competitive environments on firms' production and pricing decisions. Three semester credit hours.

MBUS 606: Advanced Topics in Management and Policy Information Systems

This course allows students to explore through lecture, case study, and computer simulation topics in management including labor law and employment, compensation management, training and development, human resource management, entrepreneurship/small business management, and management and labor relations. The course also explores approaches to developing and acquiring information and the strategic role that the computer-based information systems play in organization. Three semester credit hours.

MBUS 607: Operations Analysis and Supply Chain Management

This course is designed to familiarize student on the use of various techniques in the analysis of managerial problems. It involves problem identification, problem formulation, selection of appropriate techniques in problem solving, and evaluation of results in order to achieve desired efficiency in both manufacturing and service organizations. Three semester credit hours.

MBUS 608: Financial Analysis, Planning and Control

This course examines decisions concerning the nature of funds to be drawn from the financial markets and the commitment of those funds to productive investments. It focuses on planning and controlling the utilization of financial assets through analysis of financial performance, operations, planning, capital budgeting, capital structure, financial institutions and instruments. Three semester credit hours.

MBUS 609: Marketing Management in a Global Environment

This course presents concepts and tools for analyzing national and international marketing environments to discern opportunities as well as principles for researching and selecting target markets in a global environment describing how firms handle each element of the marketing mix and examining the administrative aspects of marketing. This course includes E-commerce and customer satisfaction. Three semester credit hours.

MBUS 610: Strategic Management: Concepts, Planning, and Implementation

Prerequisite: Completion of at least twenty-four (24) hours of professional core and elective courses. This is a capstone course of the MBA program. It is designed to help students bring together what they learned from all their business courses and apply them in developing an understanding of strategy, policy, and decision-making. Case studies and computer simulation are used by students to apply their knowledge of accounting, economics, finance, management, and marketing. (**Note:** Students must obtain a “B” or better grade in this course.) Three semester credit hours.

SCHOOL OF EDUCATION

The School of Education offers the following degree program in an online format:

- Master of Education in Curriculum and Instruction.

All programs, courses, and experiences in the School of Education support the development of confident visionary leaders who are prepared to make a positive impact on the individuals they serve. Claflin University's Master of Education (M.Ed.) in Curriculum and Instruction provides a unique and relevant career enhancement opportunity designed to enhance the skills and expertise of current educators and interested professionals through a course of study that aligns 21st century practices and knowledge with participants' fields of study, teaching experience, and research interests.

The Master of Education in Curriculum and Instruction degree prepares graduates to (1) expand their experiences as teachers and professionals who wish to develop their ability to provide effective instruction and document student learning, as well as develop their ability to mentor the next generation of teachers and/or professionals, and (2) help students develop expertise in national, state, and local policy, instructional programs, teaching and teachers, community concerns, and systems of schooling.

General Objectives

The M.Ed. in Curriculum and Instruction degree program will:

1. expand the breadth and depth in educator knowledge of subject matter, college and career-ready standards, foundational literacy, and ability to conduct research in their teaching field;
2. develop competence in excellence in teaching, curriculum, implementation, and assessment of instruction of students enrolled in P-12 programs;
3. prepare graduates to demonstrate socially conscious, service-oriented leadership and be advocates for the students that they teach and/or communities that they serve;
4. provide learning experiences that will ground students in the use of research, best practices, and ethics to guide decision-making about 21st century learning options for all students.

Admissions

To be considered for the fall admission to the M.Ed. program, applicants are required to submit the following materials to the School of Education Graduate Program at mastersed@claflin.edu by July 15th of each year:

1. Submit a completed graduate school application.
2. Provide evidence of a bachelor's degree from an accredited institution.
3. Provide two professional letters of recommendation.
4. Submit a personal statement of career goals.

ACADEMIC STANDARDS AND REQUIREMENTS

Registration

Once accepted by Claflin University and admitted to the School of Education Graduate Program, students will be assigned an advisor who will assist with registering for classes each semester before a late fee penalty is assessed. However, students who register after the designated date for regular registration will incur a late registration fee as specified by the University. Currently enrolled students will be preregistered during the Academic Advisement period. Advisement is important to ensure that students complete the program in a timely manner. Assistance will be provided by the academic advisor (Director of the School of Education Graduate Program) for all students.

Course Load

To complete the program within the designated 1½ years, students must adhere to the curriculum plan and be enrolled full time with 12 semester hours fall semester, 12 semester hours spring semester, 6 semester hours summer session, and 6 semester hours the following fall semester.

Curriculum Requirements (A total of 36 semester hours)

The graduate student will select either **Track 1: Content-Focus-Comprehensive Exam** or **Track 2: Research Focus-Thesis**. Students enrolled in **Track 1** will take a comprehensive exam upon completion of

their coursework comprised of questions from their content focus courses. **Track 2** students, at the end of their coursework, will present and defend an action research thesis project.

Core Courses (18 semester hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
EDUC 550	Introduction to Educational Research	3
EDUC 551	Educational Research Methods	3
EDUC 559	Working with Diverse Learners	3
EDUC 562	Seminar in Literacy	3
EDUC 569	Reading and Writing across the Curriculum	3
EDUC 567	Teaching and Learning	3

Curriculum and Instruction Courses (12 semester hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
EDUC 558	Schools and Communities	3
EDUC 580	Curriculum Integration	3
EDUC 583	Behavior Management	3
EDUC 586	Special Topics	3

Track 1: Content Focus-Comprehensive Exam (6 semester hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
EDUC 560	Seminar in Math Education	3
EDUC 561	Seminar in Science Education	3
EDUC 564	Seminar in Social Studies	3
EDUC 573	Issues in Secondary Education	3
EDUC 595	Comprehensive Examination	

Track 2: Research Focus-Thesis (6 semester hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
EDUC 590	Action Research I	3
EDUC 591	Action Research II	3

SCHOOL OF EDUCATION COURSE DESCRIPTIONS

EDUC 550: Introduction to Educational Research

This course provides an overview of qualitative and quantitative methods of data collection and their application and an introduction to research design. Students will be introduced to the elements required to begin an action research project, including purpose/rationale, writing style, literature reviews, online resources, data collection, and components of an action research project. Candidates will design their research projects during this course. Three semester credit hours.

EDUC 551: Educational Research Methods

This course is a continuation of EDUC 550 and is designed to provide candidates with the knowledge and skills necessary to conduct research within a classroom setting. Methodologies for classroom action research to evaluate teaching and learning are developed for use by teachers. Three semester credit hours.

EDUC 558: Schools and Communities

This course focuses on understanding the process of community-school change and identifying those elements that help to achieve equitable working relationships between the school and the community to improve student learning outcomes. Three semester credit hours.

EDUC 559: Working with Diverse Learners

This course focuses on patterns of student diversity (characterized by gender, race, ethnicity, language, special needs, and sexual orientation) which are examined in relation to decisions about teaching methodology, curriculum, instructional materials, student grouping, home-school-community relationships, and teachers' professional growth and development. Three semester credit hours.

