



WILLIAM WOODS
UNIVERSITY



WILLIAM WOODS UNIVERSITY
ACADEMIC CATALOG
2022 - 2023

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Mission and Vision

Mission and Vision

Mission

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

Vision

The vision of William Woods University is to be recognized as a progressive and growing leader in higher education, fiscally healthy, and achieving quality in all aspects of institutional life, while cultivating highly respected, innovative, unique programs.

Beliefs

Responsiveness to student needs is paramount for success for both the students we serve and the institution's viability.

An academic environment demonstrates and promotes creative, intellectual inquiry.

Positive relationships among students, faculty, and staff enhance the learning experience.

Education is inclusive and student-centered.

The institution has a responsibility to demonstrate and promote ethical behavior.

Total development of the individual prepares the individual for a constantly changing world.

The culture of our university and communities is conducive to the positive development of relationships among students, faculty, and staff.

A quality educational environment directly impacts outstanding student achievement.

Cost of Attendance and Fees

Undergraduate:

https://www.williamwoods.edu/admissions/undergraduate/tuition_fees.html

Graduate:

http://www.williamwoods.edu/admissions/graduate/tuition_and_fees.html

Resources for Learning

Dulany Library

Dulany Library is open 89.5 hours per week during the academic year and contains a wide variety of materials, including almost 100,000 printed books and more than 10,000 DVDs and other non-print materials. The circulation period for most materials is 30 days and can be mailed directly to students.

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The Library subscribes to a variety of digital resources including almost 200,000 e-books and 38,000 full-text journals. Additional digital resources are also available, such as dictionaries, atlases, encyclopedias, legal reference databases, and streaming videos. The Library provides a discovery service, called Woods OneSearch that retrieves journal articles, books, videos and other materials in a single search with the ability to refine searches using specific parameters, making it extremely easy to find the resources you need.

Reference services are available by calling the Library at 1-573-592-4289 or by clicking on "Ask the Librarian" on the Library main web page. All library resources are accessible through the Library's website at http://www.williamwoods.edu/current_students/library/index.html

William Woods University is a charter member of MOBIUS, a statewide consortium of academic libraries which provides WWU faculty and students with online access and borrowing privileges to twenty-four million items in Missouri's academic libraries as well as providing detailed information about the library materials housed on the WWU campus. Materials not available through the WWU Library or MOBIUS may be requested free through interlibrary loan; a form is available on the library's website.

Technology Resources

Atomic Learning

All students at WWU have access to this online tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of online professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is access through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The login is your email user name and password. If you have any questions or concerns, you can contact the UIT Helpdesk at helpdesk@williamwoods.edu.

SmartThinking

Online assistance for English, Math, and most other academic subjects is also available 24/7 through the SmartThinking, our e-tutoring service provider. Just click on the "Tutoring" tab at the top of your OwlNet main page and follow the simple directions to connect with a dedicated personal tutor!

No separate login is required. You will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in Tutoring" and "Offline Questions." Drop-in allows you to chat live with a tutor, and offline allows you to submit a question; they email you back the answers. The system is very user friendly. However, if you are confused by the navigation of the system, please contact the Academic Success Center academic.success@williamwoods.edu.

Student Services

Career Development Center

The mission of the William Woods University Office of Career Services is to educate and empower students and alumni in the development of lifelong career strategies for a diverse world.

Career Services is designed to help students and alumni at all stages in the career development process. As the university mission states Career Services strives to be 'student-centered and professions-

oriented' by helping students answer the questions: "Who Am I? Where Am I Going? How Do I Get There?"

Services:

- Career exploration
- Career planning
- Interest inventories
- Resume and cover letter development
- Internship searches and obtaining
- Interview preparation
- Job searches
- LinkedIn
- Networking and social media

Disability Services

William Woods University is committed to providing reasonable accommodations to qualifying students, faculty, and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as applicable state law. Disabilities may include mental or physical impairments that substantially limit one or more of a person's major life activities, and which require modifications to the programs, services, or facilities of the University. Consistent with the law, William Woods University is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

Students who choose to disclose a disability to the university and/or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy. The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.
- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

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Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services William Woods University One University Ave Fulton, MO 65251
573-592-1194 ADA@williamwoods.edu

Recognition

William Woods University enjoys the best of both worlds when it comes to reputation - attracting students, faculty and partners nationally for signature programs, while making a significant impact locally and statewide in fields such as business and education.

History: Roots of Compassion, Future of Growth

Our Beginnings

Our educational mission began more than 140 years ago in the aftermath of the Civil War in the year 1870. The Christian Church of Missouri, as a work of compassion, founded a school for girls who had been orphaned by the conflict. The Female Orphan School of the Christian Church of Missouri, as it was called, eventually moved to Fulton, our present home, and grew to include other young women in addition to war orphans.

Finances were always a challenge for this labor of love. In 1900, the school was saved from insolvency by a successful Missouri entrepreneur named Dr. William Stone Woods. Together with his wife, Dr. Woods wrote a check that redeemed the school's entire debt. In gratitude, the University has borne his name ever since.

Deeply Held Values

We became a college officially in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow - values that we have held onto since the beginning. You can still see these values, stronger than ever, at work among faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

As we grew, we broadened our focus to encompass more of the liberal arts and other elements of higher education. Highlights along the way include the growth of an internationally recognized equestrian program, which offered the nation's first baccalaureate in equestrian science in 1972. We entered intercollegiate sports in 1974, with teams in basketball, softball, track, tennis and swimming.

From College to University

1990 marked a significant milestone: the election of our first female president, Dr. Jahnae H. Barnett. Dr. Barnett's charter was to secure a 21st-century future for William Woods.

Within two years we began offering a wide variety of graduate-level degree programs, geared toward the working adult. We went coed. And we changed the name from William Woods College to William

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Woods University. With generous support from alumni, foundations and other benefactors, our campus, our programs, and our student body began to look like the William Woods University of today.

Accreditation

The country's most established colleges and universities routinely open their doors to peers for an accreditation process - a way of ensuring that students and families receive a quality return on their educational investment.

Higher Learning Commission

William Woods University is accredited by the Higher Learning Commission (HLC) of the North Central Association, which is one of the six regional institutional accreditors in the United States:

Higher Learning Association, a Commission of the North Central Association 230 South LaSalle Street, Suite 7-500 Chicago, IL 60604-1411 Tel: 800.621.7440 www.hlcommission.org

Accreditation Council for Business Schools and Programs

The Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners awarded William Woods University, in Fulton, Missouri accreditation of its business programs and separate accreditation of its accounting program. ACBSP accreditation certifies that the teaching and learning processes within the undergraduate and graduate accounting and business programs offered at William Woods University meet the rigorous educational standards established by ACBSP.

Accreditation Council for Business Schools and Programs (ACBSP) 11520 West 119th Street Overland Park, KS 66213 Tel: 913.339.9356 www.acbsp.org

For more information regarding our accreditation please contact:

Michael W. Westerfield, Ph.D. Executive Vice President of Academic Affairs and Director of Accreditation Processes Michael.Westerfield@WilliamWoods.edu 573.592.4383 or 1.800.995.3159 ext.4383 William Woods University One University Avenue Fulton, MO 65251

Additional external accreditations/certifications

- Commission on Accreditation of Athletic Training Education (The program has been placed on probation as of February 19, 2016 by the CAATE, 6850 Austin Center Blvd, Suite 100, Austin, TX 78731-3101)
- Council on Social Work Education
- Missouri State Department of Elementary and Secondary Education
- Council for the Accreditation of Educator Preparation

Memberships

- American Association for Paralegal Educators
- American Association of Collegiate Registrars and Admissions Officers
- American Bar Association
- American Notary Association
- Baccalaureate Program Director's Association
- Campus Compact
- College Entrance Examination Board
- Commission for Accelerated Programs
- Council for Advancement and Support of Education
- Council of Independent Colleges
- Council on Social Work Education
- Independent Colleges and Universities of Missouri
- Mid-Missouri Associated Colleges and Universities
- Midwest College Placement Association
- Missouri Association of Financial Aid Personnel
- Missouri Colleges Fund, Incorporated
- Missouri Consortium of Social Work Education Programs
- Missouri Professors of Educational Administration
- Missouri School Counselors Association
- Missouri Society of Certified Public Accountants
- National Association of College Admissions Counselors
- National Association of College and University Business Officers
- Tuition Exchange, Inc.

Active Locations

Main Campus, Fulton, MO 65251

Cape Girardeau, MO 63703

Kennett, MO 63857

Kansas City, MO 64116, 64153, 64155

Academic Policies

Academic Honors

An Academic Awards Convocation to recognize the outstanding academic achievements of students and faculty is held each spring. A variety of student academic awards are presented during this celebration. The Faculty Award is presented to the graduate magna cum laude or summa cum laude who, in the estimation of the faculty of the University, has evidenced exemplary devotion and commitment to the life of the mind. Faculties of the various disciplines may, but are not obligated to, designate one graduating senior as a Distinguished Scholar. While eligibility requires a minimum cumulative grade point average of 3.40, the faculty may consider other relevant academic factors and variables in the selection process.

The Dean's List is used for special recognition of students whose records of scholastic achievement are exceptional. To qualify for the Dean's List, students must be enrolled full time and earn a minimum of 3.60 semester and cumulative GPAs. The Dean's List is prepared at the end of the fall and spring semesters and students are recognized at the Honors Convocation each spring.

Baccalaureate honors are awarded after each commencement to baccalaureate students who meet the following criteria: 1) student has completed 60 hours of coursework at William Woods University,

2) student has earned a cumulative GPA of 3.60 or above. Students whose cumulative GPA is 3.60 - 3.74 qualify for Cum Laude; students whose cumulative GPA is 3.75 - 3.89 qualify for Magna Cum Laude; students whose cumulative GPA is 3.90 or above qualify for Summa Cum Laude. Graduation honors are printed on transcripts and are shown by a special seal affixed to the diploma.

Academic Advising

The Director of Academic Advisement is a central source of information in all areas of academic programs and policies. The academic is available to meet with students who desire assistance in selecting a major or minor. Students undecided about a major or minor can receive help in selecting courses and exploring multiple programs of study. All new students are assigned a faculty advisor when they begin their academic coursework. Each faculty advisor assists students in setting goals, making knowledgeable career decisions, selecting a class schedule, and interpreting academic policy. Each student is advised according to University, divisional, and departmental requirements. The student's academic achievements and professional interests are also considered. The ultimate responsibility for complying with University regulations and for meeting degree requirements rests with the student.

Advising First Semester Undergraduate Students

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All first semester freshmen are required to take WWU 101 Connections. The only exception are Honors students who enroll in WWU 102 in place of WWU 101, or students who are 23 or older when they enter the university. This course is designed to help students be academically successful, make connections with peers, staff and faculty, and develop life skills necessary for transition into the university experience. Topics relevant to academic success such as time management, test taking, and using the University catalog will be covered. Students may request to be reassigned to a faculty advisor in the academic division of their major following their first semester. These changes of advisors are processed by the Director of Academic Advisement.

Academic Dismissal

Academic Dismissal is an action initiated by the Vice President of Academic Affairs which revokes eligibility for continued enrollment in courses or programs conducted under the auspices of the University. Students who have been subjected to Academic Dismissal must apply for readmission to the University. Readmission is infrequently allowed in instances involving Academic Dismissal.

Academic Expectations

Students entering William Woods University should be prepared for a considerable amount of work outside the classroom. These requirements differ from class to class from discipline to discipline, but most instructors expect two hours of out-of-class work each week for each course credit hour in a semester long course, or four hours out-of-class work for each course credit hour in an 8 week course. All instructors expect their students to be prepared for class.

Academic Credit Hour Definition:

The University has adopted the following United States Department of Education definition of a credit hour:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time

Academic Grievance

Students should be protected from prejudice and capriciousness in matters of academic policy and practice. They are entitled to a reasonable explanation of their performance in relation to the standards of a program or a course. Initial inquiries in academic matters should be directed to the course instructor. Appeals should be addressed to the appropriate School Director or Program Manager. If the

inquiry with the instructor and the appeal is not satisfactory, the student may file a formal grievance according to the guidelines listed under Grade Appeal.

Academic Honor Code

William Woods University strives to protect its academic programs by ensuring honesty and integrity by all students in their academic pursuits. Students seeking a quality education are called to act in an academically honorable manner. To do so compels them to engage in certain behaviors and reject others. Being honorable involves behaving ethically and making moral choices consistent with an individual's conscience. William Woods University depends on the personal integrity of each member of our community to help create and foster an environment that celebrates and embraces acting for the greater good of society. Students' work and conduct should reflect their decision to act honorably. When students engage in academically dishonest or dishonorable behavior, they diminish the quality of the education they receive, distort the results of assignments, and negatively affect the reputation of their classmates and the University as a whole. When students are found to have engaged in an academically dishonest or dishonorable manner by a faculty member, fellow student, or staff member, they will face repercussions. All instances of academically dishonest behavior will be dealt with per the Academic Integrity Policy and recorded by the University in the student's record. To this end, it is incumbent on each student to act in an honorable manner about his or her education at William Woods University.

Academic Integrity/Honesty

William Woods University, founded on the principle of honesty, has long endeavored to maintain an atmosphere of academic integrity. In all academic work, it is important that the ideas and contributions of others be appropriately acknowledged, and that work that is presented as original is, in fact, original. Ensuring the honesty and fairness of the intellectual environment at William Woods University is a responsibility shared by the entire campus community. Students are held accountable to the academic integrity policy as long as they are affiliated with the University. Students may not withdraw from a course in which they have an academic integrity violation under investigation, or a course in which they were guilty of an academic integrity violation. Students are expected to adhere to the highest standards of honesty in their behavior. The following are examples of dishonest behavior and violations of the principle of academic integrity, but are not exhaustive of all conduct that could constitute violations of this academic integrity policy.

Plagiarism. You commit plagiarism by taking someone else's ideas, works, or other types of work product and presenting them as your own. You can avoid plagiarism by using proper methods of documentation and acknowledgement. Knowingly allowing another person to use your work as their own is also considered plagiarism.

Self-Plagiarism. You commit self-plagiarism by submitting the same work for more than one assignment or course without explicitly obtaining permission from all instructors. You also commit self-plagiarism by taking your own ideas, works, or other types of work products previously presented without including proper methods of documentation and acknowledgement.

Cheating. During an examination or course assignment, you may use only materials authorized by the instructor. You must not receive or provide any unauthorized assistance during an examination or

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course assignment. Cheating also includes attempting to gain an unfair advantage concerning academic work, including but not limited to:

- a. Electronic. Using material, equipment and technology such as a calculator, advanced calculator, mobile phone or other electronic device, tablet, laptop or the like without authorization is also considered to be a violation of academic integrity.
- b. Removing material from a University room or service area without authorization or defacing such material is considered an academic integrity violation.
- c. Leaving the test area/room without permission from the instructor or proctor is also a form of academic dishonesty.

Collaboration. Engaging in any academic work that is the product of joint effort, either inside or outside the classroom, not authorized by the instructor, can be considered academic dishonesty.

Fabrication. You commit fabrication when you present as fact, those things that are untrue, intentionally false or are fabricated with no supporting information or data. It is dishonest to fabricate or falsify data in laboratory experiments, research papers, reports, or other circumstances; fabricate source material in a bibliography or "Works Cited"/"References" list; or provide false information on a résumé or other document in connection with academic efforts.

Contract cheating. Contract cheating is engaging in uploading or offering work online or in person that is your original work for the purpose of others to use. Contract cheating also includes utilizing work from websites, online sources, or other people to use as your own. Uploading or sharing course materials without the permission of the professor, online or in person, is a form of contract cheating. This includes lecture materials, PowerPoint slides, audio, and visual material. There are no exemptions.

Engaging in other forms of deceit or dishonesty. Do not request, or have others request on your behalf, any academic benefit, including an extension of time, a better grade, or a recommendation from an instructor when the request is based on false information or deception.

Do not engage in any other form of academic misconduct not covered here. If you are ever in doubt, ask your instructor for guidance.

Student / Staff Reporting

If a student or member of the University staff observes others violating this policy, he/she is expected to report the misconduct for further investigation.

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Student and staff procedures for filing a complaint based on a violation of the Academic Integrity Policy

Any member of the University community may file a complaint alleging a violation of the Academic Integrity Policy.

Any complaint will be in writing and will provide sufficient information for a review of the alleged violation.

The written complaint will be submitted to the Academic Integrity Officer within ten (10) business days of the discovery of the alleged violation of the Academic Integrity Policy.