EDUC 560: Seminar in Math Education

This course will explore what it means to learn mathematics with understanding while students deepen their own understandings of fundamental mathematical ideas, consider how different groups of students experience mathematics instruction, and develop pedagogical strategies that emphasize mathematical reasoning, communication, and problem-solving. Three semester credit hours.

EDUC 561: Seminar in Science Education

This course is a study of issues in science education that impacts student learning, teacher professionalism, and society at large. Issues include science literacy, under-representation in science, nature of science, pedagogical content knowledge, and teaching evolution. Emphasis is on analyzing texts and articulating various perspectives. Three semester credit hours.

EDUC 562: Seminar in Literacy

This course will focus on a study of methods and strategies used to implement reading into content area subjects at elementary and secondary levels. Activities included involve observation, tutoring, and teaching in a K-12 setting. Three semester credit hours.

EDUC 564: Seminar in Social Studies

This course explores current trends and contemporary research related to objectives, methods, and curriculum in the social studies using a K-12 approach. Three semester credit hours.

EDUC 567: Teaching and Learning

This course examines curriculum theory, history, issues, standards, and the interrelationship of various instructional fields. Learning processes; instructional planning; child observation and assessment; classroom management and environments; working in urban, diverse, and inclusive settings; and culture and community are studied. Three semester credit hours.

EDUC 569: Reading and Writing across the Curriculum

This course addresses the theory and practice of literacy learning and instruction within and across the disciplines. Included are developing research-based models for integrating reading and writing into content study and for communicating beyond the school setting. Three semester credit hours.

EDUC 573: Issues in Secondary Education

The major focus of this course will be effective middle school and high school learning strategies including philosophy, organization, methods of interdisciplinary planning, College and Career Ready Standards and technology infusion. Three semester credit hours.

EDUC 580: Curriculum Integration

This course focuses on current theories and practices in promoting student learning. Roles of educational leaders in developing classroom and school environments conducive to education of all learners, as well as teaching and assessment models will be explored. Three semester credit hours.

EDUC 583: Behavior Management

This course presents best practices in classroom and behavior management. Basic federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ESL students will be analyzed. The application of specific strategies for the purposes of positively managing individual and group behaviors that encourage and support academic, behavioral, and social learning of all students will receive emphasis. Three semester credit hours.

EDUC 586: Special Topics

This course studies special topics related to current issues in education and P-12 learning competencies. Three semester credit hours.

EDUC 590: Action Research I

This course focuses on the different models and paradigms in educational research and how these paradigms can inform educational practice. Included will be a variety of assessment strategies which can be utilized to measure and record student achievement. Students will continue their research projects. Three semester credit hours.

EDUC 591: Action Research II

In this course, students will continue their research projects and complete the requirements of their theses as a part of this course. Three semester credit hours.

EDUC 595: Comprehensive Examination

During this course, students will complete a culminating examination designed to assess the knowledge, skills, and experiences attained from the content-related courses required of all students enrolled in Track 1: Content Focus-Comprehensive Exam. Additionally, students will demonstrate their ability to apply the learning from the content-related courses taken to classroom and real-life situations. Zero semester credit hours.

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

The School of Humanities and Social Sciences offers the following degree program in an online format:

- Master of Science in Criminal Justice.

The MS in Criminal Justice curriculum is based on the current Academy of Criminal Justice Sciences' Standards for College/University Criminal Justice/Criminology Master's Degree Programs. The Department of Social Sciences graduate program objectives reflect a high level of complexity and generalization within the field of criminal justice. It has a cohesive curriculum and requires activities designed to advance the student substantially beyond the levels of knowledge, competence, and educational accomplishments of the Bachelor of Arts degree in Criminal Justice program.

The graduate program has a minimum requirement of 36 credit hours. Students are required to complete core graduate-level courses in criminal justice systems, criminological theory, research methods, and statistics. They are also required to complete a Non-Thesis Track I - that consists of creating a professional public policy portfolio or a Master Thesis Track II - that consists of conducting research within the field. Professional electives are based on the expertise of the faculty. This program is asynchronous.

General Objectives

The Criminal Justice degree program will:

1. Evaluate criminal justice theories and their application to criminal justice policy.
2. Apply criminal justice theories to criminal justice issues and decision-making.
3. Apply principles of strategic thinking in the management of the operations of the criminal justice system.
4. Analyze legal, ethical, and diversity accountability in a criminal justice context.
5. Integrate valid, reliable, and ethical research to inform policy and decision-making in the field of criminal justice.
6. Communicate in a manner that is scholarly, professional, and consistent with the expectations for members of the criminal justice profession.

Admissions

The student must possess a bachelor's degree from a regionally or nationally accredited institution with an overall grade point average of 3.0 or higher (based on a 4.0 scale). However, applicants with a record of significant professional experience and achievements who do not fulfill the grade point average requirement may be admitted based upon the satisfactory outcome of an interview with the Graduate Admissions committee. All applicants to the Master of Science in Criminal Justice program should adhere to the following:

1. Proof of a baccalaureate degree from an accredited college or university with a 3.0 cumulative GPA or higher in undergraduate program.
2. Official transcripts from all undergraduate and graduate institutions.
3. Test of English as a Foreign Language (TOEFL) score, for international students whose native language is not English.
4. A 300- to 500-word personal statement describing accomplishments and career goals.
5. A current resume.
6. Two letters of recommendation from former professors/ instructors or professionals qualified to comment on the applicant's graduate study potential.
7. The Graduate Committee may choose to invite the applicant for on-campus or skyped interview.
8. A non-refundable fee of \$50 for U.S. Citizens and \$75 international students (money order, certified or cashier's check) should accompany the application. Visa, MC, Discover, American Express cards are accepted.

Registration

Once accepted to Claflin University and admitted to the MS in Criminal Justice Program, students will be assigned an advisor who will assist with registering for classes each semester before a late fee penalty is

assessed. However, students who register after the designated date regular registration will incur a late registration fee as specified by the University. Currently enrolled students will be preregistered during the Academic Advisement period. Advisement is important to ensure that students complete the program in a timely manner. Assistance will be provided by the academic advisor (the Coordinator for the Graduate Program) for all students.

Academic Credit

Academic credit is recorded in semester hours.

Course Load

To complete the program within the designated 1½ years, students must adhere to the curriculum plan and be enrolled full time with 12 semester hours fall semester, 9 semester hours spring semester, 6 semester hours summer session, and 9 semester hours the following fall semester.