The Academic Integrity Officer will review the allegation and if it appears credible, they will inform the accused student and the related faculty member that further investigation is warranted.

The Academic Integrity Officer will promptly investigate the allegations. If the allegations are considered valid, the Academic Integrity Officer will follow the appropriate process for final disposition.

Disposition of Academic Integrity Violations

This policy outlines two avenues for addressing student violations of academic integrity: Instructor-Levied Sanction or by having an Academic Integrity Board Hearing. Instructor-Levied Sanction allows faculty the opportunity to address incidents of academic dishonesty in the classroom setting. The William Woods University Academic Integrity Board hears cases involving more serious allegations of student violations of the Academic Integrity Policy.

Instructor-Levied Sanction

University, faculty retain the latitude to make their own determinations as to the severity of any act of academic dishonesty they may encounter.

Faculty are expected to report all incidents of student academic dishonesty so that the incident may be handled in a consistent, fair manner, and so that substantiated charges of misconduct may be noted in the student's record.

If an allegation is determined to be valid, a copy of that determination shall be retained with the student's official academic records. If a suspension or expulsion occurs, that shall be recorded on the student's transcript.

Sponsors of student organizations, coaches of athletic teams and committees who manage honors scholarships and performance awards will be notified so they may determine any internal sanction based upon their organizational guidelines if an allegation is determined to be valid.

Students may not withdraw from a course in which an academic integrity violation has been reported without authorization from the Academic Dean.

Student Appeal of an Instructor-Levied Sanction

Students found to have violated the Academic Integrity Policy may file an appeal based upon the level of offense and which body determined sanction.

Students who wish to appeal an Instructor Levied Sanction are entitled to an expeditious review of their appeal.

If an instructor uses their latitude to handle a case of academic dishonesty between them and the student, a student may file an appeal for the following instances:

1. The faculty member levied a sanction without notifying the student and/or providing the student with no evidence of an infraction of the Academic Integrity Policy.
2. The student believes the faculty member who imposed an academic integrity policy sanction did so based upon procedural error.
3. The student has new evidence that could affect the outcome of the decision.

To initiate an appeal, the student must:

1. Submit a written appeal to the School Director of the course or designated appointee within three (3) business days of the decision by the faculty member.
2. Include evidence that supports consideration based upon one of the above instances.

The School Director or designated appointee will review the student's appeal and determine to uphold the instructor's sanction or forward the student's appeal to the Academic Integrity Officer for consideration by the Academic Integrity Board.

The Academic Integrity Officer will determine if the appeal warrants an administrative review by the Academic Integrity Board.

If an appeal is forwarded to the Academic Integrity Board, an administrative review will be completed within twenty (20) business days.

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The Academic Integrity Board will make a final recommendation to the Academic Dean with regards to the appeal.

The Academic Dean shall make a final determination of the appeal based upon the Academic Integrity Board's recommendations. This determination shall be final and no further appeal will be considered.

Academic Integrity Board

The purpose of the Academic Integrity Board is to hear cases involving claims of student violations of the University's Academic Integrity Policy that rise to the severity of consideration for suspension or dismissal from the University. Such cases may include a single incident that is a severe breach of the Academic Integrity Policy or cases of multiple and repeated violations.

If the Academic Dean determines that sufficient evidence exists for a board review, a subcommittee of the Academic Council will undertake the review. Students receiving University accommodations under the Americans with Disabilities Act should notify the Academic Dean about any necessary accommodations that should be made for them as part of the board process.

If the Board determines that the student is accountable for a violation of the Academic Integrity Policy, they may recommend sanctions to the Academic Dean as part of their determination. The Academic Dean will be the final authority regarding upholding and implementing any sanction imposed by the Board and will notify the student in writing of the decision. A copy of the decision will also be maintained in the student's permanent file.

The decision of the Academic Dean is final.

Academic Progress - Undergraduate Students

Faculty will provide periodic feedback concerning academic progress through coursework, assignments, and examinations. Students are expected to monitor their progress in each course by noting their performance on assignments and examinations. Students are encouraged to discuss their progress in each course with their instructors and their academic advisors, particularly when deficiencies are apparent. The University has established the Care and Action for students team (CARE) as a method to intervene and help support students facing challenges in making successful academic progress. Students are responsible for informing parents or guardians about their academic progress. The official procedure to notify students of academic progress is the semester grade report. If a student fails to make adequate academic progress, the Academic Success Coordinator may assign them a CARE advisor to monitor academic progress.

Adaptation of Regulations to Varying Formats

University degree programs employ a variety of instructional delivery systems, formats, and schedules. These variations, commonly described as non-traditional delivery formats, are attributable to the

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University's commitment to maintaining programs which effectively accommodate students whose life and professional circumstances preclude participation in a traditional format.

When maintaining non-traditional delivery formats intended to serve non-traditional students, the University maintains a rigorous proactive commitment to ensuring that its undergraduate programs are conducted, without regard to delivery format or student circumstances, in a manner thoroughly consistent with standards commonly acknowledged within the American higher education community as appropriate or mandatory for undergraduate and graduate education.

The regulations stated herein are broadly stated, but are applicable to all students of the University without regard to the specific delivery format employed by the program in which they are enrolled. Questions which arise regarding the applicability of specific regulations to specific delivery formats and programs may be addressed to the Academic Dean or Director. The Dean/Directors are charged with responsibility for interpreting regulations to enable their consistent application in all programs conducted under the auspices of the University

Applicability of Degree Requirements

The degree and continuation requirements in effect at the time of declaration remain in effect as long as the student maintains sustained (uninterrupted) enrollment. (See policy for Student Enrollment) If study is interrupted for any reason, including academic suspension, the student when resuming study may be subject to any or all of the new requirements instituted since initial enrollment. The Academic Dean determines the applicability of new requirements at the time the student resumes study.

Application for Graduation

Students are required to apply for graduation during the fall or spring registration period before their LAST semester of coursework. This application will prompt the registrar to review the graduation worksheet for missing requirements as well as check for overall hours and GPA. From this review, if students are determined to be "short" in hours or program requirements, they have time to adjust their final course schedule during the add/drop period. Students who fail to apply for graduation cannot expect a program audit, inclusion in the commencement program, or participation in graduation ceremony.

Cohort Candidates will be reviewed the semester prior to the final semester on the cohort calendar. Students who will not be completing the program as scheduled on the cohort calendar will need to submit an application for graduation.

Students who apply for graduation and who complete all degree requirements will be contacted regarding diplomas, academic regalia, and commencement. The graduation fee is added to the student's accounts receivable statement approximately one month prior to conferral date. Diplomas and official transcripts will not be released until this fee is paid.

Diplomas will be ordered with the information confirmed by the student. Should the student wish to have a name changed after the diplomas have been ordered, it will be at the expense of the student.

Application for Readmission

Any student who has withdrawn, departed without withdrawal, or have been subjected to academic dismissal may submit an application for readmission. Readmission may be permitted, but the conditions

of readmission may vary appreciably depending upon the manner in which the student left the institution.

Successful applicants for readmission who were on academic probation when they withdrew will be re-admitted on probation. This will be a conditional acceptance.

Students who are readmitted will follow all academic requirements in effect at the time of readmission.

Assessment of Prior Learning

The University recognizes that knowledge may be systematically acquired in a variety of ways that do not involve or entail a formal classroom or instructional setting. The University also acknowledges that knowledge so acquired may relate directly or specifically to curriculum and degree requirements.

The award of prior learning hours earned through the petition process may not exceed 36 credit hours for a baccalaureate, 15 credit hours for an associate degree, or 9 hours for a graduate degree.

Credit for prior learning may be acknowledged in instances in which a substantive relationship can be documented between knowledge gained experientially and the various realms of instruction represented in the curriculum of the University.

Attendance Policy

Traditional Seated Classroom Courses

Programs of instruction at William Woods University require regular attendance and active student participation in classes, laboratories, and applied instruction. In support of this, all classes will have an attendance policy, as described by the faculty member in the course syllabus.

Students attending University-sanctioned events are not to be counted as unexcused; however, students are expected to notify instructors in advance and make up all work within the time period specified by the instructor. For all absences, it is the student's responsibility to meet with the instructor and make up any work missed.

Online Courses

The online model of instruction requires active student participation for successful completion of the course/program. All work will be due on the original due date (unless prior arrangements have been made with the facilitator) along with any make-up assignments given by the facilitator.

Students who do not communicate with instructors via class discussions, chat rooms, or emails for one week during the course will be required to complete make-up work as assigned by the instructor. Student course grades will be reduced by one letter grade for each subsequent week they do not participate.

Auditing

Auditing a class may occur only in special circumstances. Studio classes, laboratory courses, field experiences and internships, clinical, riding classes, practicums, activity courses, and graduate level courses may not be audited. The availability of space is established on the last day on which add/drop decisions may be made by regular students of the University (typically five days from the start of

instruction). Students who wish to audit a class should complete a non-degree seeking application. Application should be made through the Office of Enrollment Services. The tuition for auditing a class is \$50 per credit hour. Any special course fees are also applicable. Students may audit only one class per semester and may not change their auditing status after the class has started. Students who wish to audit a class may register on a space-available basis and are subject to registration policies and deadlines for add/drop, etc.

Books and Instructional Materials

Students are responsible for obtaining correct books and materials for each course as listed in the course syllabus before the first class meeting. Book information is available through eCampus and published simultaneous with the course schedule. Information regarding ordering books from eCampus is provided to students when commencing their programs of study. However, students are not obligated to use eCampus as a book source and may, if they choose, obtain their books from another provider.

Certificates

Students must apply and must meet all certificate admissions requirements in order to be accepted to the university as a certificate seeking student.

All courses applied toward the certificate must be earned from William Woods University as a certificate seeking student.

No coursework earned from William Woods University for which the student was degree seeking/federal aid eligible may be applied to the certificate.

No credit for prior learning may be applied to the certificate.

Coursework earned as part of a certificate may be applied toward a degree.

Published course rotations will apply to all certificate program courses.

Tutorials are not available for certificate seeking students.

Changes in Policies, Procedures, and Programs

The policies, procedures, and programs in the current University Catalog supersede the previous policies, procedures and programs. The University retains the right to change policies, procedures, and programs, without prior notification and to promulgate such changes in its most current University Catalog.

Changes are effective as of the date of publication unless another effective date is specified at the time of publication; such changes are immediately applicable to all students of the University admitted subsequent to the date of publication and immediately to all other students if the change is a clarification, elaboration, restatement, or issuance of an existing regulation or policy of the University.

Clinical Experiences

Students will be admitted to clinical experiences at the discretion of individual programs and schools. Schools may require students to comply with all academic and professional conduct requirements as determined by the program of study. Clinical experiences, whether or not required for completion of a degree program, are a privilege, not a right.

Each school which provides for a clinical experience shall have the authority to deny or terminate a student's participation in the clinical experience for failure to maintain or achieve the academic requirements, and/or failure to adhere to the required professional conduct.

Conduct

The University is a community of scholars in which the ideals of freedom of inquiry and freedom of the individual are sustained. However, the exercise and preservation of these freedoms requires respect for the right of all in the community to enjoy them to the same extent. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University or with the rights of other members of the University cannot be tolerated. Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution.

Conduct for which students are subject to sanctions falls into the following categories:

Obstruction or disruption of teaching; disruption to the educational, administrative, and other activities of the University, including its public service functions on or off campus.

Physical abuse or other conduct which threatens or endangers the health or safety of any person.

Disruptive or disorderly conduct or lewd, indecent, or obscene conduct.

Failure to comply with directions of University officials acting in the performance of their duties.

Harassment and abuse, directed toward individuals or groups, which may include at least the following forms: the use or threat of physical violence, coercion, intimidation, and verbal harassment and abuse.

The jurisdiction of William Woods University shall be limited to conduct that occurs on the William Woods University premises or at University-sponsored or University-supervised functions. However, nothing restrains the administration of William Woods University from taking appropriate action, including but not limited to the imposition of sanctions against students, faculty, staff, and visitors. Students are responsible not only for their conduct, but also for the conduct of any guest they bring on campus.

Correspondence Course

Correspondence courses are not available through the Mid-Missouri Associated Colleges and Universities exchange. Correspondence courses fall under the guidelines of transfer credit.

Course Delivery Methods

The university, at its sole discretion, reserves the right to change the delivery method of any coursework or curriculum at any time without prior notice.

Course Level

Undergraduate courses at William Woods University are assigned a number from 020 to 499. Graduate courses are assigned a number from 500 to 799. These numbers correspond to the materials and activities in the course, as well as how much subject matter knowledge students are expected to have. Below is a broad overview of the expectations related to different course numbers.

Undergraduate Courses

020-099

To develop students' skill levels in areas such as English composition, math and information literacy in order to achieve success at the college level. Courses at this level apply toward full time status and GPA but do not apply toward the minimum number of hours needed for graduation.

100-199

Courses introduce students to either a broad aspect or fundamental skill set in the discipline. Students will work to recall elements and details of content, including identification and illustration of important concepts.

Expectations

1. Students can proceed at a reasonable pace without encountering basic difficulties or comprehension
2. Students can complete assignments involving reading and comprehending a specified amount of material, or preparing organized papers

200-299

Courses that explore specific facets of a discipline. Evolving communication and critical thinking skills are used to distinguish central concepts and identify patterns within the subject matter.

Expectations:

1. Students are acquainted with the basic language, terminology, or methodology of the subject itself
2. Students are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.
3. Students will accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, or demonstrate an in-depth knowledge of the material covered.

300-399

Courses that involve the synthesis and application of knowledge in the discipline through making critical distinctions, investigations and critiques.

Expectations:

1. Students will have completed necessary 100-200 level course work
2. Students have the ability to do research, or to obtain relevant information in the field
3. Students are fluent in the language of the field so as to read and assimilate relevant information
4. Students are able to combine the results of the research, or the reading, into cohesive (and possibly original) statements
5. Students are able to produce some substantial work, such as a paper, or a creative or experimental project,

400-499

Courses that culminate the undergraduate immersion, prompting discovery within the discipline. Students will master the ability to analyze and synthesize information independently in original and creative ways.

Expectations:

1. Students will complete a major research project or paper.
2. Students' learning may be designed and applied through seminars, field experiences, internships or other capstone experiences
3. Students will be expected to work independently under the guidance or supervision of an instructor.

Graduate Courses

500 - 599

Master Level Coursework

The MA, MBA, MED, MHA, and MAT degrees are designed for students who have successfully completed an academic program at the baccalaureate level and who desire to continue study at a higher level. The degree generally requires a higher level of responsibility and independence from the student. This is reflected in course projects, research in the field, working with teams, individual projects, and the successful completion of capstone presentations and field experience.

600 - 699

Specialist Level Coursework

The Education Specialist degree (Ed.S.). The Ed.S. is a master plus thirty-hour program that builds upon the skills developed in the MED degree. The degree is designed for advanced leadership training for those who desire to become leaders for change in the classroom or in the administration of a school

district. In general, this degree has all of the expectations of the Master Degree with more emphasis on critical problem solving in a K-12 setting.

700 – 799

Doctorate Level Coursework

Doctor of Educational Leadership (Ed.D.) is doctorate level of study requiring the student to research the latest theories in educational leadership, determine how those theories apply to current leadership issues, and contribute to the field of educational leadership. The doctorate requires independent motivation, the ability to evaluate the literature related to the area of research, and the completion of a dissertation that is successfully defended before a committee of graduate faculty.

Course Load and Overload

Course Load and Overload

Undergraduate Students

The unit of college credit for all courses completed at William Woods University is the semester hour. The normal course load for full-time students in fall and spring semesters is 15 credits per semester, with full-time status in the range of 12-18 credits. The full-time status range for the summer semester is 6-12 credit hours. A student is permitted to enroll in one online class per online session.

Students on academic probation may be required to limit their schedule of classes by the Academic Dean.

Class loads in excess of the maximum established for each semester are reserved for students with at least a 3.00 GPA. A course load exceeding 18 credit hours per semester (12 hours per summer semester) is considered an overload, which must be approved by the Academic Dean prior to registration. Students will be billed a per credit tuition charge for overload credits in the fall and spring semesters.

Graduate Students

- Full-time status for the master's and specialist degrees is six credit hours per semester.
- Full-time status for the doctorate degree is three credit hours per semester. Additionally, for students pursuing doctorate degrees, one credit hour per semester for the writing of the dissertation is considered half-time and eligible for aid.
- Students may enroll for no more than six credit hours per eight week session.
- Students may enroll for no more than 12-13 credit hours per semester session.