Curriculum Requirements

Core Courses (12 Semester Hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
CRMJ 501	Criminal Justice Systems	3
CRMJ 502	Advanced Criminological Theory	3
CRMJ 506	Statistical Analysis	3
CRMJ 508	Advanced Research Methods in Criminal Justice	3

Track 1: Non-Thesis Track Option (6 Semester Hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
CRMJ 609	Criminal Justice Policy	3
CRMJ 610	Public Policy Portfolio	3

Track 2: Thesis Track Option (6 Semester Hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
CRMJ 611	Master Thesis I	3
CRMJ 612	Master Thesis II	3

Professional Elective Courses (18 Semester Hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
CRMJ 510	Advanced Seminar in Juvenile Delinquency	3
CRMJ 515	Communication and Media in Criminal Justice and Homeland Security	3
CRMJ 517	Cybercrime	3
CRMJ 519	Managing Criminal Justice Organizations	3
CRMJ 520	Issues in Contemporary Law Enforcement	3
CRMJ 521	Terrorism and Homeland Security	3
CRMJ 590-99	Special Topics	3
GEOG 520	Geographic Information System	3

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES COURSE DESCRIPTIONS

CRMJ 501 Criminal Justice Systems

This course discusses major functional components of the criminal justice system from philosophical, historical, and system perspectives. It analyzes interrelationships among the system's components, and the impact of social and political forces on criminal justice agencies. Three semester credit hours.

CRMJ 502 Advanced Criminological Theory

This course examines criminological theory by taking a direct approach to the question of why people commit crimes. It provides an overview of the key elements of criminology including law, public policy, origins of crime theories, and related research. It examines basic elements of theories, underlying causal processes, as well as practical implication of theories on the administration of justice. Three semester credit hours.

CRMJ 506 Statistical Analysis

This course teaches how to develop statistical reasoning skills and to choose appropriate quantitative techniques for analyzing research questions. Topics include the examination of the basic concepts and measures in statistical analysis, probability theory, statistical inference, and bivariate and multivariate analyses, correlational relationships, t-tests, ANOVA, and regression. Three semester credit hours.

CRMJ 508 Advanced Research Methods in Criminal Justice

The course focuses on current methods and techniques for conducting research in criminal justice including research design, sampling, survey research, field research, and program evaluation. Students will design and execute their own research projects on a current topic in criminal justice, analyze findings, and summarize their research in a formal written paper. Three semester credit hours.

CRMJ 510 Seminar in Juvenile Delinquency

An in-depth examination of issues related to juvenile delinquency and a wide range of topics, including the historical development of childhood, tracing conceptualizations of youth and delinquency, and the development of the juvenile justice system. Students will acquire an understanding of the nature and extent of delinquency, its major theoretical explanations, and current trends in juvenile justice. Also covers demographic characteristics of delinquents and evidence-based programming. Three semester credit hours.

CRMJ 515 Communication and Media in Criminal Justice and Homeland Security

This course examines the significance of communication in the field of criminal justice and homeland security. It explores ways of managing information, assesses effects of media on criminal justice and homeland security practices and policies, and determines best practices for partnering with the media to communicate critical information. Three semester credit hours.

CRMJ 517 Cybercrime

This course examines the forms and extent of crimes committed using computer and Internet, and how these types of crimes challenge traditional approaches of investigation and prosecution. Topics include the Fourth Amendment, laws of electronic surveillance, computer hacking, online fraud, cyber-bullying, as well as encryption, online economic espionage and cyber-terrorism. Three semester credit hours.

CRMJ 519 Managing Criminal Justice Organizations

An overview of major theories of criminal justice organizations and management with a focus on police and correctional organizations. Topics studied are leadership, personnel, organizational and political environments, and organizational development. Three semester credit hours.

CRMJ 520 Issues in Contemporary Law Enforcement

Seminar on issues in contemporary law enforcement. Topics include politics of law enforcement, police brutality, impact of administrative interventions on police discretion, and strategies such as problem-oriented policing, "hot spot" patrols, paramilitary units, and the criminal investigative process. Three semester credit hours.

CRMJ 521 Terrorism and Homeland Security

An examination of concepts and issues associated with global terrorism, U.S. homeland security, and the role of law enforcement. Topics include historical overview of domestic and international terrorism, counter-terrorism techniques and policies, with emphasis on U.S. response to terrorism, policy development and legal considerations, and impact of natural disasters on homeland security. Three semester credit hours.

CRMJ 590-99 Special Topics

This course studies special topics related to current issues in criminal justice and criminology. Three semester credit hours.

CRMJ 609 Criminal Justice Policy

Designed to help students analyze policy issues in criminal justice. The course will build upon the Criminal Justice Systems course to provide a base of knowledge in policy analysis and policy research that are useful for exploring policy alternatives. This course will aid students complete their public policy portfolio. Three semester credit hours.

CRMJ 610 Public Policy Portfolio

This course will facilitate completion of the policy portfolio required for the non-thesis track. Students will review, assess and analyze policies on an approved topic and assess the impact of these policies on agencies and organizations. The portfolio includes gathering relevant literature including cases, laws, legislation and other materials on the topic. The product of the course will be a completed policy portfolio. All students in this track will be required to present their portfolio to a graduate review committee. Three semester credit hours.

CRMJ 611 Master Thesis-I

This is the first part of the two courses that are required for students in the thesis track. Student will complete a thesis under the direction of an approved advisor. The thesis proposal must be approved by the thesis committee, with a copy of the proposal filed with the Department. The completed thesis will represent the student's ability to formulate, carry out, and present a significant research project. The students will defend the thesis before a thesis committee approved by the Department. Three semester credit hours.

CRMJ 612 Master Thesis-II

This is the second part of the two courses that are required for student in the thesis track. Student will complete a thesis under the direction of an approved advisor. The thesis proposal must be approved by the thesis committee, with a copy of the proposal filed with the Department. The completed thesis will represent the student's ability to formulate, carry out, and present a significant research project. The students will defend the thesis before a thesis committee approved by the Department. Three semester credit hours.

GEOG 520 Advanced Geographic Information Systems

This course introduces students to principles, core concepts, and structure of GIS through the use of the ArcGIS package as well as opens source labs. Fundamentals of GIS and digital mapping, including GIS skills, data collection and visualization, geospatial databases, and geospatial analysis will be covered. Selected case studies and examples will be used to help students incorporate spatial analysis techniques into their repertoire. Three semester credit hours.

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The School of Natural Sciences and Mathematics offers the following degree program:

- Master of Science in Biotechnology
- Master of Science in Nursing

The School of Natural Sciences and Mathematics endeavors to prepare its graduates with knowledge and understanding that prepares them for leadership and service in multicultural, global and technological society.

MASTER OF SCIENCE IN BIOTECHNOLOGY

The Center for Biotechnology aims to successfully prepare all of its students for quality leadership in government, private sector, and university, specifically those related to Biotechnology industries. Seeking to be varied and interdisciplinary, this innovative program will draw its hand-selected faculty and courses from a wide variety of resources and disciplines. Claflin's Biomedical Research Center, recognized science departments, and enviable position as geographically near one of the largest pharmaceutical and biotechnological industries in the "Research Triangle Park," indisputably place this exclusive program at the center of Biotechnology education in the United States.

The Master of Science (MS) degree in Biotechnology through Claflin University's School of Natural Sciences and Mathematics' Department of Biology began in the Fall semester of the academic year 2005-2006. The program requires two full years of coursework and research, culminating with the production of a master's thesis. According to their interest, backgrounds and career goals, students can choose from three parallel tracks. The current curriculum for all tracks consists of six core courses and three "track specific" courses for a total of 30 credit hours.

Mission: "At the graduate level, students are provided instruction to enhance the analytical and comprehensive research acumen necessary for professional growth and leadership."

General Objectives

1. Biotechnology MS students can demonstrate a general knowledge and understanding of the theory and practices inherent in biotechnology research.
2. Biotechnology MS students can speak and write coherently and think critically and logically, using higher level thinking skills to analyze data, design experimental methodologies and solve problems.
3. Biotechnology MS students are prepared for leadership and service and to pursue study in biotechnology or related areas at the graduate or professional level and/or seek gainful employment in academia, industry, private or governmental agencies.

Admissions

1. Application in writing submitted to the Office of Admissions accompanied by the appropriate application fee (Please see website), which is neither deductible nor refundable. The application for admission and supporting credentials must be received in the Office of Admissions by the published deadline. Materials submitted in support of this application cannot be returned.
2. Possession of a four-year US bachelor's degree (or its equivalent) from an accredited college or university with a major in biology or a related area; or with prerequisite courses in biology, biochemistry/organic chemistry, genetics, and cell/molecular biology.
3. Two official transcripts of all previous academic work attempted beyond high school. Transfer credit posted on the records of other institutions is unacceptable and official transcripts of these credits must be supplied.
4. Official copies of satisfactory test scores (300 total or higher*) on the GRE general test. Students (including international students under special circumstances) already in possession of a graduate degree need not submit GRE scores.
5. An overall grade point average of at least 3.0* (based on a 4.0 scale) on all of the applicant's previous work beyond high school.

6. At least two letters of recommendation from persons familiar with the applicant's personal and professional qualifications.
7. An essay describing the applicant's objective in undertaking graduate study.

Note 1. *Applicants with records of high quality who do not fulfill these requirements may be admitted based upon the satisfactory outcome of an on-campus interview with the M.S. Biotechnology Admissions Committee.

Note 2. International students from non-English-speaking countries must submit final scores on the Test of English as a Foreign Language (TOEFL). A score of 80 or higher (550 or higher prior to 2007) will be required.

Thesis Process

Students must author, present publicly, publish and defend a master's thesis describing an original research project. The guidelines for the thesis document will be provided by the Biology Department.

Selection of Research Mentor

During the first eight weeks of the first year, Graduate Faculty will present their research. Two weeks following these faculty presentations students will submit their top three choices for a research mentor via email to the Chair of the Biology Department. During this same two week period, students are expected to interview with each of their three potential mentors. Every attempt will be made to give students their first choice. Decisions will be made on the basis of lab funds/space availability. In cases where funds/space is limited preference will be given to those who have the highest aptitude for the selected field of research.

In addition, The *Research Mentor* is to be assigned as the *Academic Advisor* for the graduate student who is working in his/her research laboratory.

Thesis Committee Selection

Before the beginning of the second semester of the first year, students must select three (3) faculty members to serve on their Thesis Committee (two committee members must be chosen from the Graduate Faculty and one committee member may be from any other department with eligibility to teach at the Master's degree level) in addition to their research mentor. The research mentor serves as the chair of the committee. This committee will serve for the final evaluation of the master's thesis.

Also, the graduate student along with the *Research Mentor* decide on at least **one** committee member together that is a best fit for the research that is being done.

Prospectus

At the end of the first year, students must submit a research proposal/prospectus to their Thesis Committee describing the research that they will be undertaking for the summer, and final year.

Thesis Defense

Students must present their research in a closed thesis defense with their Thesis Committee acting as the sole evaluators of the final thesis by **March 1st** followed by an open public forum before **April 15th**. No Thesis Defense can be scheduled until after all three committee meetings. Progress Reports must be signed by each Thesis Committee member following each committee meeting. Progress Reports with signatures must be submitted to the Administrative Assistant for the Biology Department. At the end of the final year, by **April 15th**, students must submit a final thesis in writing to their Thesis Committee.

Please refer to the timeline below.

Projected Thesis Timeline:

Objective	Deadline
Year One	

Choose 3 potential mentor and interview each	3rd Friday in October
Assignment of Mentors	Before October 31st
Selection of Committee Members	Before December 15th
Literature Review	Before January 31st
Research Presentation	Before January 31st
Prospectus	Before January 31st
Research Plan	Before January 31st
1 st Committee Meeting (Progress Report)	First week of June
Year Two	
2 nd Committee Meeting (Progress Report)	Last week of August
3 rd Committee Meeting (Progress Report)	2nd week of November
Completion of research activities	At the discretion of Mentor
Initial draft of Thesis	February 20th
Projected Thesis Defense	March 1st
Projected Public Presentation	Before April 15th
Projected Final Draft of Thesis Submission	April 15th

*** These objectives are integral components of the degree requirements.**

Seminar Presentation

All M.S. students will be required to make one seminar presentation to the School of Natural Sciences and Mathematics during one of the regularly scheduled seminar periods.

Graduation

When a student has completed all coursework at a satisfactory level (refer to Good-Standing above) and has successfully defended and published his/her Thesis as evidenced by the affixed signatures of the student's Thesis Committee the student will be recommended to the University faculty for graduation.

Non-Degree Applicants

Persons who wish to enroll in graduate coursework but who do not wish to pursue the M.S. degree may do so under the conditions described below. Such application should not be made with the Degree Application form but should, instead, use the "Application for Non-Degree Enrollment."

Transient Students

Students in good-standing who are enrolled in graduate degree programs at other institutions may seek permission to enroll in graduate courses intended for transfer credit under our non-degree enrollment privilege.

Others

Professional, practitioners, and others who hold at least the bachelors' degree in an appropriate field may seek permission to enroll in M.S. degree coursework under the non-degree enrollment privilege. Such coursework may be sought for licensure, professional development or personal interests.

Committee

The MS in Biotechnology Admissions is made up of the following individuals: The Dean of the School of Natural Sciences and Mathematics, the Biology Department Chair, the Director of the South Carolina Center for Biotechnology at Claflin University and Claflin University Biotechnology Faculty Committee.

The MS in Biotechnology Faculty Committee will comprise of the following individuals: The Dean of the School of Natural Sciences and Mathematics, the Biology Department Chair, the Director of the South Carolina Center for Biotechnology at Claflin University, the Chemistry Department Chair and Claflin University Research faculty who serve as the Research Mentors for Graduate students.

An Oversight Committee comprising of the Dean of the School of Natural Sciences and Mathematics, Biology Department Chair, Chemistry Department Chair, and the Director of the South Carolina Center for Biotechnology will address any concerns or issues regarding the students' research. However, the Thesis Committee will remain the sole evaluators of the final thesis.

Course Load

1) Nine (9) credit hours is considered a full-time schedule. Permission to enroll in more than twelve (12) credit hours requires a written request by the student to and approval from the Chair of the Biology Department.

2) Students whose graduate work is interrupted must consult with the Chair of the Biology Department to determine the details and plans for their matriculation.