Disability Services

William Woods University is committed to providing reasonable accommodations to qualifying students, faculty, and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as applicable state law. Disabilities may include mental or physical impairments that substantially limit one or more of a person's major life activities, and which require modifications to the programs, services, or facilities of the University. Consistent with the law, William Woods University is not obligated to provide

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accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the University's programs.

Students who choose to disclose a disability to the university and /or who request an accommodation must provide notice and documentation for the disability in accordance with the university's policy. The university's policy requires the following:

- Students who choose to disclose a disability are responsible for notifying the Office of Students Disability Services of their disability on a timely basis.
- Students are responsible for requesting academic adjustments and/or special aids on a timely basis.
- Students are responsible for giving the university appropriate supporting evidence of their disability and the requested academic adjustments or special aids on a timely basis.

Consistent with the applicable law, William Woods University is also required to provide a description of the services and facilities available to students with disabilities. Examples of the services available to students with qualifying disabilities include, but are not limited to, various accommodations related to receiving class notes, extended time to complete exams, and receiving texts in an alternate format.

Additionally, a variety of facilities are available to students with qualifying disabilities. Examples of these facilities include academic buildings, instructional facilities, and living spaces that are accessible to individuals with physical disabilities.

Questions concerning this policy should be directed to the Office of Student Disability Services, which is located in room 107 of the Academic Building. They may be contacted at:

Office of Student Disability Services

William Woods University

One University Ave

Fulton, Mo 65251

573-592-1194

ADA@williamwoods.edu

Electronic Devices in Class

Use of personal or University electronic devices is at the discretion of the instructor. Refer to the course syllabus for details.

Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education records within 45 days of the day the university receives a request for access.

A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Further information on policies and procedures can be found at http://www.williamwoods.edu/current_students/registrar/educational_rights.html

Grade Appeal

Students who believe a grade has been assigned in error or who wish to have the grade reviewed must first submit their concerns in writing to the instructor within 20 days of the end of the course. The instructor shall then have 15 days in which to reply in writing. (If no response, the student goes to the next step). If a mathematical recording or other technical error is discovered, the instructor may recommend an appropriate grade change to the Registrar. This should be completed within 30 days after the end of the semester.

If the grade is still in dispute, the second step is for the student to discuss the grade with the appropriate school director or program manager (or go directly to step 3 if the chair or manager is the instructor). This discussion must take place within 7 days of the response from the instructor. If, after meeting with the school director or program manager, the student still disputes his/her grade, step three is for a written appeal to be submitted to the Academic Dean. The appeal be submitted within 7 days of the discussion with the school director or program manager and must allege:

1. That a computational, recording, or other technical error has been made but not acknowledged by the instructor; or
2. That the grade has been assigned in an arbitrary, capricious, or vindictive manner or in a manner intended to inappropriately manipulate or control the student.

No other grounds for appeal exist. The appeal should include copies of all correspondence between the student and the instructor regarding the grade plus any other supporting documents. A copy of the appeal will be submitted to the instructor. If the Academic Dean determines that sufficient evidence exists for a review, a subcommittee of the Academic Council will undertake a review within 20 days. The findings of the Academic Council subcommittee are shaped as recommendations to the instructor and are shared with the Dean. The Academic Dean has the final decision on a grade appeal.

Grade Changes

Once grades have been submitted to the University Registrar, they may be changed for one of three reasons:

1. to change an incomplete to a letter grade,
2. to correct a mathematical or clerical error, or
3. to accommodate a change resulting from an appeal.

Graduation/Commencement

Undergraduate Programs

Students are required to apply for graduation during registration period before their last semester of coursework. This Petition for Graduation will prompt the Office of the Registrar to check total hours and minimum grade point average. It will also initiate the completion of the graduation checklist by the student's academic advisor. From this review, if a student is determined to be short any requirements, there will be time to make a schedule adjustment during the add/drop period of the student's final semester. Students who fail to apply for graduation cannot expect a program audit, inclusion in the commencement program, or participation in the graduation ceremony.

Students who apply for graduation and who complete all degree requirements will be contacted in matters relating to diplomas, academic regalia, and commencement. The graduation fee is billed at the time of their final registration.

Diplomas will be ordered with the information confirmed by the student. Should the student wish to have a name change after diplomas have been ordered, it will be at the expense of the student.

Policy for "walking short"

Students may petition to "walk short" if they are within six hours of their requirements and they register to complete the missing requirement at WWU before the end of August. (IE: A student who walks short in Spring must complete requirements prior to the August conferral date, or their conferral

date will be pushed back.) They must petition the Academic Dean via a student form in OwlNet and provide their plans for completing the missing hours. If approved, they may participate in the ceremony.

If a student needs confirmation of degree completion before official conferral for any reason, the University will provide a letter stating that the student has completed all requirements for the degree. Upon request, the Office of the Registrar will provide letters of completion indicating that students have completed all graduation requirements, but their degree will not be conferred until the next graduation date. Degrees are conferred in March, April/May, June, August, October and December

Graduate Programs

All recipients of degrees awarded by the University are encouraged to participate in Commencement.

Graduate students who will have their degrees conferred in Summer may participate in the Spring commencement ceremony previous to degree conferral and complete the graduation materials online before March 1st to ensure participation.

Graduate students who will have their degrees conferred in Fall may participate in the Spring commencement ceremony following the Fall degree conferral. Fall graduates must complete the graduation materials online as notification of intent to participate in the Spring ceremony prior to March 1st.

Ed.D Candidates

Candidates may participate in the commencement ceremony immediately following the date of the successful defense of their dissertation. Candidates must complete the graduation materials online prior to March 1st.

Grievance Policy

Students have the right to request a review of academic and non-academic policies, programs, or incidents that are of a grievous nature and do not pertain to any other specific University policy. Issues involving sexual harassment and grades are dealt with through separate policies.

A grievance report (see criteria below) should be submitted to the Academic Dean if it is within one week of the reported incident. An initial effort will be made, within one week, to resolve the issue through dialogue and mutual consent. If this process does not provide for satisfactory resolution, a grievance committee will be formed and the matter will be forwarded to it.

Within one week of receipt, the grievance committee will review the issues outlined and will determine whether there is sufficient cause to warrant a committee hearing.

Should the determination be made that a hearing is warranted, the hearing will be held within two weeks from the committee's receipt of the documentation.

The grievance committee will be appointed as needed, and will be composed of representatives from various University divisions, departments, and constituencies including, but not limited to, the Director of Academic Advising, program administrators, and program faculty. If appropriate, the University Judicial Council or the conflict resolution procedures may be used.

Grievance criteria:

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- Must be in written form.
- Must be dated and signed.
- Must contain specific details as to what the complaint is about and what results are requested.

Complaints may also be filed with the following (certain limitations may apply):

William Woods students enrolled in online and distance courses, as well as on-campus courses, should attempt to resolve complaints by following Campus Academic Grievance Procedure as outlined in the current Academic Catalog. If a student enrolled in online or distance courses has exhausted this process and questions remain, the student should direct his or her questions to:

Laura Vendenhaupt, SARA State Portal Contact Missouri Department of Higher Education and Workforce Development 301 W. High Street, Suite 840 Jefferson City, MO 65101
Laura.Vedenhaupt@dhewd.mo.gov

William Woods University is accredited by the Higher Learning Commission
<http://williamwoods.edu/about/accreditation.asp>. For information regarding an accreditation complaint please consult the Higher Learning Commission website at <http://www.ncahlc.org/Information-for-the-Public/complaints.html>.

Their contact information is as follows

The Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413,
Phone: 800.621.7440 / 312.263.0456. Fax: 312.263.7462 info@hlccommission.org

Incomplete Grade

The Incomplete grade may be issued only in special circumstances, defined as circumstances beyond the student's control, which, toward the end of the course, prevent the student from finishing a small portion of the work required to complete the course within the established course schedule. The Incomplete is never granted for purposes of convenience or to enable the submission of long overdue work.

The Incomplete grade carries no quality points and does not figure into the grade point average.

The obligation to remove an incomplete grade rests exclusively with the student. The student must complete all work within four (4) weeks of the last class session in which the Incomplete was recorded. An Incomplete grade that is not removed by the deadline will be converted to the grade indicated on the Incomplete Coursework Form turned in by the instructor to the Office of the Registrar.

In extraordinary circumstances, those in which it can be unequivocally demonstrated physical or mental incapacity prevent the student from removing the Incomplete within the four-week period, the

Academic Dean may extend the period in which the obligation might be satisfied for another three weeks; or subsequent to determining that incapacity will prevent the student from satisfying the obligation within such a period, the Academic Dean may authorize a Withdrawal from the course. The determination to extend or to authorize Withdrawal must be made only if formally requested by the student or an authorized representative of the student. The obligation to seek such actions rests exclusively with the student.

Instructional Support

The University offers tutorial support in writing skills, mathematics, and other academic areas. Workshops are offered on a wide variety of topics such as basic study skills, learning to use the library, writing a college paper, test-taking strategies, and time management.

The University provides instructional support through the computer labs, science labs, art studios, the writing lab, and other specialized resources.

Dulany Library

Dulany Library is open 89.5 hours per week during the academic year and contains a wide variety of materials, including almost 100,000 printed books and more than 10,000 DVDs and other non-print materials. The circulation period for most materials is 30 days and can be mailed directly to students.

The Library subscribes to a variety of digital resources including almost 200,000 e-books and 38,000 full-text journals. Additional digital resources are also available, such as dictionaries, atlases, encyclopedias, legal reference databases, and streaming videos. The Library provides a discovery service, called Woods OneSearch that retrieves journal articles, books, videos and other materials in a single search with the ability to refine searches using specific parameters, making it extremely easy to find the resources you need.

Reference services are available by calling the Library at 1-573-4289 or by clicking on "Ask the Librarian" on the Library main web page. All library resources are accessible through the Library's web site at http://www.williamwoods.edu/current_students/library/index.html

William Woods University is a charter member of MOBIUS, a statewide consortium of academic libraries which provides WWU faculty and students with online access and borrowing privileges to twenty-four million items in Missouri's academic libraries as well as providing detailed information about the library materials housed on the WWU campus. Materials not available through the WWU Library or MOBIUS may be requested free through interlibrary loan a form is available on the library's web site.

Technology Resources

*Atomic Learning

All students at WWU have access to this on line tutorial program. Atomic Learning is a digital tutorial website with more than 1,500 hours of on line professional development and learning resources. This program will assist you in learning how to use different software programs.

Atomic Learning is accessed through OwlNet. Once logged into OwlNet, the Atomic Learning link is on the far right in the grey section under courses. The log in is your email user name and password. If you

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have any questions or concerns you can contact the Academic Success Center.
Academicssupport@williamwoods.edu

*SmartThinking

Online assistance for English, Math, and most other academic subjects is also available 24/7 through SmartThinking, the University's e-tutoring service provider. Students must be logged in to OwlNet, then simply click the "Tutoring" tab at the top of the main page and follow the simple directions to connect with a tutor.

No separate login is required. Users will see a list of basic subjects, and a field to do a subject search. For most subjects there are two options, "Drop-in tutoring" and "Offline questions." Drop-in allows students to chat live with a tutor, and offline allows students to submit a question. The tutors then email back the answers. The system is very user friendly. Students who are having issues with the system or who need more time allocated should contact the Academic Success Center.

Graduate and Online Welcome Center

New Graduate and Online students are invited to visit the Graduate and Online Welcome Center. The welcome center may be accessed via the Current Students web page on www.williamwoods.edu. New students are counseled to visit the portal by their admissions counselor following official university acceptance. Students also receive reminders to visit the welcome center via success coach contacts and communications. The welcome center was designed to provide consistent information that is conducive to a positive orientation experience for new graduate and online students. This portal is designed for new students, however it may be accessed on an unlimited bases.

Student Services

*Career Development Center

The mission of the William Woods University Office of Career Services is to educate and empower students and alumni in the development of lifelong career strategies for a diverse world.

Career Services is designed to help students and alumni at all stages in the career development process. As the university mission states Career Services strives to be 'student-centered and professions-oriented' by helping students answer the questions: Who Am I? Where Am I Going? How Do I Get There?

Services: Career exploration; Career planning; Interest inventories; Resume and cover letter development; Internship searches and obtaining; Interview preparation; Job searches; LinkedIn; Networking and social media

International Students

The University actively encourages the involvement of international students in its graduate and undergraduate programs. The University is authorized under Federal Law to enroll non-immigrant alien students. International students must meet the same requirements and follow the same admissions procedures employed for U.S. nationals, except that they must, unless English is their first language, demonstrate sufficient knowledge of the English language to benefit from their program of study. This policy is more fully articulated at the link:
http://www.williamwoods.edu/current_students/registrar/international_students/english_proficiency.html

Foreign students applying to study in graduate programs at William Woods University may be admitted as independent international students or under the specific auspices of a formal agreement.

Finances

International students must submit a certified letter of support from their bank, a sponsor, their family, or another source showing that they have adequate financial resources to provide for their education and living expenses.

Since application materials come from several sources, the entire application cannot be submitted at once. Thus, prospective students are encouraged to coordinate the submission of materials so that #1 above (a completed William Woods University Admission Application Form) arrives at the University first.

William Woods University will acknowledge receipt of the admission application form by email which will provide a quick link to a list of graduate programs and their admission requirements. An admission counselor will be in contact with the applicant to answer any questions and assist in the admission process. The application and other materials may be mailed to The Office of Admissions William Woods University One University Avenue Fulton, MO 65251. The applicant may email graduateadmissions@williamwoods.edu or call (800) 995-3199 with any questions.

Completed admission files are reviewed for admission eligibility. Students are notified of their official status and/or need for further information.

Method for determining class meeting time

For traditional, undergraduate courses delivered in an on ground format, the following apply:

For a traditional 15 to 16 week semester, classes will meet 50 minutes and include 2 additional hours of outside of class work/week per credit hour

A 3 credit hour course meets for 150 in seat minutes per week, and a minimum of 6 additional hours of work expected outside of class.

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For courses meeting in seat for an 8 week term, 70 minutes of seat time and 4 additional hours of outside of class per credit hour.

Regular class times for a 3 credit hour course are 50 minutes/day 3x a week or 75 minutes/day 2x a week.

3 day/week MWF classes meet 8:00-8:50, 9:00-9:50, 10:00-10:50, 11:00-11:50, 12:00-12:50, 1:00-1:50, 2:00-2:50, 3:00-3:30

2 day/week classes must first fill the following TR 75 minute time slots before being allowed to spill into exception MW 75 minute time slots. These TR times are: 8:00-9:15, 9:25-10:40, 10:50-12:05, 12:30-1:45, 2:00-3:15 and 3:25-4:40. MW exception times are 8:35-9:50 AM and 3:00-4:15 PM.

Classes after 4PM may be scheduled in ways that differ from the day schedule but must still meet the minimum seat time requirement.

Lab courses and applied riding courses require more in class time and less out of class work per credit hour.

On-ground day classes are scheduled with the following rules:

All times must be filled before two courses with the same prefix or required for the same major may be listed at the same time (i.e. ASL/ITP, ACC/BUS). Then only an upper and lower level course may be at the same time.

No two general education requirements from the same area may be offered at the same time.

Military Call to Active Duty

; Semester Students:

WWU students who are currently members of National Guard or federal military reserve formations who are called to active duty during the fall or spring prior 30 or more days before the end of the semester will be permitted to withdraw and be entitled to a full refund of tuition, and a prorated refund of room and board paid. WWU students called within 30 days of the end of the semester may exercise the withdrawal option noted above or may, through arrangement with their instructors, complete the course work in which they were enrolled.

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All such students will be carried on an academic leave and will be eligible to return to the university and resume study under the requirements applicable at the time of their original enrollment as long as re-enrollment takes place within 18 months of their release from active duty (or at any later date should a service related injury or condition preclude resumption of studies within 18 months).

Students who wish to finish course work will have an I recorded for their work until completed. Such work is to be completed as soon as practical and in no case later than the period of time allowed for re-enrollment.

In instances in which students wish to complete a portion of their total course load and withdraw from a portion; this will be permitted with the refund prorated as per the general structure detailed above.

Graduate or Online Students:

WWU students who are currently members of National Guard or federal military reserve formations who are called to active duty with more than two weeks remaining in any course will be permitted to withdraw from the course in which they are currently enrolled and will be entitled to a full refund of tuition for that course. Such students will be carried on official academic leave and will be eligible to return to study under the tuition rate and requirements applicable at the time of their original enrollment as long as re-enrollment takes place within 18 months of their release from active duty (or at any later date should a service related injury or condition preclude resumption of studies within 18 months).