3) Grades earned are based on the following system:

- A = 4 quality points per semester hour
- B = 3 quality points per semester hour
- C = 2 quality points per semester hour
- D = 1 quality point per semester hour
- F = 0 quality points per semester hour

Curriculum Requirements

Students must complete 25 credit hours in core courses, 3 credit hours in track-specific courses, 7 credit hours in faculty mentored research and thesis preparation, and 2 credit hours in seminar for a total of 37 credit hours. The curricular order and a brief description of courses are specified below.

****Please note: The Master of Science Degree in Biotechnology can be completed in two years, but the student should allot/plan additional time to satisfy all degree requirements.**

First Year Semester I (Nine credit hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
BTEC 501	Biotechnology I – Genetic Engineering	3
BTEC 511	Laboratory in Genetic Engineering	1
BTEC 531	Research Ethics	2
BTEC 593	Teaching and Leadership	2
BTEC 591	Seminar I	1
Total credit hours		9

First Year Semester II (Nine credit hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
BTEC 502	Biotechnology II – Protein Structure and Function	3
BTEC 515	Environmental Management and Sustainability	3
BTEC 560	Intro to Biostatistics	2
BTEC 599	Research I	1
Total credit hours		9

Summer (One credit hour)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
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BTEC 698	Research II	1
	Total credit hours	1

Second Year Semester I (Nine credit hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
BTEC 521	Immunology & Pathobiology	3
BTEC 650	Plant Biotechnology	3
BTEC 692	Seminar II	1
BTEC 699	Research III	2
	Total credit hours	9

Second Year Semester II (Nine credit hours)

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
BTEC 620	Bioinformatics	3
BTEC 689	Thesis Preparation	3
	Emphasis Area Elective	3
	Total credit hours	9

*Emphasis Area Electives

<i>Course No.</i>	<i>Course Title</i>	<i>Semester Credit Hours</i>
BTEC 611	Forensic DNA Analysis	3
BTEC 625	Bioremediation	3
BTEC 640	Plant Tissue Culture	3
BTEC 665	Advanced Comp. Biology	3

MASTER OF SCIENCE IN BIOTECHNOLOGY COURSE DESCRIPTIONS

BTEC 501: Biotechnology I—Genetic Engineering

Principles of molecular biology, recombinant DNA technology, transgenic organisms, and cloning vectors. Three credit hours.

BTEC 502: Biotechnology II—Protein Structure & Function

Prerequisite: BTEC 501 Basics of protein structure from amino acid composition to tertiary structure and oligomerization. Topics include: protein folds & molecular modeling, protein ensembles and dynamics, the Boltzmann equation, the unfolded state, protein folding and molecular origins of protein stability, catalysis, transition state theory, binding, organic and enzymatic reaction mechanisms, co-factors and redox reactions, steady state and pre-steady state enzyme kinetics, phylogenetics, protein relatedness, evolution of protein structure, mutation, adaptation, and structure-function relationships. Three credit hours

BTEC 511: Laboratory in Genetic Engineering

Laboratory applications of theoretical concepts taught in BTEC 501. Allows hands-on integration of diverse biotechnical applications to answer research questions via laboratory investigation. One credit hour.

BTEC 515: Environmental Management and Sustainability

This course focuses on planning, management of hazardous wastes (including industrial and medical wastes), and conservation of resources for sustainable use. Topics covered include sources and types of wastes; waste classification; environmental laws and regulations; and physicochemical and biological treatment methods. The course will also cover alternative energy production technologies encompassing solar, biomass, and industrial and agricultural waste conversion to useful products. Three credit hours.

BTEC 531: Research Ethics

An overview of current scientific, regulatory and ethical issues in biotechnology. Ethical issues in research including, but not limited to: contemporary issues in bioethics, scientific misconduct, human subject's research, animal care, conduct of responsible research and requirements of regulatory agencies. Two credit hours.

BTEC 560: Intro to Biostatistics

An introduction to principles in statistics applicable to biotechnology. Two credit hours.

BTEC 591: Seminar I

Department faculty give research presentations. Students read scientific papers related to the faculty research (literature review due at beginning of faculty research presentation). Students master critical reading of scientific papers. One credit hour.

BTEC 593: Teaching & Leadership

Workshops in strategies of teaching, learning, and leadership. Review of scholarship of teaching and learning. Practice in student-centered active-learning pedagogical methods. Assessment of student learning outcomes. Syllabi evaluation and design. Workshop in conflict resolution. Two credit hours.

BTEC 599: Research I

Mentored original research in molecular biotechnology, plant biotechnology or bioinformatics toward production of a master's thesis. One credit hour.

BTEC 611: Forensic DNA Analyses

Instruction in DNA fingerprinting, paternity identification, mitochondrial sequencing, Restriction Fragment Length Polymorphism analysis, Polymerase Chain Reaction, HLA-DQA1, DNA databases searches, Forensic laws. Three credit hours.

BTEC 620: Bioinformatics

Introduction to single and multiple sequence alignment algorithms, origin and development of scoring matrices, phylogenetics algorithms, bootstrapping, tree building, and critical tree evaluation. Application of bioinformatics methods in secondary and tertiary structure prediction, homology modeling, and ab initio protein folding. Three credit hours.

BTEC 521: Immunology & Pathobiology

Advanced coverage of topics to include molecular basis of generation of diversity, antigen recognition, cytokines and chemokines biology, xenotransplantation, vaccination, evolution of immune system, allergies and therapeutics, gene therapy, immunodeficiency. Introduction of Pathobiology that will cover an array of diseases in a systematic fashion. Mechanism of disease will be presented along with basic concepts of pathobiology. This course will prepare students for future professional careers in biotechnology related fields, including Biomedical Research, Forensics Research, Pharmacology, Genetic Engineering, Recombinant DNA Technology, as well as other biomedical fields. Three credit hours.

BTEC 625: Bioremediation

The course focuses on the basic principles and application of biological agents (bacteria, fungi, green plants or their enzymes) for in-situ and ex-situ bioremediation of environmental contaminants. Students are introduced to the nature of hazardous waste, the behavior of chemicals in the subsurface, the biochemistry of microbial degradation, and technological applications. Students will become familiar with the technologies of stabilization, thermal desorption, air sparging, soil vapor extraction, chemical oxidation, and the various types of bioremediation, including bioventing, intrinsic remediation or monitored natural attenuation, enhanced natural attenuation, biosorption, and phytoremediation. Three credit hours.

BTEC 640: Plant Tissue Culture, propagation and transformation

Methods and research applications of plant tissue culture followed by principles and methods of in vitro plant propagation and transformation. Current advancement on the following topics will be covered in the course: plant tissue culture laboratory methods including media preparation and general lab practices; in vitro clonal propagation methods such as micropropagation, organogenesis and somatic embryogenesis for germplasm conservation and commercial scale production; crop improvement via doubled haploid breeding, protoplast technology and genetic engineering. This course will prepare students for future careers in plant biotechnology areas. Three credit hours.