Students who wish to finish course work will have an I recorded for their work until completed. Such work is to be completed as soon as practical and in no case later than the period of time allowed for re-enrollment.

In instances in which students wish to complete a portion of their total course load and withdraw from a portion; this will be permitted with the refund prorated as per the general structure detailed above.

Process:

The student must notify the registrar and provide formal documentation of call up prior to departure from class and select the appropriate options (withdraw without penalty or incomplete) at the time of notification.

Formal notification shall be provided as soon as practical in instances in which the call up entailed circumstances which made prompt prior notification impossible. Prior to resumption of studies, the student must provide formal documentation of the date of release from active duty.

Office of Student Records

The Registrar's office manages student records and academic information. This office provides services to students requesting official and unofficial transcripts, verification of good standing and transfer equivalences. The Registrar's office is responsible for managing registration efforts and providing course

information and students schedules. It also coordinates registration of William Woods students taking courses at Westminster College and at Mid Missouri Associated Colleges and Universities.

Petition for Graduation

Students are required to apply for graduation during the registration prior to their last semester of coursework. Students who fail to register for graduation cannot expect a program audit, inclusion in the commencement program, or participation in the graduation ceremony.

Repeated Course

Students in the undergraduate program may repeat a course to attempt to achieve a higher grade. Only the credit for the latest attempt is counted toward graduation and computed in GPA. However, both the previous grade and the grade received in the repeated course, with appropriate notations, will appear on the transcript.

Students in the graduate program must make a C or higher to receive credit for the course. Only one C grade will be allowed as part of the student's work for a graduate degree. Otherwise, the same policies expressed above apply regarding GPA, graduation eligibility, and notations on the transcript.

Schedule Changes

Schedule changes (adding or dropping courses) may be requested by completing the schedule change form under "student forms" in OwlNet. Students may add classes up until fifth business day of the term. Students may drop courses according to the dates on the academic calendar. Course fees will be charged for any courses dropped after the fifth business day of the term.

http://www.williamwoods.edu/academics/undergraduate/academic_calendar.html

Students will not be charged tuition for courses dropped during this period. A fee will be charged for each add and drop transaction.

Sexual Misconduct/Harassment Policy, Procedures and Resources

Sexual Misconduct/Harassment Policy, Procedures and Resources may be found at www.williamwoods.edu/titleix

Standard of Student Responsibility

Students are expected to read and to comply with published program and University regulations, including the Academic Catalog and the Student Handbook. Enrollment in an undergraduate program of the University carries with it the implication that the student has reviewed and agrees to comply with applicable regulations.

Every student is expected to observe the highest standards of personal and academic conduct. The University cannot accept the responsibility for the education of any student who is not in sympathy with the purposes and regulations of the University or whose conduct is disruptive to the education of others.

The University reserves the right to exclude any student whose conduct or academic standing it regards as undesirable and without assigning any further reason thereto; in such cases, the fees due or which may have been paid in advance to the University will not be remitted or refunded in whole or in part. Neither the University nor its officers shall be under any liability whatsoever for such exclusion. Such

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exclusions are termed “disciplinary suspension.” Any student facing disciplinary suspension shall be considered persona non grata on campus and at off-campus class/course locations except for official business.

The regulations stated herein are broadly stated but are applicable to all students of the University without regard to the specific delivery format employed by the program in which they are enrolled.

Statement Regarding Human Subjects

The University adheres to the Code of Federal Regulations Title 45 Part 46: Protection of Human Subjects. All research performed by University faculty, staff, or students that will be publicly communicated or published must be reviewed and approved by the Institutional Review Board.

The guidelines and forms are available on the website at the following:

http://www.williamwoods.edu/institutional_research/irb.html

Statements of Nondiscriminatory Policies

Statements of Nondiscriminatory Policies

William Woods University does not discriminate on basis of race, color, national and ethnic origin, sex, gender, sexual orientation, gender expression and identity, class, marital status, veteran status, disability, or any prescribed category set forth in federal or state regulations in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirement of Title IX of the Education Amendments of 1972, as amended, and Part 86 of 45 C.F.R., the University does not discriminate on the basis of sex or gender identity in the conduct or operation of its education programs or activities (including employment therein and admission thereto).

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of disability in admission or access to or employment in its programs and activities.

Any member of the William Woods University community has the right to raise concerns or make a complaint regarding discrimination under this policy without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to: The Director of Human Resources/Title IX Coordinator, at 573-592-4308 at One University Avenue, Fulton, Mo 65251, or at hr@williamwoods.edu. As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights ("OCR").

Student enrollment

; I. Terms (semesters) of attendance

William Woods University has three semesters of attendance: Fall semester, Spring semester and summer semester. Each semester contains two terms of attendance: Fall I and Fall II, Spring I and Spring II, Summer I and Summer II.

II. Enrollment requirements: Graduate and Non-Traditional Students

A graduate, online, or other off-campus undergraduate student must be enrolled in at least one class in at least one term of each of the three semesters. Students who do not/are not enrolled in at least one class each semester will be withdrawn from the University and must re-apply.

III. Enrollment requirements: Traditional, on campus undergraduate student

Traditional undergraduates must be enrolled in at least one class in at least one term of each of the Fall and Spring semesters. Summer is considered an optional semester for this population.

IV. Leave of Absence (Non Military)

Students in good academic standing may apply for academic leave, allowing them to take leave of the university for one semester without having to apply for readmission. The Leave of Absence Request form is available on OwlNet under student forms.

A student may only request to take one semester leave of absence per academic year. Students who disenroll for a longer period will be withdrawn from the university and must reapply.

A student who leaves the university (under academic leave or by withdrawal is responsible for checking with Student Financial Services to discuss any effect this could have on their financial aid. A returning student will pay the tuition rate concurrent with their return to university, regardless of whether they withdrew or were on academic leave.

V. Leave of Absence (Military)

The leave of absence policy for military personnel differs from the policy outlined above. Please contact the office of the registrar for further information.

VI. EDU 790/791

Students enrolled in EDU 790 and/or EDU 791 must remain continuously enrolled and current on tuition payments until either their degree is conferred or the five-year time limit has passed. Any student who is dropped for non-payment will need to retake any coursework and/or Comprehensive Exams deemed necessary by the School of Education in order to continue their program. The continuing student will then be assigned a dissertation supervisor who may or may not be the one with whom the student was working previously.

Student Outcomes Assessment

The University is committed to helping students achieve academic success and to improving academic programs and instruction. The University annually assesses each major program and regularly assesses all general education areas. Entering and exiting students are also assessed. The feedback from this assessment program helps faculty to actively manage the curriculum and the instructional process.

Most of the academic majors include a capstone course which focuses on the integration and application of prior general education and major program learning.

Time Limitations on Degree Completion

University undergraduate programs emphasize preparing skilled, systematic, and informed practitioners who can employ contemporary methods, techniques, and technologies and systematically assess emerging methods, techniques, and technologies. Undergraduate students are expected to complete their degree programs within five years of the onset of study. Students continuing beyond five years may be required to repeat previously completed course work or to complete coursework not required at the time of their initial admission. Students are cautioned that, ordinarily, the applicability of undergraduate coursework to graduate degrees awarded by the University expires five years after completion.

Waivers of the time limitations for degree completion may be made by the Academic Dean.

Doctoral students must complete all degree requirements five years from the date of successful passage of the comprehensive exam.

Waivers of the Five-Year Rule may be made by the Academic Dean upon the recommendation of the appropriate school director. Any request must be made PRIOR to the end of the five years. Waivers relate only to the currency and applicability of work completed.

Transcripts/Requesting a transcript

A transcript is a comprehensive record of the student's academic history; including but not limited to courses, final grades and cumulative grade point average. Official paper transcripts bear the University seal and are sent directly from Office of Records to the receiving institution or agency. Transcripts sent electronically through the secure electronic delivery are considered official records. The words "Issued to Students" will appear on transcripts sent directly to the student.

Transcript requests are submitted electronically through Parchment. Telephone and email requests are not accepted. Payment of the processing fee is required prior to release of all transcripts. A transcript cannot be released until all personal and financial obligations have been cleared.

Transcript requests will be processed within 3-5 business days following clearance from the Office of Student Financial Services.

Questions may be directed to the Registrar's Office at 573.592.4248 or by email at Registrar.Office@williamwoods.edu

Request a transcript:

Grades and Transcripts | Missouri | William Woods University

Transfer Credit

Undergraduate Programs

William Woods students who wish to take a course at another college or university must obtain approval from the registrar to assure that the course is eligible for transfer and fits within their academic program.

The delivery system or format is not considered by the University in the evaluation of coursework from other institutions for possible transfer credit.

Credits are accepted at full semester value provided that the transferring institution is accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation). Courses that are comparable to William Woods University offerings are accepted in transfer. Courses accepted in transfer must have a final grade earned of "D" or above.

The maximum credit hours accepted by the university by transfer, examination, and/or portfolio may not exceed 90 credits, no more than 70 of which may be taken at a junior/community college.

Courses completed at a junior/community college are unlikely to transfer as upper level (300/400) coursework.

To earn a degree from William Woods University, a student must earn a minimum of 30 credit hours at William Woods University. Transfer credit is not accepted as part of a student's last 30 hours.

Students transferring credits are not required to repeat courses unless specifically stated in WWU course prerequisites or major requirements. (i.e., repeat of a course in which a D was earned in an education program requirement).

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An official transcript must be sent to the registrar's office at William Woods University before any transfer course can be accepted into the student's program of study. Official transcripts certifying coursework must be received in the registrar's office prior to the student's final semester (15 credits). The Registrar is the official person to grant transfer credit; any questions should be addressed to the Registrar.

You may check our Transfer Equivalency page to see how your credits might transfer. (Please contact us if you cannot find the school/course for which you are seeking an equivalency.)

Graduate Transfer Credit

Ordinarily no more than nine hours completed elsewhere will be accepted as applicable to graduate degrees granted by the University. Additionally, only graduate work with grades of A or B may be accepted as applicable toward University graduate degrees.

Only graduate work completed at another institution before initial admission to graduate study may be considered for transfer, except in instances in which admitted current graduate students secure prior approval from their program director before taking a graduate course at another institution. Credits received for the completion of graduate work not previously approved by the program director will not be considered for acceptance.

Only graduate work completed at graduate level institutions accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation), may be accepted as applicable to University graduate programs.

The program director, with the assistance of the university registrar or assistant registrar, determines the acceptability of credit granted by other graduate level institutions.

Ordinarily graduate work completed at other institutions must have been completed within three calendar years of anticipated initial enrollment to be considered for applicability to University graduate degrees.

Transfer credit is not granted for the capstone course in any graduate degree program.

William Woods University is a participant of the Missouri Reverse Transfer

If you transferred from or will transfer from a 2-year Missouri institution, please read more about the Missouri Reverse Transfer program.

Tutorial Course

The tutorial course is designed to offer degree-seeking juniors, senior, and graduate students the opportunity to take a course listed in the current William Woods University catalog, but out of the regularly scheduled sequence. A tutorial course will be considered for approval after all other options, such as course substitution, have been considered. A tutorial is not designed to allow a student to forego a regularly scheduled class, and may not be used to meet William Woods University's general education requirements, but is available as a last resort.

Courses approved for a tutorial must meet one of these criteria

- The course is not offered on a regular rotation
- The course will not be taught in the following semester
- The course is needed by a student in their final semester with conflicting courses.

The following policies apply:

A student who has previously dropped a course may not petition to take that same course as a tutorial.

Students must register for tutorial courses during regular registrations and must be processed on official forms available under student forms in OwlNet and must be approved by the Academic Dean.

Schools and departments are not obliged to provide tutorials upon a student's request.

A student is allowed to take no more than 6 credit hours of tutorial coursework.

Tutorial courses are subject to the usual tuition charges and to an additional fee per credit hour.

Tutorials are not available to students who are participating in degree completion programs.

Undergraduate Admission to graduate programs

Undergraduates may not enroll for graduate credit. Undergraduates may apply for certain programs allowing several graduate courses taken during the junior or senior year for undergraduate credit. Upon completion of the baccalaureate degree and enrollment in the William Woods University graduate program, these courses are eligible for graduate credit.

Withdrawal from a Course

Students who wish to withdraw from a course must submit the official schedule change form available on OwlNet under student forms. A grade of "W" will be entered. W grades do not count in the student's semester or cumulative GPA. The withdrawal is not official until the paperwork is processed through the Office of the Registrar. A student who simply stops going to class or who fails to submit the request according to the deadline will receive a letter grade based upon the entire semester/ term's work.

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The scheduled deadline to withdraw from a 16 week semester long course is approximately 10 weeks into the course. Comparably, students in eight week courses will have through the end of the 5th calendar week of the course to withdraw with a W grade. Students who are enrolled in the course on or after the term start date will be charged full or a prorated tuition, if the request to withdraw is submitted after the first business week of the term (4:30pm Friday). Students who are enrolled in a three week summer course on or after the term start date will be charged full tuition, if the request to withdraw is submitted after the second day of the term (4:30pm Friday). Failure to attend/participate does not exempt tuition/fee charges.

Online Administrative Withdrawal

Online students who have not responded or accessed their course by Wednesday morning of week two may be administratively withdrawn from the course. Students who are administratively withdrawn from the first two consecutive courses (8 week) of their program will also be withdrawn from the university and must re-apply.

Withdrawal from William Woods University

Students who wish to withdraw from William Woods University must complete the formal withdrawal process by completing the form online via OwlNet. Students may withdraw from the University during the first 11 weeks of the semester; exact dates are shown in the online academic calendar. A grade of W will be entered for all current courses. W grades do not count into the student's semester or cumulative GPA.

Students who have withdrawn from the University must apply for readmission to resume study. If program or degree requirements have been changed since the student's initial enrollment, the student may be required to satisfy the current requirements upon readmission.

Students who are forced to withdraw due to medical reasons, may, with proper documentation and a letter of readmission, register with their class of current students upon returning to WWU within one year of withdrawal. They may also continue under the catalog requirements under which they began their studies at the University.

Departure without Withdrawal:

Final grades are issued in each course for each enrolled student who has not withdrawn from the course. Students who terminate attendance without formally withdrawing from a course are assigned a grade of F. The consequence of a failing grade issued as a consequence of Departure without Withdrawal is Academic Dismissal. Students who depart from a program without formally withdrawing effectively terminate their affiliation with the University. Such students may subsequently reapply for admission. The nature of their departure may be considered as a factor in the readmission decision. If program or degree requirements have been changed since the student's initial enrollment, the student will be required to satisfy all new requirements upon readmission.

· Non-Registered Student Departure: Students not registered for classes by the end of first week of classes will automatically be withdrawn from the University.

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- Registered Non-Attendance Student Departure: Students who have not attended any of their registered class during the first two weeks of the semester will automatically be withdrawn from their courses and the University as a non-returning student.
- Registered Attending Student Departure: Students who have attended some of their registered classes will be considered an attending student for the semester. These students who terminate attendance without formally withdrawing from a course or courses by the deadline are assigned the grade that they earned, which will be calculated into their GPA.
- Non-returning Part-time Students: Part-time students and MMACU students will automatically be withdrawn after one semester of non- attendance.

Medical Withdrawal

William Woods University cares about the physical and mental health of its students. The University recognizes that at times a student may experience such extreme physical or psychological conditions that the ability to function successfully or safely in the role of a student is significantly impaired. Students are encouraged to prioritize their health and safety and take steps toward recovery, even if academic progress must be delayed.

Students are encouraged to request a medical withdrawal when they believe their physical or mental health is preventing them from successfully engaging in and completing coursework; when safety is in question; or when the demands of university life are interfering with the ability to recover or adjust to a significant physical or mental health challenge. This can occur anytime throughout the semester; however, it may be more difficult to gain approval for medical withdrawal during the final three weeks of the session or semester.

Students interested in considering or pursuing a medical withdrawal are encouraged to discuss this option with the Dean of Student Life (studentlife@williamwoods.edu). In most cases, students will need to provide documentation from their licensed provider that indicates that due to a specific mental or physical health condition(s), the student is impaired such that they are unable to function successfully or safely in the role of a student.

In the interest of gaining a better understanding of the student's need for a medical withdrawal, the University may require appropriate documentation and/or request for the student to sign appropriate release forms allowing designated WWU staff to consult with the evaluating and/or treating clinician(s) supporting the student.

Once appropriate documentation has been provided and decisions have been made regarding a student's status, the Dean of Student Life will notify the registrar's office of the need for a medical withdrawal and/or ability to successfully return. The student will then complete the on-line withdrawal form found on OwlNet. For all approved medical withdrawals, the student receives a W (withdrawal) on their academic transcript, or is completely dropped from classes, without any notation on the transcript of having left for medical reasons. Thus, a medical withdrawal will not affect the student's grade point average.