BTEC 650: Plant Biotechnology

Methods and research applications of plant biotechnology followed by genetic manipulation of plants. Students will gain advanced knowledge on plant biotechnology techniques and tools that can be applied for the following: to develop and improve plant biotechnology products; for improving quantity and quality of food, feed, fiber and renewable energy needs; the use of transgenic plants as bioreactors to produce pharmaceuticals such as vaccines and therapeutic proteins; and to clean environmental pollutants to provide healthy living environment. This course will also provide sound knowledge of genetically modified organisms (GMO) with reference to the legislative framework and economic, social, moral and ethical issues, thereby further preparing students for productive careers in the plant biotechnological sciences. Three credit hours

BTEC 665: Advanced Computational Biology

Molecular modeling and its applications. Three credit hours.

BTEC 689: Thesis Preparation

Three credit hours.

BTEC 692: Seminar IV

On alternating weeks, instruction and practice in preparation for industry, professional, and graduate school applications. Every other week, the course will feature invited speakers from the Special Topics in Biotechnology Seminar Series. One credit hour.

BTEC 698: Research II

Mentored original research in molecular biotechnology, plant biotechnology or bioinformatics toward the production of a master's thesis. Three credit hours.

BTEC 699: Research III

Mentored original research in molecular biotechnology, plant biotechnology or bioinformatics, culminating with the production of a master's thesis. Two credit hours.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

Overview

The Department of Nursing is committed to providing excellence in nursing education that prepares nurses to integrate critical thinking to solve diverse patient care issues, embrace diversity, integrate evidence-based nursing care and demonstrate professional standards in nursing practice. The nursing department seeks to develop collaborative partnerships and innovation in nursing education, scholarship, practice and service. Student responsibility for participation in learning is fostered through the utilization of contemporary teaching methodologies. Student professional growth and development as an exemplary life-long learner, member of the profession, and accountable advocate are emphasized throughout the program.

Mission – Building upon the mission, vision and guiding principles of Claflin University, the department's mission is to use disciplined study to explore and confront the substantive challenges facing the global society to provide students with education to enhance their skills to improve health and well-being of the community and beyond, and to enhance job marketability to meet global health needs; emphasizing critical and analytic thinking and the knowledge to serve in health care settings with diverse populations.

General Objectives:

Upon completion of the Master of Science in Nursing (MSN) Program at Claflin University, graduates will be able to:

1. critique, evaluate, and synthesize theoretical or scientific findings from nursing and other relevant fields for continual improvement of nursing care across diverse settings. (EMEN* - I)
2. demonstrate leadership in ethical and clinical decision-making using a system's perspective to apply quality principles within an organization. (EMEN - II, III)
3. apply research outcomes within the practice setting, resolves practice problems, and disseminates result. (EMEN - IV)
4. communicate, collaborate, and consult with other health professionals to manage and coordinate care integrating patient-care technologies in care coordination. (EMEN - V, VII)
5. provide holistic care in an advanced specialty nursing practice respectful of a client's cultural, spiritual, ethnic, and gender diversity, within an increasingly global, multicultural society. (EMEN - VIII, IX)
6. employ advocacy and health policy strategies to influence health care. (EMEN - VI)

*EMEN – The Essentials of Master's Education in Nursing (Published by the American Association of Colleges of Nursing, 2011)

Target Population: Bachelor of Science in Nursing (BSN) graduates seeking advanced practice or leadership specific roles in nursing and healthcare.

Course Delivery: Online, clinical learning and onsite clinical intensives.

Admissions

1. Application submitted to the Office of Admissions accompanied by the appropriate application fee (please see [Admissions](#) website), which is neither deductible nor refundable. The application for admission and supporting credentials must be received in the Office of Admissions by the published deadline. Materials submitted in support of this application cannot be returned.
2. Possession of a four-year US (or equivalent) Bachelor of Science degree in Nursing degree with at least a 2.5 cumulative GPA from an accredited college or university with national nursing accreditation.
3. Official transcripts of all previous academic work attempted beyond high school. Transfer credit posted on the records of other institutions is unacceptable and official transcripts of these credits must be supplied.
4. Official copies of Test of English as a Foreign Language (TOEFL) for International Students. A score of 80 or higher (550 or higher prior to 2007) will be required.

5. Three letters of recommendation from former professors/ instructors or professionals qualified to comment on the applicant's graduate study potential. (i.e. past or present employers and/or past faculty members).
6. A 300-500-word essay describing the applicant's objective in undertaking graduate study.
7. A current resume or Curricula Vitae (CV).
8. Verification of unencumbered RN licensure and BLS certification

Committee

The MSN Admissions committee is made up of the following individuals: The Dean of the School of Natural Sciences and Mathematics, the Nursing Department Chair, and Claflin University Nursing Faculty.

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Enrollment

Students whose graduate work is interrupted must consult with the Chair of the Nursing Department to determine the details and plans for their matriculation.

Graduation

When a student has completed all coursework at a satisfactory level (refer to Satisfactory Academic Progress) the student will be recommended to the University faculty for graduation.

Library

The library has the infrastructure in place to support the needs of all students including students in online nursing programs. Access is provided to Claflin University library resources; which currently holds 171,685 books, 84,898 microforms, 1,408 audio-visual items, 301,483 e-books and subscribes to 290 serials. Online students have remote access available for the 111 electronic databases. The databases allow students to access newspapers, print journals, magazines, conference proceedings, industry reports, and recordings of live performances and other instructional videos. Databases cover all subject areas. The university meets the standards of the American Library Association's Standards for College Libraries. Library services include access from off-campus to thousands of journals, e-books, and other databases.

The Library also utilizes LibGuides which are subject guides designed to share and promote library resources. Each LibGuide highlights a specific major and features books, electronic databases, print journals, and tutorials for that major. LibGuides are used as a finding aid to make the most of the University's Library resources. Additionally, a 24/7 chat with a librarian service is available through the library homepage.

Claflin University is a member of the Partnership Among South Carolina Academic Libraries (PASCAL) which enables faculty, staff, and students to be beneficiaries of the partnership providing them access across the state to request and receive books from over 50 academic libraries in South Carolina. Over 12 million items are available in the catalog. Faculty, staff, and students can also participate in the PASCAL Visiting Patrons program which allows them the opportunity to visit another PASCAL Delivers library and check out books or other materials directly. Faculty, staff, and students can request journal articles not readily available in eJournals by filling out the interlibrary loan form online at the Library web page. Journals articles are delivered.

Research Support

Research utilization and Evidence-based Practice are integrated throughout the curriculum. The following nursing specific databases are available through the H.V. Manning Library to nursing students to foster research of scholarly resources and integration of evidence-based practice: Academic Search Complete, Alt Healthwatch, eBook Academic Collection, Health Source: Nursing/Academic Edition, Ebrary, Medline, ProQuest Nursing, Allied Health Source database, EBSCO Nursing Resources, and CINAHL (Cumulative Index to Nursing and Allied Health Literature).