Refunds for medical withdrawals shall follow the University withdrawal calculation process found in the on the website which may result in no refund.

Medical Readmit Process

In addition to completing the University readmit process, the majority of students granted a medical withdrawal must also complete the following procedures before being allowed to return to the University. These steps are designed to ensure that a health emergency no longer exists and a treatment plan for continuing good health and safety is in place:

- The student must be assessed by an appropriate outside professional whose opinions will be advisory to the University. The professional, who is selected by the student, must be a licensed psychologist or psychiatrist if evaluating mental health concerns, and must be a licensed physician if the evaluation is regarding other medical concerns. Further, all providers must be unrelated to the student and must have specialty/credentials appropriate for the condition of concern.
- Documentation of the assessment (conducted within 15-30 days of re-entry) and documentation of required treatment completion must be provided to the Dean of Student Life two weeks prior to the beginning of classes for the applicable session or semester.
- To make an accurate assessment, before conducting the evaluation it may be necessary that the provider be given information relating to the precipitating events that led to the leave. This typically would involve the student signing a release allowing the University to share information regarding relevant incidents or concerns and, if applicable, recent hospital records. The outside mental health or medical professional, with the student's written permission, must provide an assessment of current functioning of the student and provide written recommendations regarding:
 - o the student's readiness to return to the demands of university life
 - o the student's readiness to live in on-campus residential housing, if applicable o ongoing treatment or testing needs, if any; and
 - o any conditions or restrictions that the University should impose.
- After the evaluation results and treatment documentation have been provided, the Dean of Student Life, or designee, will communicate with the student to discuss the documentation and the student's perception regarding readiness to return and any on-going needs. Additionally, consideration will be given to how the recommendations fit with the demands of university life.
- If a student was required to complete specific treatment, the student must provide documentation regarding the completion of this requirement.
- The University reserves the right to require the student to comply with a treatment plan recommended by the outside professional and/or the University health care/mental health professional as a condition of returning. Review and monitoring of the student's required treatment plan may be assigned to a University designee assigned by the Dean of Student Life.
- If a student was living on campus prior to the withdrawal, approval for return to the University usually includes approval to return to housing.

Undergraduate Policies

Undergraduate Admission Process

Any questions about the following admissions policies should be directed to:
www.williamwoods.edu/apply.

Undergraduate Traditional Program (Fulton, MO Campus) Admission

Students are encouraged to apply as soon as possible, and notification of the admission decision will be rendered once all required documentation is submitted.

Freshman Full Acceptance

All incoming freshmen may apply for admission after completing at least six semesters of high school (upon completion of junior year).

To be considered for full admission, students must submit the following documents:

Application for admission

Official high school transcript with a GPA of 2.5 or higher

SAT or ACT (optional). While SAT or ACT scores are optional for admission to the university, they may be required for admission to certain programs.

Official transcripts for any dual credit courses taken from the postsecondary institution that awarded the credit

Undergraduate Program Requirements

Please Note: Students with a high school GPA lower than 2.5 may also be considered for provisional acceptance. The process is defined and outlined below.

Freshman Conditional Acceptance

Students may be eligible for conditional acceptance based on an unofficial/partial high school or dual credit transcript, self-reported GPA and/or test scores.

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Students may be withdrawn from their courses if the official high school transcript and all final official college transcripts are not received three business days prior to the start of the semester.

Freshman Provisional Acceptance

Students may be eligible for a provisional acceptance if they do not meet the 2.5 minimum GPA requirement. The Enrollment Committee will review applicants for provisional acceptance consideration.

To be considered for provisional admission, students must submit the following documents:

A completed application

At least seven semesters on the high school transcript

Personal statement

Please Note: Additional documentation may be required, such as recommendation letters or other documents as determined by the Enrollment Committee. SAT/ACT scores may be frequently required.

Students admitted on a provisional basis may be required to participate in certain activities designed to support academic success. Typical requirements include regular meetings with an academic advisor or success coach and visiting the Academic Success Center. They are also required to complete their first semester or two of enrollment in good academic standing, as determined by the Enrollment Committee.

Undergraduate Online Program Admission

Students are encouraged to apply as soon as possible. They will be notified of their decision once all required documentation is submitted.

Freshman Full Acceptance

All incoming freshmen may apply for admission after completing at least six semesters of high school (upon completion of junior year).

To be considered for full admission, students must submit the following documents:

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Application for admission

Official high school transcript with a GPA of 2.5 or higher

SAT or ACT (optional). While SAT or ACT scores are optional for admission to the university, they may be required for admission to certain programs.

Official transcripts for any dual credit courses taken from the postsecondary institution that awarded the credit

Online Undergraduate Program Requirements

Please Note: Students with a high school GPA lower than 2.5 may also be considered for provisional acceptance. The process is defined and outlined below.

Freshman Conditional Acceptance

Students may be eligible for conditional acceptance based on an unofficial/partial high school or dual credit transcript, self-reported GPA and/or test scores.

Students will not be allowed to register for classes without final, official transcripts.

Freshman Provisional Acceptance

Students may be eligible for a provisional acceptance if they do not meet the 2.5 minimum GPA requirement. The Enrollment Committee will review applicants for provisional acceptance consideration.

To be considered for provisional admission, students must submit the following documents:

A completed application

At least seven semesters on the high school transcript

Personal statement

William Woods University Academic Catalog

Please Note: Additional documentation may be required, such as recommendation letters or other documents as determined by the Enrollment Committee. SAT/ACT scores may be frequently required.

Students admitted on a provisional basis may be required to participate in certain activities designed to support academic success. Typical requirements include regular meetings with an academic advisor or success coach and visiting the Academic Success Center. They are also required to complete their first semester or two of enrollment in good academic standing, as determined by the Enrollment Committee.

Undergraduate Transfer Admissions (Traditional and Online Programs)

A transfer student is defined as any student who has attempted 24 credit hours post-high school. Students who have earned dual credit, an associate degree while enrolled in dual credit or while dually enrolled in both high school and college, or students who have attempted 23 hours or less post-high school are NOT considered transfer students for purposes of this transfer policy and should refer to the Freshman Admissions Policies.

All incoming transfers will be considered for admissions after submitting all official college transcripts from each previously attended institution. If you are currently enrolled in an institution, unofficial transcripts may be submitted. High school transcripts are also required for all transfer students before the start of their first semester.

Students may be withdrawn from their courses if the official high school transcript and all final official college transcripts are not received three business days prior to the start of the semester.

To be considered for full admission, students must submit the following documents:

A completed application

Official transcripts from all institutions attended with a cumulative GPA of a 2.0 or higher.

Official high school transcripts (required prior to the start of your first session but are not required for the first registration).

SAT or ACT (optional). While SAT or ACT scores are optional for admission to the university, they may be required for admission to certain programs.

Online Undergraduate Transfer Program Requirements

Traditional Undergraduate Program Requirements

Please Note: Students with a transfer GPA lower than 2.0 may also be considered for provisional acceptance. The process for each is defined and outlined below.

Transfer Conditional Acceptance

Students may be eligible for conditional acceptance if they are admitted using a self-reported GPA. Partial or unofficial transcripts may be submitted from the institution the student is still currently enrolled in and may be awaiting final grades. At that time, conditional acceptance will be granted until all official copies are submitted for review. Under conditional acceptance students are allowed to register for courses.

To be considered for full admission, students must submit the following documents:

A completed application

Official high school transcript

Official transcripts from all institutions attended with a cumulative GPA of a 2.0 or higher

Unofficial transcripts from the institution the student is currently enrolled in and/or may be awaiting final grades

Students may be withdrawn from their courses if the high school transcript and all final official college transcripts are not received three business days prior to the start of the semester.

Transfer Provisional Acceptance

Students may be eligible for a provisional acceptance if they do not meet the 2.0 minimum GPA requirement. The Enrollment Committee will review applicants for provisional acceptance consideration.

To be considered for provisional admission, students must submit the following documents:

- A completed application

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- Official copies of all transcripts from all institutions attended, unofficial transcripts for courses currently enrolled in is acceptable.
- Personal statement

Please Note: Additional documentation may be required such as recommendation letters or other documents as needed dependent upon the individual circumstances. SAT or ACT scores may be required.

Readmission

Former students who wish to return to the university must apply for readmission through the Admissions Office. Students who left WWU in good standing academically and in good standing with Financial Services will be readmitted in good standing.

Students who left WWU under academic or financial probation or suspension will be considered for re-admission to the University by the Associate Dean for Academic Services on an individual basis and will be required to write a letter requesting readmission that includes a plan for how the student will work toward academic success.

Former students attending other institutions during their absence from WWU must submit an official transcript from each college attended. All transcripts must be received before a student is eligible to attend class.

International Student Admissions

The University actively encourages the involvement of international students in its graduate and undergraduate programs. The University is authorized under Federal Law to enroll non-immigrant alien students. International students must meet the same requirements and follow the same admissions procedures employed for U.S. nationals except that they must, unless English is their first language, demonstrate sufficient knowledge of the English language to benefit from their program of study. This policy is more fully articulated at the link:
<https://www.williamwoods.edu/admissions/international/index.html>.

International students applying to study in graduate programs at William Woods University may be admitted as independent international students or under the specific auspices of a formal agreement.

Finances

International students must submit a certified letter of support from their bank, sponsor, family, or other source showing that they have adequate financial resources to provide for their educational and living expenses.

Transcripts

The University will accept transcript evaluations from most accredited agencies. However, NAIA athletes must use InCred for their evaluations. Please contact the Office of the Registrar for additional information.

Non-Degree Seeking Admissions

Students who wish to take a course for the purpose of personal enrichment, for transfer to another college, or to secure credit pending change to enrollment status may be admitted on a part-time basis. Applicants must present a high school diploma or equivalent as a minimum admission credential and must give evidence of ability to follow college-level coursework. Applications may be completed online.

Life Long Learners

Life Long Learners are adults, aged 55 and older, who are eligible to enroll in undergraduate, in-seat courses for reduced tuition. They are considered non-degree seeking students, and are limited to taking one course per semester. Applications may be submitted online. Please contact the Office of the Registrar for additional information.

Dual Enrollment Admissions

Through dual enrollment, high school juniors and seniors have the opportunity to complete college-level courses through William Woods University. Admission is restricted to high school junior and senior level students with a 19 composite ACT score or a 3.00 minimum high school GPA, and counselor recommendation. Enrollment is limited on a space available basis, and excludes courses for which necessary prerequisites have not been met. Those interested in dual enrollment should make arrangements with the appropriate secondary school officials and, in consultation with them, identify a course for study. If the student wants to gain high school credit for courses taken through WWU, they will need to make arrangements with their secondary school official.

Academic Warning/Probation/Suspension - Undergraduate Students

Warning

Any student who fails to earn at least a 2.00 grade point average for the semester will receive notice of academic warning. Academic warning is an official notice that the work for that semester was below the 2.00 minimum cumulative GPA required for graduation.

Probation

A student whose cumulative GPA falls below 2.00 will be placed on academic probation.

Suspension

If probationary status continues for more than one semester or if the GPA for a semester falls significantly below the corresponding GPA of 2.00, the student will be subject to academic suspension.

Suspensions, unlike Academic Dismissals, carry enabling provisions which, at the student's initiative, allow the suspension to be formally reconsidered and imply the possibility of the resumption of study. A suspended student may not apply for readmission to the University for at least one academic year.

Should the GPA of a suspended student who has been authorized to resume study fall below 2.00, this will result in Academic Dismissal rather than Academic Suspension.

Alcohol and Drug Policies and Programs - Undergraduate Students

In support of the educational mission of William Woods University, alcohol and drug policies and programs have been put in place to create a safe environment that supports the academic and social success of all students. For more information, students are advised to review the information at this link: https://www.williamwoods.edu/student_life/undergraduate_student_experience/campus_safety/Alcohol%20and%20Drug%20Policies%20and%20Programs.pdf

Declaration of Major/Minor for Undergraduate Students

Students indicate an intended major/minor at the time of their initial enrollment. The declaration must be complete with the office of the Registrar. That major MAY be undecided but must be declared. Thereafter, a change of major/minor is processed through the Office of the Registrar. Students must declare a major (other than undecided) prior to their registration as a junior.

Double Major/Minor Policy

Any student interested in pursuing a second major simultaneously should declare a primary major and a secondary major with the Registrar's office. If the two majors are under different degrees the student will have to declare the degree of the primary major.

Degree Candidacy Undergraduate Students

Students whose progress has brought them within 15 credit hours of degree program completion are formally accorded status as Degree Candidates. The designation is useful in describing student status to employers, prospective employers, certification and licensing agencies, and prospective graduate and professional programs. The status indicates simply that the award of the degree is imminent.

Candidacy status also indicates that the Office of the Registrar is conducting the appropriate final reviews to enable a formal recommendation to the Academic Dean that the appropriate degree be recommended to the President and Trustees of the University for issuance at a specific time and place.

Admission to candidacy does not imply the degree will be awarded. It implies only that the student has the capacity and capability to successfully and satisfactorily complete the final 15 hours of instruction and is expected to do so.

Students terminating enrollment within 15 hours of degree completion cease, at the time of termination, to be Degree Candidates.

Developmental Courses

Courses with a course number below 100 are developmental courses designed to prepare students for college-level course work. Students are placed in these classes based upon their English and math sub-scores on the ACT or the verbal and math sub-scores on the SAT. The Academic Dean may designate an alternative instrument to be used for placement if the student's ACT or SAT scores are more than the five years old. Students placed in these courses are required to take them. Successful completion of these courses is a strong indicator that students are prepared for college coursework; therefore, dropping these courses is not an option.

Developmental courses carry an institutional credit value and will count towards the student's full time status. Developmental course grades are included in calculation of the grade point average. Hours do not count as degree credit towards the minimum hour requirement for the Associate or Bachelor's degrees.

Documentation of Undergraduate Work at Other Institutions

Official transcripts of student work by each institution granting credit are the only documentation accepted by the University. Transcripts issued by one institution which include or note coursework completed at another institution and applicable to its programs are relevant only for the coursework completed at the issuing institution. As part of the application process for a degree or certificate program, students must submit official transcripts from all institutions attended. Faxed transcripts and transcripts issued directly to students are not accepted.

Dual Enrollment - Undergraduate Students

Through dual enrollment, select high school juniors and seniors have the opportunity to complete college-level courses on the William Woods campus. Admission into this program is restricted to high school junior and senior level students with a 19 composite ACT score or a 3.00 minimum high school GPA, as well as a counselor recommendation. Enrollment is limited on a space available basis, and excludes courses for which necessary prerequisites have not been met. Those interested in dual enrollment should make arrangements with the appropriate secondary school officials and, in consultation with them, identify a course for study. Tuition for the dual enrollment program is \$75 per credit hour. If the Dual Enrollment course is on line there will be an on line fee of \$125 PER COURSE in addition to the credit hour charge.

Finals Schedule/Alternative Schedule - Undergraduate Students

During the final week of the semester, classes meet according to the alternative schedule that is available on the Office of the Registrar's webpage. Print copies are also available in the Office of the

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Registrar. The alternative schedule provides a format for comprehensive assessment of learning and for other instructional activities. The week of the alternative schedule is a required portion of the instructional time that comprises the full semester. Faculty and students are required to meet during this scheduled period.

General Requirements for Undergraduate Degree

In order to receive a bachelor's degree, students must complete at least 122 credit hours, at least 42 of which must be at the three hundred level or above. In addition, all general education requirements must be met. A year of the same foreign language and a minor are required for students earning a Bachelor of Arts.

The final authority in determining the fulfillment of undergraduate requirements for Associate of Arts and Bachelor degrees offered by the University is the Office of the Registrar.

Baccalaureate degrees at William Woods University require an overall grade point average (GPA) of at least 2.00 on at least 122 semester hours of credit, a minimum of 42 upper division (junior/senior) semester hours, and completion of all requirements of the major and minor, if applicable.

Coursework transferred from a two year/junior college will not be transferred as upper level.

Grading Standard for Undergraduate Programs

Undergraduate schools may choose either a standard grade scale or an expanded grade scale. No other scales may be used. The scale must be adopted or not adopted by school and must be clearly state in the course syllabus.