Access to Learning Resources

All students will be issued a Claflin University email address. Students and faculty have full access to Nursing and other electronic databases from off campus, using their Claflin University e-mail address. (Remote Access Flyer, Appendix 27).

Claflin University is also a part of the Alliance 2020 project which enables faculty, staff, and students to borrow books from the South Carolina State Library and Orangeburg-Calhoun Technical College in person by presenting their Claflin University identification card. Faculty, staff, and students can request journal articles and books not readily available in the library by making an online request for interlibrary loan. Journals articles are delivered via e-mail and books are sent to the Claflin University library for pickup.

Instruction

Per existing policy, all students and faculty will be given orientation online by the staff of the Claflin University Library on how to retrieve information from the library resources. Class specific and individualized instruction is also available on request.

Access to Other Resources

The library has the infrastructure in place to support the needs of all students including students in the Nursing program. Students on campus have access to the staff of the library which includes 2 professional librarians and 6 supporting personnel. The university is currently recruiting 2 additional professional librarians and expects to shortly fill the positions. For students who wish to use the library remotely, the Chat-With-A-Librarian Virtual Reference tool allows them to have 24/7 access to a reference librarian regardless of their location. Students can ask questions and receive reference assistance utilizing an instant messenger located on the Library's homepage. The Library also utilizes LibGuides which are subjects' guides designed to share and promote library resources. They are useful finding aids to make the most of the University's Library resources.

Curriculum Requirements

Students must complete the prescribed program of study (POS) to complete the MSN. A sample POS follows:

Master of Science (MSN) in Nursing Curriculum

Sample Program of Study – MSN – Family Nurse Practitioner (pending SACSCOC approval)

	CH
Fall - Year 1	
NURS501: Advanced Pharmacology	3
NURS502: Advanced Pathophysiology	3
Spring - Year 1	
NURS509: Advanced Health Assessment – Across the Lifespan	3
NURS506: Theoretical Foundations in Nursing*	3
Summer - Year 1	
NURS511: Advanced Care Management I- Adults – (150h clinical)	5
NURS504: Research Methods and Evidenced Based Practice*	3
Fall - Year 2	
NURS611: Advanced Care Management II- Adults – (150h clinical)	5
NURS601: Epidemiology, Population Health, and Related Biostatistical Principles	2
Spring - Year 2	
NURS614: Advanced Care Management III- Special Populations (pediatrics, geriatrics, women's health) – (6) (200h clinical)	6
NURS505: Organizational Theory and Role Transition	2
Summer – Year 2	
NURS617: Role Practicum and Residency -Family Medicine (200h clinical)	6
NURS503: Health Policy, Ethics, and Legal Issues*	3

Program completion = 44 credit hours in 24 months

Sample Program of Study – MSN – Nurse Leader/Administrator

Spring – Year 1		CH
NURS506: Theoretical Foundations in Nursing*		3
NURS607: Patient Education and Advocacy		3
NURS605: Financial Management in Nursing		3
Summer – Year 1		
NURS611: Nursing Management of Human Resources		3
NURS512: Management and Leadership for Nursing Administration		3
NURS504: Research Methods and Evidenced Based Practice*		3
Fall – Year 2		
NURS507: Advanced Nursing Informatics		3
NURS513: Quality and Safety in Nursing		3
NURS603: Organizational and Health Systems Dynamics		3
Spring – Year 2		
NURS503: Health Policy, Ethics, and Legal Issues*		3
NURS613: Nursing Leadership Practicum		6

Program completion = 36 credit hours in 18 months

*Course taken by all MSN students (both tracks)

Master of Science in Nursing Course Descriptions

NURS 603: Organizational and Health Systems Dynamics - This course introduces the student to organizational, systems, and complexity theory analysis with an emphasis on nursing leadership roles, strategic planning, systems thinking and conceptualizing organizations as complex adaptive systems. (3CH)

NURS 605: Financial Management in Nursing - This course introduces nonfinancial students to the fundamental concepts and skills used in healthcare finance to provide the fundamental knowledge base for financial management of health systems within a single agency or institution. Course content comprises management and leadership roles; organizational structures, tax structures and how to interpret and perform analysis of financial statements; basis concepts of reimbursement and various structures and stakeholders; cost analysis and business case development to support returns on investment; strategic planning, resource allocation, budgeting and capital budgeting processes; impact and planning for legal and regulatory issues. (3CH)

NURS 611: Nursing Management of Human Resources - This course focuses on incorporating the functions of human resource management in organizations to create a competitive edge through employee empowerment. Core human resource concepts are introduced and applied to optimize human capital within a variety of healthcare settings, including compensations and benefits, employee recognition, and employee/labor relations. National, regional and local strategies and workforce trends are discussed related to best practices for the selection, retention, and management as a healthcare employer of choice. Emphasis is placed on code of ethics, staffing organizations, training and development, employee relations, long term planning and succession planning. This course will provide a forum for the analysis and synthesis of human resources specific to the role of nursing and healthcare administrators. (3CH)

NURS 501: Advanced Pathophysiology - This course provides students with advanced content in the examination of pathophysiologic principles and common pathological conditions. The focus of this course will be to explore, analyze, apply and evaluate on commonly occurring episodic, chronic, and genetic conditions across the lifespan. This course will provide a foundation for diagnostic reasoning, clinical screening/diagnostic evaluation, and clinical decision making in the management of disease with the goal on maintenance and attainment of full health potential. *Prerequisite: Admission to the FNP program.* (3CH)

NURS 502: Advanced Pharmacology - In this course the student reviews the basic principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics of drugs commonly used in disease prevention and management. Methods for screening, risk stratification, and monitoring for clinical effectiveness will be explored. Side effects, contraindications, and toxicities, as well as factors related to adherence, compliance, and patient education will be discussed. Emphasis is placed on drug selection based on evidence-based rationales for therapeutic choices in combination with the consideration for variables affecting drug selection such as gender, age, reproductive status, and ethno-cultural variation, provider biases, financial, and personal preference. Students will use current clinical based guidelines to plan and promote safe practice for patients with acute and chronic illness across the lifespan. *Prerequisite: Admission to the FNP program.* (3CH)

NURS 503: Health Policy and Advocacy*

This course is designed to cultivate an understanding of health care policy formation and evaluation in improving the health of the public. Leadership, ethics, organizational, and communication theories and strategies will be examined in the framework of nursing science for the facilitation of organization change and practice wide initiatives. Will facilitate knowledge of professional integrity and ethical decision making as it pertains to the advanced practice role. The student will evaluate health policy on a local, state, national and global level. Students will explore how research can motivate change in public health and policy making. Students will critically analyze the nurse's role in public policy formation, finance, and politics. Students will participate in implementation of health policy to promote health and prevent disease. (3CH)

NURS 504: Research Methods and Evidence Based Practice*

In this course the student will develop and refine research critique skills to methodically approach problems in healthcare. Both quantitative and qualitative research designs will be explored for essential understanding

of research elements. Students will conduct a thorough search of literature and critically appraise the evidence in order to formulate a clinical problem/need. Based on this critical appraisal the student will design an evidence-based quality improvement project. (3CH)