Standard Scale

A=4.0

B=3.0

C=2.0

D=1.0

F=0

Expanded grade scale:

A=4.0

A-+3.67

B+=3.33

B=3.0

B-=2.67

C+=2.33

C=2.0

C-=1.67

D+=1.33

D=1.0

F=0

Honors Programming in Undergraduate Courses

The Honors Program is a selective, application based program. Students must apply as incoming freshmen. Honors students participate as a cohort, taking a prescribed set of advanced coursework, residing in a living and learning community for their freshman year, and participating in a variety of activities designed to stimulate intellectual curiosity.

More information can be found at:

http://www.williamwoods.edu/academics/undergraduate/honors_program.html

Inclement Weather Policy for Traditional Undergraduate Programs

It is the responsibility of William Woods faculty to inform students of individual class cancellations. Announcements regarding University-wide closings will be posted to OwlNet. Please consult the Announcements section of OwlNet for this information.

Independent Study in Undergraduate Programs

An independent study course is designed to offer degree-seeking juniors and seniors who have at least a 3.00 GPA additional learning opportunities. It is a customized course designed by the student in consultation with the advisor and instructor and is offered for subjects or activities not included in the current William Woods University catalog.

The following policies apply:

1. The independent study must be developed in the student's academic major or minor.
2. Students must register for independent study courses during regular registration and must complete the course by the last day of classes that semester.

3. A student is allowed to take no more than 6 credit hours of independent study.
4. The student will develop a plan of study listing instructional objectives; an outline of the proposed subject for study; an outline of major projects, activities, and assignments including a reference to deadlines; a proposed schedule for meeting with the professors; and a description of the basis for evaluation.
5. Independent studies are subject to the usual tuition charges and to an additional per credit hour fee.
6. Requests for independent studies must be processed on the appropriate student form in OwlNet and must be approved by the Academic Dean.

Internships in Undergraduate Programs

Internships provide the opportunity to relate work activity to educational objectives. Internships of varying design and length are available to students from many academic majors. Such internships provide a practical learning experience as a supplement to classroom instruction. The internship is also a way to test a career choice or to get a foot in the door for a potential job offer.

Students interested in completing an internship must meet the criteria required by their major program and have approval of the faculty member supervising the internship, and the school director. Students interested in registering for internships need to plan early in order to secure an appropriate work situation and gain approval.

Mid-Missouri Associated Colleges and Universities (MMACU) Exchange Enrollment in Undergraduate Progr

An agreement among five member institutions of the Mid-Missouri Associated Colleges and Universities (MMACU) permits students from William Woods University to enroll in courses offered at the University of Missouri-Columbia, Stephens College, Lincoln University, and Westminster College.

The enrollment exchange allows students to take advantage of specialized offerings at MMACU institutions. To qualify for the exchange, a student must be enrolled full time. Students are restricted to regular courses. Special workshops, online courses, and correspondence courses are not included in the exchange.

Requests for MMACU exchange enrollment must be signed by the faculty advisor and approved by the Office of the Registrar. Credit and the grades are tabulated in the student's cumulative grade average. Registration guidelines, policies, and restrictions are available from the Office of the Registrar.

Borrowing privileges at MMACU member libraries are also available to WWU students. Students must obtain a letter of introduction from the Dulany Library circulation desk before visiting an MMACU Library.

Pre-Law Coursework as Part of Undergraduate Programs

Students interested in a law career should plan their undergraduate curriculum to receive a broad liberal education. According to law school reports, there is no single major that is the ideal preparation for law school. Students are advised to select courses which sharpen their analytical and critical thinking abilities. Law schools prefer students who can think, read and write well, and have some understanding of what shapes human experience. The University offers a Political/Legal Studies major that provides a

strong interdisciplinary liberal arts-based, law-related curriculum. This major is appropriate as preparation for law school or other advanced legal study. However, other academic majors are also appropriate as preparation for a law career. A faculty member is designated as pre-law advisor, providing counsel about coursework and about entry into law school.

Pre-Med, Pre-Dentistry, Pre-Veterinary, Pre-Nursing Coursework as Part of Undergraduate Programs

Programs in the natural sciences provide preparation for students interested in pursuing careers in medicine, dentistry, veterinary medicine, nursing, and other health-related fields. Although entrance requirements may vary from school to school and from one health-related field to another, there are three general requirements requested by most professional schools which enhance the strength of a student's application:

1. a science-related degree with coursework in biology, chemistry, and mathematics
2. a strong background in the liberal arts
3. involvement in relevant and appropriate professional and volunteer activities
4. a strong score on the professional school entrance examination (such as the Medical College Admissions Test [MCAT]) is important for entry into most professional or graduate schools.

Quality Points and GPA in Undergraduate Programs

The academic grade point average (GPA) is determined by multiplying the quality points assigned to each letter grade (see grade scales) by the credit hours for each course. The resulting total quality points divided by the credit hours attempted produces the GPA. The grade of F carries no quality points but the hours attempted are calculated into the student's GPA. Grades of I, CR, W, WP, and WF do not carry quality points and are not counted as hours attempted when calculating GPA.

Transfer Credit is not included in GPA calculation.

The university requires a cumulative GPA of 2.0 or above for program continuation and to be awarded a degree.

For Semester Undergraduate students (those on campus) GPA will be calculated at the end of Spring and Fall semesters for purposes of determining Academic Warning, Probation and Suspension.

For Accelerated Undergraduate students (those in an on line program) GPA will be calculated at the end of Spring, Summer, and Fall semesters for purposes of determining Academic Warning, Probation and Suspension.

Satisfactory Academic Progress - Undergraduate

Students must make Satisfactory Academic Progress towards earning a degree as stipulated in the chart below to receive financial aid at William Woods University from all Federal, State and most institutional programs. Academic Scholarships funded by WWU are renewed based on the renewal criteria outlined on the Scholarships and Awards Program information you received at the time of your initial award notification.

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Total hours completed and recognized by WWU for degree completion

0-29

30-59

60+

Minimum Cumulative GPA

2.00

2.00

2.00

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Minimum % of total hours completed

67

67

67

Maximum total hours attempted allowed to complete degree requirements for current primary program of study

150% of the specified degree program's published length of completion

Title IV SAP Evaluation

Title IV SAP is calculated after the spring semester/payment period.

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Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. Remedial courses are not included in the calculation.

Changes in major may alter your SAP status, which is based upon the current degree level pursued; therefore, if you change your major, you may be permitted to go beyond the published length of completion. Otherwise, student will not be in good SAP standing if they have extended beyond 150% of the degree program's published length.

Students meeting the standards listed above when calculated are in Title IV SAP good standing. If either the quantitative or qualitative measures are not meet, the student is not in good SAP standing.

Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been previously received.

Students are notified by email and/or letter from the Office of Student Financial Services if Title IV eligibility is not met after annual review. Title IV Eligibility may be reestablished if an appeal due to unusual and/or mitigating circumstances is approved.

Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the SFS Office if questions arise.

Grades

1. All courses taken at WWU are counted as hours attempted. This includes courses which end as incompletes, failed, or withdrawn. Repeat courses will show in attempted hours once. Dropped courses and WNs will not be reflected in attempted hours.
2. Only courses successfully completed are recognized by the WWU Registrar's Office as acceptable for progressing toward degree completion are counted as earned. This means hours earning grades of A, B, C, D, CR or P.
3. Courses not successfully completed are considered hours attempted and not earned. Unsuccessfully completion of credit hours means earning grades of F or W.
4. All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.
5. Courses attempted repetitively for credit count as both hours attempted and passed as hours earned.
6. Audit and no-credit classes are ineligible for financial aid and do not count in Title IV SAP calculations.
7. The official institution GPA determined by WWU Registrar's Office is used for all qualitative measures.

Additional Earned Credits

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1. All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus programs, and through consortium agreements with other institutional count in both attempted and earned calculations.

Transfer Students

1. Transfer students with no grade history at WWU will enter on SAP Good Standing.
2. Transfer students with grade history at WWU will be evaluated upon re-admittance to include the transfer credits in their applicable SAP measurements.
3. Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Enrollment Services before the beginning of the first semester at WWU.
4. All accepted transfer hours will show as hours attempted and earned and will be included in the quantitative measure. Transfer grades will not be included in the qualitative (GPA) measure. Students may request these grades be reviewed if they fail to meet SAP minimums without them by submitting an appeal.
5. Students failing SAP will be placed on SAP Suspension and they are ineligible for financial aid during the period of suspension. (See Appeals and Reinstatement)

Re-admit Student

1. Former WWU students who were not enrolled at WWU for the most recent semester but not attend another institution during their absence will re-enter at the Title IV SAP status earned at the end of their last WWU enrollment.

Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal the student must submit an email and/or letter to the Student Financial Services Office no later than the due date indicated in the SAP notification. This should explain in detail why they failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure and how their situation has improved.
3. The SAP Appeals committee decision result will be sent to the student by email and/or letter.
4. Appeal approvals will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. In order for the student to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.
6. SAP Appeals committee decisions cannot be appealed to another source either inside WWU or externally.

Seal of Biliteracy

The following policy defines how William Woods University will award credit to incoming students who have earned the Seal of Biliteracy, effective for students entering William Woods in the Fall semester of 2019.

Students who have earned the Seal of Biliteracy may receive 6-18 hours of credit, in the designated foreign language.

Amount of credit granted will be determined by the score attained and by the specific assessment used to confer the Seal and successful completion at a "C" or higher of the designated bridge course as determined by the language faculty.

Transcripted credit is not charged to the student after successful completion of the designated bridge course.

Additional assessments for which credit may be earned through the Seal of Biliteracy include:

- o ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL)
- o Avant Standards-based Measure of Proficiency (STAMP 4S)

- o SLPI – Sign Language Proficiency Inventory

Second Baccalaureate Degrees

William Woods University does, under specified circumstances and conditions, admit students to the undergraduate program to study for a second baccalaureate degree. A second baccalaureate degree, in addition to other requirements, requires the possession of a completed baccalaureate prior to admission and no less than 30 credit hours of academic work through William Woods University.

The University does not permit, under any circumstances or conditions, simultaneous study for two baccalaureate degrees. Students who pursue double majors with different degree designations must select one or the other degree designation. They may not select both. A double major does not constitute a double degree or a second degree.

Study Abroad

Through cooperative arrangements with institutions and universities abroad, undergraduate students have opportunities for accredited foreign study available to all qualified students. Students must first meet with their academic advisors to see how foreign study fits into their degree plan. They must then be approved for study abroad by the Office of the Registrar and the Study Abroad Coordinator. William

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Woods University participates in study abroad sponsored by Arcadia Center for Education Abroad, American Institute for Foreign Study, Cultural Experiences Abroad, and most institutions listed in Peterson's Study Abroad Catalog. The University occasionally sponsors its own courses abroad during intersession, the spring semester, and in the summer.

Those students interested in studying abroad should meet with the Study Abroad Coordinator as early as possible to complete an application for Study Abroad to assure that financial aid will be available and the transfer of credits to a student's transcript.

Transfer of General Education

All William Woods University undergraduate students complete a General Education program. Upon completion of General Education courses, students are expected to possess the knowledge and skills to meet the University's general education objectives and the statewide general education goals. The statewide general education guidelines consist of a 42 semester-hour block set up to ensure an ease of transferability of general education credit among signatory institutions within the state. Students who have completed the 42 semester-hour block may request to have a notation printed on their transcript.

Meeting General Education requirements with completed Associate of Arts degrees.

Students may transfer in an Associate of Arts degree during their enrollment at William Woods to meet and complete General Education requirements. The residency rule would remain in effect.

Undergraduate Classification

Undergraduate students are classified as one of the following:

Freshmen--Those who have earned fewer than 29 credit hours prior to the start of the semester in which they are currently enrolled.

Sophomore--Those who have earned at least 30 hours but not more than 59 hours prior to the start of the semester in which they are currently enrolled.

Junior--Those who have earned at least 60 hours but not more than 89 hours prior to the start of the semester in which they are currently enrolled.

Senior--Those who have earned 90 or more credit hours prior to the start of the semester in which they are currently enrolled.

Note that developmental courses (those beginning with a 0 in the course number) do not apply toward hours earned.

Waiver of Undergraduate Degree Requirements

Waivers or substitutions of major or minor requirements must be authorized by the School Director, Request submitted by academic advisor on the OwlNet form "course substitution" available under faculty forms. However, the requirements for total credit hours, and grade point average of 2.0 or better may not be waived.

Graduate Policies

Academic Warning/Probation/Suspension - Graduate Students

Warning:

Any student who earns a grade of C in any course will receive notice of academic warning. For courses using a satisfactory or unsatisfactory scale, any student earning one US (unsatisfactory) grade will be placed on academic warning.

Probation:

A student whose cumulative grade point average falls below 3.00 will be placed on academic probation. For students in courses using a satisfactory or unsatisfactory scale, any student earning two US (unsatisfactory) grades will be placed on academic probation.

Suspension:

Students whose performance fails to meet program or University academic standards may be suspended. For students in courses using a satisfactory or unsatisfactory scale, any student earning three US (unsatisfactory) grades will be placed on academic suspension. A suspended student may not apply for readmission to the University for at least one academic year.

Should the student receive a second suspension, the student will be dismissed.

Alcohol and Drug Policies and Programs - Graduate Students

In support of the educational mission of William Woods University, alcohol and drug policies and programs have been put in place to create a safe environment that supports the academic and social success of all students. For more information, graduate students are advised to review the information at this link: [Graduate Alcohol and Drug Policy](#)

Change in Graduate Degree Program

Students admitted to one graduate degree program of the University may not change to another graduate degree program of the University without first applying for admission to that program and satisfying all admission requirements for that program.

Cohort Policy

Students entering a cohort, whether the cohort is on ground or synchronous, should remain in their cohort for the duration of their degree program; however, individuals can seek approval from appropriate School Director to grant a waiver of this policy.

Concurrent Enrollment in Other Graduate Programs

The University cannot effectively limit or prevent the concurrent enrollment of its graduate students at other graduate-level institutions. Graduate credit granted by other institutions under such

circumstances may not be applied to University graduate program requirements unless prior approval for enrollment is received from the Registrar. Credits received for the completion of graduate work not previously approved by the Registrar will not be considered for acceptance. Graduate work completed at other institutions during periods of academic suspension will not be considered for acceptance.

If credits awarded during concurrent enrollment are to be employed by the student to satisfy prerequisites for University graduate programs, prior approval to ensure satisfaction of prerequisite requirements must be obtained from the University Registrar.

Degree Candidacy Graduate Students

The Master Degree

William Woods University confers the following Master degrees: Master of Arts (MA), Master of Business Administration (MBA), the Master of Education (MED) in Athletic Administration, Elementary or Secondary Administration, Curriculum and Instruction, Equestrian Education, and Teaching and Technology, the Master of Healthcare Administration (MHA).

The MA, MBA, MED, and MHA degrees are designed for students who have successfully completed an academic program at the baccalaureate level and who desire to continue study at a higher level. The degree generally requires a higher level of responsibility and independence from the student. This is reflected in course projects, research in the field, working with teams, individual projects, and the successful completion of capstone presentations and field experience. The degree requires a high level of understanding of the theoretical foundations of the discipline, a specificity of focus on a specific area of knowledge, as well as the ability to apply theory to practice. The degree also demands a high level of critical thinking and evaluation skills.

The Education Specialist Degree

William Woods University offers the Education Specialist degree (Ed.S.). The Ed.S. is a master plus thirty hour program that builds upon the skills developed in the MED degree. The degree is designed for advanced leadership training for those who desire to become leaders for change in the classroom or in the administration of a school district. In general, this degree has all of the expectations of the Master Degree with more emphasis on critical problem solving in a K-12 setting. In addition, the degree requires a deeper understanding of the legal and ethical issues facing K-12 education. This program meets state and national standards.

The Doctorate of Educational Leadership

At William Woods University, the degree Doctor of Educational Leadership is awarded to students who have successfully completed all requirements for the degree. In general, the doctorate level of study requires the student to research the latest theories in educational leadership, determine how those theories apply to current leadership issues, and contribute to the field of educational leadership. The doctorate requires independent motivation, the ability to evaluate the literature related to the area of research, and the completion of a dissertation that is successfully defended before a committee of graduate faculty.

Upon successful passage of the comprehensive exam for the Ed.D., the student is considered a candidate for the degree and is entitled to use the ABD designation (All But Dissertation).

Doctoral Degree Completion Timeline

Doctoral students who are in compliance with university policies and making adequate progress towards degree completion as determined by their dissertation chair have five years from the end of the semester following the comprehensive examination to complete degree requirements, including the dissertation. Students who have successfully defended their research proposal may apply for a 1-year extension of this deadline by contacting the School of Education.

Students seeking an extension of the five-year maximum to complete all requirements must provide a letter to the Chair of Dissertations with a rationale for the request and a specific plan for completion that includes a timeframe. The request must arrive no less than 30 days before the completion deadline to be considered by the School of Education appeals committee.

Doctoral Student Continuous Enrollment

Doctoral students who pass their comprehensive examination are required to maintain continuous enrollment at William Woods University. Students must be registered from the term after they pass comprehensives until they successfully defend their dissertation. Students who withdraw from the University, fail to enroll each semester or who are withdrawn from the University for nonpayment will be charged an EdD Continuous Enrollment fee upon readmission. This fee will equal the cost of two credit hours, with fees, for every semester they have not been enrolled. The tuition and fee rates in place when the student seeks readmission are used to determine the Continuous Enrollment fee.

After the EdD continuous enrollment fee is paid, the student will be assigned a dissertation supervisor who might or might not be the one with whom the student was working previously.

All doctoral students are required to complete their dissertation within five years of passing their comprehensive examination, including students who withdraw and are then readmitted to the program.

General Requirement for Graduate Degree

The final authority in determining fulfillment of graduation requirements for graduate degrees offered by the University is the Office of the Registrar.

Grading Standard for Graduate Programs

Graduate students are expected to perform at a consistently high level, to demonstrate substantial mastery of required tasks, and to exhibit the capacity for flexibility and adaptiveness in applying concepts and skills to the definition and solution of new, non-routine, and highly complex programs. Demonstration of these attributes in graduate course work is acknowledged through the award of a grade of B or higher.

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Grade point averages are used in determining suitability for continued study or for degree conferred. Graduate students are required to maintain a grade point average of 3.00 for program continuation and degree conferral.

Graduate programs utilize the following grades: A, B, C, F, P (Pass), S (satisfactory), and US (for unsatisfactory).

Grade values are as follows: A, 4.0; B, 3.0; C, 2.0; F, 0.0). Grade values are not assigned for pass, satisfactory and unsatisfactory grades.

A student earning a grade of C or lower in any graduate course results in an official academic warning. No more than three credit hours of C may be applied toward degree credit hour requirements. A cumulative 3.0 GPA is required for degree conferral.

A second grade of C requires the student to repeat the course as a condition of continuance, and the student is placed on Academic Probation until the second C is replaced with a B or higher grade. If the student does not receive a B or higher grade or the student received a subsequent C or lower grade, the student will be suspended for one calendar year and must complete and Application of Readmission.

A student will be placed on academic warning after a single unsatisfactory grade, academic probation after two, and academic suspension after three.

Graduate Admission

Graduate Program Admissions

Students are encouraged to apply as soon as possible. They will be notified of their decision once all required documentation is submitted.

Students must meet the following minimum requirements:

Completed application

Official transcripts from all institutions attended.

Official transcript notating bachelor's degree (2.5 GPA or higher) submitted from the college/university with degree conferral date.

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Individual program requirements. Please refer to the official academic catalog section for the appropriate program.

Please note: Students may be conditionally accepted and registered for courses based upon unofficial transcripts. If final, official transcripts are not received after the first term of enrollment, students will be unable to register for future terms.

Provisional Acceptance

Students may be eligible for a provisional acceptance if they do not meet the minimum GPA requirement as delineated within each program. Provisional acceptance consideration will be reviewed by the Associate Dean of Academic Services.

Students admitted on a provisional basis are required to complete their first 9 credit hours with a grade of B or better.

Readmission

Former students who wish to return to the university must apply for readmission through the Admissions Office. Students who left WWU in good standing academically and in good standing with Financial Services will be readmitted in good standing.

Students who left WWU under academic or financial probation or suspension will be considered for re-admission to the University by the Associate Dean for Academic Services on an individual basis and will be required to write a letter requesting readmission that includes a plan for how the student will work toward academic success.

Former students attending other institutions during their absence from WWU must submit an official transcript from each college attended. All transcripts must be received before a student is eligible to attend class.

International Student Admissions

The University actively encourages the involvement of international students in its graduate and undergraduate programs. The University is authorized under Federal Law to enroll non-immigrant alien students. International students must meet the same requirements and follow the same admissions

procedures employed for U.S. nationals except that they must, unless English is their first language, demonstrate sufficient knowledge of the English language to benefit from their program of study. This policy is more fully articulated at the link:

<https://www.williamwoods.edu/admissions/international/index.html>.

International students applying to study in graduate programs at William Woods University may be admitted as independent international students or under the specific auspices of a formal agreement.

Finances

International students must submit a certified letter of support from their bank, sponsor, family, or other source showing that they have adequate financial resources to provide for their educational and living expenses.

Transcripts

The University will accept transcript evaluations from most accredited agencies. However, NAIA athletes must use InCred for their evaluations. Please contact the Office of the Registrar for additional information.

Non-Degree Seeking Admissions

Students who wish to take a course for the purpose of personal enrichment, for transfer to another college, or to secure credit pending change to enrollment status may be admitted on a part-time basis. Applicants must present a transcript with conferred bachelors' degree or equivalent as a minimum admission credential and must give evidence of ability to follow college-level coursework. Applications may be completed online.

Inclement Weather Policy for Graduate Programs

Every reasonable effort should be made to have class when it is safe to do so. With sites located throughout the state, it is impossible to develop a weather policy that will work in all areas at all times. Therefore, it is the responsibility of the faculty facilitator and class representative to determine if weather conditions are widespread and severe enough to warrant cancellation.

Classes that are cancelled due to inclement weather will be required to be rescheduled.

If weather conditions warrant cancellation of a class at a specific site, the established communication chain for the relevant group(s) will be activated.

Public Access to Doctoral Dissertations completed by Students enrolled in the Ed.D Program

William Woods University requires that the dissertation be accessible to members of the public as a way of sharing applied research with the greater academic community. Applied research is useful to the development of strong leaders in the field of education.

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Because of this commitment, students may not use research that restricts publication or public disclosure of these items or of the dissertation. Proprietary materials, private information, and material that are classified for security reasons are examples of research that might preclude publication.

Satisfactory Academic Progress--Graduate

Title IV Satisfactory Academic Progress (SAP) Policy for Graduate Students

All students enrolled in the same educational program receiving or not receiving Title IV assistance must meet the same standards. Students must make Satisfactory Academic Progress towards earning a degree as stipulated in the chart below to receive financial aid at William Woods University from all Federal, State and most institutional programs.

Minimum Cumulative GPA

3.0

Minimum % of total hours completed

70

Maximum total hours attempted allowed to complete degree requirements for current primary program of study

150% of the specified degree program's published length of completion

Title IV SAP Evaluation

Title IV SAP is calculated after the spring semester/payment period.

Quantitative (hours attempted and earned) and qualitative (cumulative GPA) SAP progress is measured by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. Remedial courses are not included in the calculation.

Changes in major may alter your SAP status, which is based upon the current degree level pursued; therefore, if you change your major, you may be permitted to go beyond the published length of completion. Otherwise, student will not be in good SAP standing if they have extended beyond 150% of the degree program's published length.

Students meeting the standards listed above when calculated are in Title IV SAP good standing. If either the quantitative or qualitative measures are not met, the student is not in good SAP standing.

Rules are applied uniformly to all students for all periods of enrollment whether or not aid has been previously received.

Students are notified by email and/or letter from the Office of Student Financial Services if Title IV eligibility is not met after annual review. Title IV Eligibility may be reestablished if an appeal due to unusual and/or mitigating circumstances is approved.

Students are held responsible for knowing SAP eligibility criteria and their status at the end of each academic year. Please contact the SFS Office if questions arise.

Grades

All courses taken at WWU are counted as hours attempted. This includes courses which end as incompletes, failed, or withdrawn. Repeat courses will show in attempted hours once. Dropped courses and WNs will not be reflected in attempted hours.

Only courses successfully completed are recognized by the WWU Registrar's Office as acceptable for progressing toward degree completion are counted as earned. This means hours earning grades of A, B, C, P, CP, or (S) Satisfactory.

Courses not successfully completed are considered hours attempted and not earned. Unsuccessfully completion of credit hours means earning grades of F, W or US (Unsatisfactory).

All courses designated as repeated for grade improvement count as hours attempted, but only count once if passed as hours earned.

Courses attempted repetitively for credit count as both hours attempted and passed as hours earned.

Audit and no-credit classes are ineligible for financial aid and do not count in Title IV SAP calculations.

The official institution GPA determined by WWU Registrar's Office is used for all qualitative measures.

Additional Earned Credit

All credit hours applicable to the current degree pursuit attempted through study abroad programs, off-campus progress and through consortium agreements with other institutional count in both attempted and earned calculations.

Transfer Students

Transfer students with no grade history at WWU will enter on SAP Good Standing.

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Transfer students with grade history at WWU will be evaluated upon re-admittance to include the transfer credits in their applicable SAP measurements.

Complete academic transcripts for work attempted at other institutions are expected to be submitted to the Office of Enrollment Services before the beginning of the first semester at WWU.

All accepted transfer hours will show as hours attempted and earned and will be included in the quantitative measure. Transfer grades will not be included in the qualitative (GPA) measure. Students may request these grades be reviewed if they fail to meet SAP minimums without them by submitting an appeal.

Students failing SAP will be placed on SAP Suspension and they are ineligible for financial aid during the period of suspension. (See appeals)

Re-admit Students

Former WWU students who were not enrolled at WWU for the most recent semester but not attend another institution during their absence will re-enter at the Title IV SAP status earned at the end of their last WWU enrollment.

Appeals and Reinstatement

1. SAP Suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.
2. To appeal the student must submit an email and/or letter to the Student Financial Services Office by the due date indicated in the SAP notification. This should explain in detail why they failed to meet the minimum academic standards, what unusual and/or mitigating circumstances caused the failure and how their situation has improved.
3. The SAP Appeals committee decision result will be sent to the student by email and/or letter.
4. Appeal approvals will give the conditions and timeframe for maintaining aid eligibility.
5. Students with approved appeals will be placed on SAP probation for the next enrollment period. At the end of that enrollment period, the student's SAP status will be reevaluated. In order for the student

to remain eligible for financial aid, the student must be meeting the SAP standards or successfully following the academic plan provided in the SAP probation letter.

6. SAP Appeals committee decisions cannot be appealed to another source either inside WWU or externally.

Second Graduate Degree

William Woods University does, under specified circumstances and conditions, admit students to study for a second Master or Specialist degree. A second Master or Specialist degree, in addition to other requirements, requires the possession of a completed Master/Specialist degree prior to admission and no less than 21 credit hours of academic work subsequent to the award of the first degree.

The University does not permit, under any circumstances or conditions, simultaneous study for two graduate degrees. Students who pursue two MED/EDS majors simultaneously would be considered a double major under pursuit of one degree. A double major does not constitute a double degree or a second degree.

Timeline for completion of graduate level degree programs

Admitted graduate students are expected to complete their degree programs within five years of the onset of study. Students continuing beyond five years may be required to repeat course work. Students are cautioned that ordinarily, the applicability of graduate course work, regardless if the coursework is transferred in from a different institution or taken at William Woods University, to graduate degrees awarded by the University expires five years after completion of the course.

Doctoral students must complete all degree requirements five years from the date of successful passage of the comprehensive exam.

Undergraduate Degree Programs

B.A.S. Bachelor of Applied Science

The Bachelor of Applied Science degree is presently a degree completion program designed for individuals who already hold an Associate's degree in Applied Science (A.A.S.) or an Associate's degree in Science (A.S.). This degree is designed to further the knowledge and management skills of employees and managers whose previous educational background is primarily technical or industrial.

William Woods University designs all undergraduate completion programs to be completed within 2 years of study.

B.S.N. Bachelor of Science in Nursing

The Bachelor of Science in Nursing is presently a degree completion program designed for those that are already state licensed RNs and have completed an Associate's Degree or Diploma program. This degree is designed to further the knowledge and management skills of employees and managers whose previous educational background is primarily practice based.

William Woods University designs all undergraduate completion programs to be completed within 2 years of study.

B.F.A. Bachelor of Fine Arts

The Bachelor of Fine Arts program prepares students for both professional and higher educational opportunities in the art world. BFA students gain a solid foundation in a variety of art processes and techniques, along with an understanding of the arts from both an historical and a cultural perspective. Students have the opportunity to focus on specific areas of painting, drawing, sculpture, or ceramics while developing their own personal aesthetic.

William Woods University designs all undergraduate Bachelor degree programs to be completed within 4 years of study.

B.S. Bachelor of Science

The Bachelor of Science degree usually includes a major of 42 to 60 credits. This degree does not require a minor. Majors associated with the Bachelor of Science degree best serve students interested in preparation for more immediate career opportunities and provide more extensive course work with an applied emphasis.

William Woods University designs all undergraduate Bachelor degree programs to be completed within 4 years of study.

B.S.W. Bachelor of Social Work

The Bachelor of Social Work degree includes a major of 48 credit hours. It does not require a minor

William Woods University designs all undergraduate Bachelor degree programs to be completed within 4 years of study.

A.A. Associate of Arts

The Associate of Arts (A.A.) is a 61-hour degree rooted in the University's General Education curriculum. Program completion qualifies a student for admission into a bachelor's program of the University and meets the institution's General Education requirements

William Woods University designs all undergraduate Associate degree programs to be completed within 2 years of study.

A.S. Associate of Science

The Associate of Science (A.S.) is a 68-hour degree rooted in a scientific or technical field. It meets the institution's General Education requirements.

William Woods University designs all undergraduate Associate degree programs to be completed within 2 years of study.

B.A. Bachelor of Arts

The Bachelor of Arts degree usually includes a major of 30-42 credits and a minor of 18 credits. Majors associated with the Bachelor of Arts are most appropriate to students seeking a liberal-learning, pre-professional or graduate school orientation.

Bachelor of Arts degree programs require a minor and six credit hours of any foreign language.

William Woods University designs all undergraduate Bachelor degree programs to be completed within 4 years of study.

Undergraduate Majors

Accounting BS

Accounting - 57 Credits

The requirements of the accounting major are designed to prepare students for business and industry accounting, auditing, governmental accounting, not-for-profit accounting and the knowledge needed to become a Certified Public Accounting (CPA).

Accounting majors gain theoretical knowledge and real-world experience in Financial and Managerial Accounting, Financial Statement Analysis, Taxation, Auditing, and Corporate Finance. Students who are interested in becoming a CPA must complete a total of 150 credit hours, which includes 33 hours of accounting courses and 27 hours of general business courses.

Core Credits: 57.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
ACC 241	Principles of Accounting II	3.00	Required
ACC 312	Intermediate Accounting I	3.00	Required
ACC 319	Taxation I	3.00	Required
ACC 322	Intermediate Accounting II	3.00	Required
ACC 343	Cost and Managerial Accounting	3.00	Required
ACC 379	Taxation II	3.00	Required
ACC 403	ACC Internship III	3.00	Required
ACC 425	Governmental & Nonprofit Accounting	3.00	Required
ACC 430	Investments with Financial Statement Analysis	3.00	Required
ACC 441	Auditing	3.00	Required
BUS 214	Business Ethics -E	3.00	Required
BUS 335	Business Law	3.00	Required
BUS 415	Corporate Finance	3.00	Required
BUS 450	Business Policy and Procedures	3.00	Required
ECN 251	Macroeconomics -S	3.00	Required

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ECN 252	Microeconomics -S	3.00	Required
MAT 114	Elementary Statistics -M	3.00	Required
MIS 125	Productivity Tools	3.00	Required

Art Education BS

Art Education - 92 Credits

This course encompasses the requisite pedagogical content knowledge to be a teacher of art in K-12 schools. Students study the techniques of teaching art in K-12 schools through global themes.

Core Credits: 92.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 140	Introduction to Adobe Creative Cloud	3.00	Required
EDU 258	Cross Categorical Disabilities	3.00	Required
EDU 358	Teaching Cross Categorical Disabilities	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
EDU 499	Supervised Teaching (Secondary)	9.00	Required
	Art Education Required Content courses - 36 Credits		
ART 103	Art Foundations	3.00	Required
ART 109	Sculpture I	3.00	Required
ART 110	Drawing I -A	3.00	Required
ART 116	Fiber Arts I	3.00	Required
ART 117	Painting I	3.00	Required
ART 123	Ceramics I -A	3.00	Required
ART 230	Art History: Prehistory to Renaissance	3.00	Required
ART 231	Art History: Renaissance to Today	3.00	Required
ART 256	Introduction to Photography -A	3.00	Required
ART 301	Drawing II	3.00	Required
ART 346	Digital Illustration	3.00	Required

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ART 347	Painting II	3.00	Required
	Required Professional Education Courses - 38 Credits		
EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 323	Methods of Teaching K12 Art	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 422	Measurement & Assessment in Education	3.00	Required
EDU 453	Classroom Management	3.00	Required
EDU 492	Educational Seminar	3.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

Art BA

Art - 43 Credits (Core - 22 Credits and Selected Media Area - 21)

B.A. art majors have the opportunity to gain a solid foundation in traditional art processes and techniques. They learn to appreciate, produce, and understand the arts in historical and cultural contexts. Art majors choose from one of three concentrations: Graphic Design, Photography or Studio Art.