NURS 505: Organizational Leadership, Role Transition, and Interprofessional Collaboration within Complex Adaptive Systems - In this course, students will examine the role of the advanced practice nurse as a leader in the clinical, political and research arenas of nursing practice. This course will focus on team building and professional collaboration in order to provide quality care and patient safety. This course will facilitate precision in developing professional provider-patient relationships, adverse organizational cultures, increased provider accountability and responsibility for clinical performance. This course will prepare the student to transition from clinical expert to the advanced practice role. (3CH)

NURS 506: Theoretical Foundations in Nursing* - In this course students will analyze and critique nursing theories from natural, behavioral and applied health sciences. The student will demonstrate how nursing theory is applied to research, evidence-based practice, and quality improvement. The focus of this course is to address nursing theories, quality improvement models, and evidence-based practice as they pertain to the quality and safety of healthcare. (3CH)

NURS 507: Advanced Nursing Informatics - This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the coordination of patient care and the improvement of patient outcomes. Processes related to selecting and integrating informatics software in various clinical and administrative settings will also be covered. (3CH)

NURS 509: Advanced Health Assessment Across the Lifespan - This course expands on prior clinical assessment knowledge with emphasis on detection of abnormalities in physical, psychosocial, behavioral, and genetic assessments. Students will develop complex skills in patient interviewing, history taking, screening, physical exam, and anticipatory guidance. Additional focus will be on completing these complex skills in a fair, inclusive, and respectful manner. Will discuss accurate communication and documentation of the advanced clinical assessment in the setting of nursing informatics and the electronic health record as well as online patient portals, in a timely manner. This course will require an on-campus evaluation of physical exam and documentation skills. *Prerequisite: NURS501 (Advanced Pathophysiology) and NURS502 (Advanced Pharmacology)* (4CH)

NURS 511: Advanced Care Management I- Adults (ACM I) - This course will incorporate previously learned advanced health assessment skills and pharmacological principles of prescribing in the adult population to assess, diagnose, and manage common episodic and chronic medical, behavioral, and psychosocial conditions within the context of differing social, cultural, and genetic environments. This course will focus on formulating differential diagnoses based on obtained chief complaints and health history. This course will help to transition from nurse to advanced practice provider. Decision making will be rooted in evidenced based practice and guidelines. Knowledge of health disparities, social determinants of health, epidemiological principles, palliative care and ethical principles will be incorporated to guide comprehensive decision making and care. Focus on provider communication to the patient, family, and interdisciplinary team in terms of referrals, face to face communication and EHR/patient portals will also be discussed. Practicum: will be a precepted experienced working on assessment, diagnosis, and management of patients with both episodic and chronic medical conditions. Requires on campus Intensive. (150 clinical hours) *Prerequisite: NURS501 (Advanced Pathophysiology) and NURS502 (Advanced Pharmacology)* (5CH)

NURS 512: Management and Leadership for Nurse Administration – In this course, students develop skills in the areas of leadership and management such as designing, implementing, and evaluating models and programs of care to meet the population or systems' needs. Students explore management of quality, work processes, human resource management, ethical decision making, and assessment of clinical resources from managerial and economic perspectives. Students also examine leadership styles and innovations. (3CH)

NURS 513: Quality and Safety in Nursing – The focus of this course is quality and safety competencies to prepare nurse leaders for development and execution of quality improvement and patient safety programs.

Students examine issues and concepts such as creating a culture of patient safety and behavioral knowledge and skills in leading interdisciplinary teams. The influence of external forces on quality improvement and patient safety agendas along with health disparities and national and state trends in healthcare will be examined. Student are expected to reshape their professional identity as recommended by the Institute of Medicine (IOM). (3CH)

NURS 601: Epidemiology, Population Health, and Related Biostatistical Principles - Students are introduced to statistical principles to explore, analyze, and disseminate aggregate health data. Included are basic statistical principles and procedures to address common nursing issues and guide practice and management as it pertains to evidence-based practice and population-based care. This course will also focus on the variability and disparities in population trends. (3CH)

NURS 607: Patient Education and Advocacy - This course focuses on developing patient education skills to advocate for patients, families and populations. The student will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. (3CH)

NURS 611: Advanced Care Management II- Adults (ACM II) – Expands upon content in ACM I, with additional focus on assessment, prescribing, laboratory findings, diagnostic interpretation and follow-up, referrals, planning, and coordination of care. This course will continue to integrate evidenced based practice into clinical decision making of acute and chronic disease management and prevention. Knowledge of health disparities, social determinants of health, epidemiological principles, palliative care and ethical principles will be incorporated to guide comprehensive decision making and care. Practicum: will be a precepted experienced aimed at assessment, diagnosis, with increased autonomy on plan development and lab interpretation in management of patients with both episodic and chronic medical conditions. (150 clinical hours) Requires on campus Intensive. *Prerequisite: NURS511 (Advanced Care Management I).* (5CH)

NURS 613: Nursing Leadership Practicum - Nursing Leadership Practicum: This course provides opportunities to design, implement, and evaluate learning experiences in nursing leadership or administrative settings. This course is the culmination of knowledge gained throughout the program and is to be completed in the student's final semester of the MSN program. Students will identify an area of concentration and develop individualized learning objectives that are approved by the course instructor. (6CH)

NURS 614: Advanced Care Management III- Special Populations (pediatrics, geriatrics, women's health) – (6) (200h clinical): This final advanced care management course will incorporate basic principles from ACM I and ACM II including knowledge of health disparities, social determinants of health, epidemiological principles, palliative care and ethical principles will be incorporated to guide comprehensive decision making and care. This course will continue to integrate evidenced based practice into clinical decision making of acute and chronic disease management and prevention. The course will integrate previously learned pharmacological principles of prescribing to pediatric, reproductive/maternal health, and geriatric populations. This course will introduce pediatric growth and developmental as well as assessment and management strategies for problems commonly encountered in primary care. This course will focus on women's health, including well pregnancy, and assessment and management of commonly encountered GYN concerns in primary care. This course will additionally address geriatrics and the aging population regarding the risks of polypharmacy, the discussion of palliative care and end of life goals, assessing safety and DME, resources for the aging population, management of diseases related to aging. Practicum: Must include 50 hours from each pediatrics, geriatrics, and women's health. Requires on campus intensive. *Prerequisite: NURS611 (Advanced Care Management II).* in primary care. (6CH)

NURS 617: Role Practicum and Residency -Family Medicine - This course will focus on role integration as the student transitions to functioning as an advanced practice provider with the leadership of a clinical mentor. This course will help to solidify the role and development of the family nurse practitioner as a leader and member of the interdisciplinary team. Students will demonstrate increased responsibility and accountability for disease management and prevention for populations across the lifespan. Students will demonstrate competency and implementing holistic, patient centered, and culturally competent plans of care. Practicum: precepted clinical focus on all ages with a requirement of 50h dedicated to pediatrics (200h). *Prerequisite: NURS614 (Advanced Care Management III).* (6CH)