Core Credits: 22.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 103	Art Foundations	3.00	Required
ART 140	Introduction to Adobe Creative Cloud	3.00	Required
ART 230	Art History: Prehistory to Renaissance	3.00	Required

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ART 231	Art History: Renaissance to Today	3.00	Required
ART 350	Professional Practice	3.00	Required
ART 470	Senior Practicum	1.00	Required
	Professional Development Elective - 6 Credits		
BUS 206	Entrepreneurship	3.00	Elective
BUS 321	Principles of Marketing	3.00	Elective
COM 337	Web & Social Media Campaigns	3.00	Elective
MIS 325	Website Development	3.00	Elective

Concentrations

Graphic Design Concentration

Media Area: Graphic Design -21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 110	Drawing I -A	3.00	Required
ART 202	Fundamentals of Graphic Design	3.00	Required
ART 332	Publication Design	3.00	Required
ART 346	Digital Illustration	3.00	Required
ART 416	Packaging Design	3.00	Required
ART 430	Animation	3.00	Required
	Art Elective - 3 Credits		
ART 109	Sculpture I	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective

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ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 256	Introduction to Photography -A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 301	Drawing II	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 326	Photographic Lighting and Editing	3.00	Elective
ART 327	Experimental Photography	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 331	Modern and Contemporary Art	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective

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ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective
ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 450	Narrative Photography	3.00	Elective
ART 451	ART Internship II	3.00	Elective
ART 453	Photographic Portfolio	3.00	Elective

Photography Concentration

Media Area: Art Photography - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 202	Fundamentals of Graphic Design	3.00	Required
ART 256	Introduction to Photography -A	3.00	Required
ART 326	Photographic Lighting and Editing	3.00	Required
ART 327	Experimental Photography	3.00	Required

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ART 450	Narrative Photography	3.00	Required
ART 453	Photographic Portfolio	3.00	Required
	Art Elective - 3 Credits		
ART 109	Sculpture I	3.00	Elective
ART 110	Drawing I -A	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 301	Drawing II	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 331	Modern and Contemporary Art	3.00	Elective
ART 332	Publication Design	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 346	Digital Illustration	3.00	Elective
ART 347	Painting II	3.00	Elective

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ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective
ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 416	Packaging Design	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 430	Animation	3.00	Elective
ART 451	ART Internship II	3.00	Elective

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Studio Art Concentration

Media Area: Studio Art - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 109	Sculpture I	3.00	Required
ART 110	Drawing I -A	3.00	Required
ART 117	Painting I	3.00	Required
ART 123	Ceramics I -A	3.00	Required
ART 256	Introduction to Photography -A	3.00	Required
ART 301	Drawing II	3.00	Required
	Art Elective - 3 Credits		
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 202	Fundamentals of Graphic Design	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 326	Photographic Lighting and Editing	3.00	Elective
ART 327	Experimental Photography	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective

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ART 331	Modern and Contemporary Art	3.00	Elective
ART 332	Publication Design	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 346	Digital Illustration	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective
ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 416	Packaging Design	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective

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ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 430	Animation	3.00	Elective
ART 450	Narrative Photography	3.00	Elective
ART 451	ART Internship II	3.00	Elective
ART 453	Photographic Portfolio	3.00	Elective

Art (BFA) BFA

Art (BFA) - 61 Credits (Core - 28 Credits and Selected Media Area - 33)

B.F.A. art majors have the opportunity to gain a solid foundation in traditional art processes and techniques. They learn to appreciate, produce, and understand the arts in historical and cultural contexts. Art majors choose from one of three concentrations: Graphic Design, Photography or Studio Art.

Core Credits: 28.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 103	Art Foundations	3.00	Required
ART 140	Introduction to Adobe Creative Cloud	3.00	Required
ART 230	Art History: Prehistory to Renaissance	3.00	Required
ART 231	Art History: Renaissance to Today	3.00	Required
ART 350	Professional Practice	3.00	Required
ART 470	Senior Practicum	1.00	Required
	Professional Development Elective - 6 Credits		
BUS 206	Entrepreneurship	3.00	Elective
BUS 321	Principles of Marketing	3.00	Elective
COM 337	Web & Social Media Campaigns	3.00	Elective
MIS 325	Website Development	3.00	Elective
	Art History Elective - 6 Credits		

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ART 331	Modern and Contemporary Art	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective

Concentrations

Graphic Design Conc (BFA)

Media Area: Graphic Design - 33 Credits

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 110	Drawing I -A	3.00	Required
ART 202	Fundamentals of Graphic Design	3.00	Required
ART 332	Publication Design	3.00	Required
ART 346	Digital Illustration	3.00	Required
ART 416	Packaging Design	3.00	Required
ART 430	Animation	3.00	Required
	Art Elective - 15 Credits		
ART 109	Sculpture I	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 203	Art Applications - A	3.00	Elective

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ART 256	Introduction to Photography -A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 301	Drawing II	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 326	Photographic Lighting and Editing	3.00	Elective
ART 327	Experimental Photography	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective
ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective

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ART 412	Printmaking IV	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 450	Narrative Photography	3.00	Elective
ART 451	ART Internship II	3.00	Elective
ART 453	Photographic Portfolio	3.00	Elective

Photography Conc (BFA)

Media Area: Art Photography - 33 Credits

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 202	Fundamentals of Graphic Design	3.00	Required
ART 256	Introduction to Photography -A	3.00	Required
ART 326	Photographic Lighting and Editing	3.00	Required
ART 327	Experimental Photography	3.00	Required
ART 450	Narrative Photography	3.00	Required
ART 453	Photographic Portfolio	3.00	Required
	Art Elective - 15 Credits		
ART 109	Sculpture I	3.00	Elective
ART 110	Drawing I -A	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective

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ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 301	Drawing II	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 332	Publication Design	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 346	Digital Illustration	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective
ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective

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ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 416	Packaging Design	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 430	Animation	3.00	Elective
ART 451	ART Internship II	3.00	Elective

Studio Art Conc (BFA)

Media Area: Studio Art - 33 Credits

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 109	Sculpture I	3.00	Required
ART 110	Drawing I -A	3.00	Required
ART 117	Painting I	3.00	Required
ART 123	Ceramics I -A	3.00	Required
ART 256	Introduction to Photography -A	3.00	Required
ART 301	Drawing II	3.00	Required
	Art Elective - 3 Credits		
ART 113	Printmaking I	3.00	Elective

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ART 116	Fiber Arts I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 202	Fundamentals of Graphic Design	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 326	Photographic Lighting and Editing	3.00	Elective
ART 327	Experimental Photography	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 332	Publication Design	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 346	Digital Illustration	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective

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ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 416	Packaging Design	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 430	Animation	3.00	Elective
ART 450	Narrative Photography	3.00	Elective
ART 451	ART Internship II	3.00	Elective
ART 453	Photographic Portfolio	3.00	Elective

ASL - English Interpreting BA/BS

ASL-English Interpreting - 57 Credits

The interpreting program prepares students to effectively communicate and interpret between American Sign Language (ASL) and English. Practicum experiences are provided in educational, medical, vocational and other settings. The program also provides for interaction with students at the Missouri School for the Deaf, the local deaf community, and deaf instructors and tutors in a state-of-the-art interpreting lab.

Students must earn a grade of 'C' or better to continue on in their sequence of majors courses. If a student does not receive a grade of 'C' or better, they will be invited to repeat the course. The curriculum is designed for classes to layer information and skill, thus lack of skill development in a prerequisite course will not lead to success in future work. For example: If a student receives a 'C' in

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Interpreting II they may go on to Interpreting III. If a student receives a 'D' in Interpreting II, they will be invited to repeat the course until they earn a grade of 'C' or better.

Core Credits: 57.00

Course Code	Course Description	Credit Hours	Required / Elective
ASL 120	Deaf Culture -D	3.00	Required
ASL 336	Topics in Deafness	3.00	Required
ASL 345	American Sign Language VI	3.00	Required
ASL 425	Linguistics of American Sign Lang	3.00	Required
ASL 430	ASL Literature	3.00	Required
ENG 301	Grammar and Syntax	3.00	Required
ITP 211	Theory of Interpretation	3.00	Required
ITP 217	Comparative Translation	3.00	Required
ITP 241	Fundamentals of Interpreting	3.00	Required
ITP 301	Interpreting I	3.00	Required
ITP 310	Interpreting in Advanced Settings I	3.00	Required
ITP 351	Interpreting II	3.00	Required
ITP 375	Interpreting III	3.00	Required
ITP 380	Interpreting IV	3.00	Required
ITP 410	Interpreting in Advanced Setting II	3.00	Required
ITP 450	Senior Capstone	3.00	Required
ITP 451	Field Practicum I	3.00	Required
ITP 452	Field Practicum II	3.00	Required
	Social Service Elective - 3 Credits		
PSY 221	Educational Psychology -S	3.00	Elective
PSY 226	Child and Adolescent Development -S	3.00	Elective
SCA 353	Race and Ethnicity -D	3.00	Elective
SWK 273	Crime Victimization in America	3.00	Elective
SWK 316	Human Behavior in the Environment I	3.00	Elective

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SWK 317	Human Behavior in Environment II	3.00	Elective
SWK 338	Social Welfare Policy	3.00	Elective
SWK 374	Mental Health Services and Policies	3.00	Elective

Business Administration BS

Business Administration - 63 Credits (Core - 48 Credits and Selected Concentration - 15 Credits)

The curriculum includes a core of courses and a selected concentration in one of the following areas: accounting and financial services, Advertising & Marketing, Cybersecurity, Entrepreneurial Management, Leadership, and Management. Qualified students are encouraged to pursue a business-related internship.

BUS 500, BUS 545, BUS 517 and BUS 552 may be taken and counted towards a student's 122 required hours and then transferred into the MBA program upon graduation. Students who want to complete the MBA Plus Program should work with their advisor to plan to complete these courses during their final fall & spring undergraduate semesters. The remaining MBA courses will be completed during the fifth year of your MBA program.

Core Credits: 48.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
ACC 241	Principles of Accounting II	3.00	Required
BUS 206	Entrepreneurship	3.00	Required
BUS 231	Risk Management and Insurance	3.00	Required
BUS 321	Principles of Marketing	3.00	Required
BUS 324	Personal Finance	3.00	Required
BUS 332	Business Communications	3.00	Required
BUS 335	Business Law	3.00	Required
BUS 351	Principles of Management	3.00	Required
BUS 415	Corporate Finance	3.00	Required
BUS 450	Business Policy and Procedures	3.00	Required
ECN 251	Macroeconomics -S	3.00	Required

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ECN 252	Microeconomics -S	3.00	Required
MAT 114	Elementary Statistics -M	3.00	Required
MIS 125	Productivity Tools	3.00	Required
	Business Ethics Elective - 3 Credits		
BUS 214	Business Ethics -E	3.00	Elective
BUS 329	Managerial Ethics -E	3.00	Elective

Concentrations

Advertising & Marketing

Advertising & Marketing Concentration - 15 Credits (Only offered on-ground)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
BUS 309	Salesmanship	3.00	Required
BUS 403	BUS Internship III	3.00	Required
BUS 428	Public Relations	3.00	Required
BUS 431	Advertising	3.00	Required
BUS 461	Marketing Research	3.00	Required

Accounting & Financl Srvc

Accounting and Financial Services Concentration - 15 Credits (Only offered on-ground)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 319	Taxation I	3.00	Required
ACC 430	Investments with Financial Statement Analysis	3.00	Required

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BUS 403	BUS Internship III	3.00	Required
ECN 325	Money and Banking	3.00	Required
MIS 415	Advanced Productivity Tools	3.00	Required

Cybersecurity

Cybersecurity Concentration - 15 Credits (Offered online and on-ground)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
CSS 210	Introduction to Cybersecurity	3.00	Required
CSS 310	Cybersecurity Law & Ethics	3.00	Required
CSS 410	Social Engineering	3.00	Required
CSS 420	Critical Infrastructures	3.00	Required
MIS 125	Productivity Tools	3.00	Required

Entrepreneurial Management

Entrepreneurial Management Concentration - 15 Credits (Only offered online)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 319	Taxation I	3.00	Required
BUS 315	Customer Service	3.00	Required
BUS 357	Non-profit Management	3.00	Required
BUS 475	Human Resources Administration	3.00	Required
LDR 201	Concepts in Leadership	3.00	Required

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Leadership

Leadership Concentration - 15 Credits (Offered online and on-ground)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
LDR 201	Concepts in Leadership	3.00	Required
LDR 245	Leading Teams	3.00	Required
LDR 350	Change Leadership	3.00	Required
LDR 450	Ethics in Leadership	3.00	Required
LDR 475	Leadership Theory	3.00	Required

Management

Management Concentration - 15 Credits (Only offered on-ground)

Core Credits: 15.00

Course Code	Course Description	Credit Hours	Required / Elective
BUS 307	Retail Management	3.00	Required
BUS 403	BUS Internship III	3.00	Required
BUS 421	Organizational Behavior	3.00	Required
ECN 421	Managerial Economics	3.00	Required
	Upper Level Elective - 3 Credits		
ACC 312	Intermediate Accounting I	3.00	Elective
ACC 319	Taxation I	3.00	Elective
ACC 343	Cost and Managerial Accounting	3.00	Elective
ACC 441	Auditing	3.00	Elective
BUS 309	Salesmanship	3.00	Elective
BUS 428	Public Relations	3.00	Elective
BUS 431	Advertising	3.00	Elective

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BUS 461	Marketing Research	3.00	Elective
ECN 325	Money and Banking	3.00	Elective
MIS 325	Website Development	3.00	Elective
MIS 350	Project Management	3.00	Elective
MIS 415	Advanced Productivity Tools	3.00	Elective
MIS 425	Enterprise Systems	3.00	Elective
MIS 450	Systems Analysis	3.00	Elective

Biology BA

Biology B.A. - 49 Credits

Bachelor of Arts degree programs require a minor and a year of a foreign language. Students who plan to enter a graduate or professional school should consider taking organic chemistry, biochemistry, physics and two semesters of calculus, as well as careful selection of biology electives depending on future plans.

Core Credits: 49.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required
BIO 231	Genetics	4.00	Required
BIO 232	Genetics Lab	0.00	Required
BIO 401	Evolution	3.00	Required
BIO 450	Biology Practicum	1.00	Required
CHM 114	General Chemistry I -N	4.00	Required
CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required

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CHM 124	General Chemistry II -N	4.00	Required
CHM 125	General Chemistry II Lab	0.00	Required
CHM 314	Organic Chemistry I	4.00	Required
CHM 315	Organic Chemistry I Lab	0.00	Required
CHM 316	Organic Chemistry I Lab for Transfer Students	1.00	Required
	Math elective - 3 Credits		
MAT 124	Calculus I -M	5.00	Elective
MAT 304	Biological Statistics	3.00	Elective
	Biology Elective - 18 Credits (must complete at least 4 A&P Credits and 4 Field Course Credits)		
	Biology Elective: Anatomy & Physiology Elective - 4 Credits		
BIO 313	Human Anatomy and Physiology I	4.00	Elective
BIO 314	Human Anatomy and Physiology I Lab	0.00	Elective
BIO 317	Comparative Anatomy and Physiology	4.00	Elective
BIO 318	Comparative Anatomy and Physiology Lab	0.00	Elective
	Biology Upper Level Electives		
BIO 300	Independent Study	3.00	Elective
BIO 303	Microbiology	4.00	Elective
BIO 304	Microbiology Lab	0.00	Elective
BIO 323	Human Anatomy and Physiology II	4.00	Elective
BIO 324	Human Anatomy and Physiology II Lab	0.00	Elective
BIO 330	Ecology	4.00	Elective
BIO 331	Ecology Lab	0.00	Elective
BIO 333	Vertebrate Zoology	4.00	Elective
BIO 334	Vertebrate Zoology Lab	0.00	Elective
BIO 340	Conservation Biology	3.00	Elective

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BIO 343	Neuroscience	3.00	Elective
BIO 350	Animal Behavior	3.00	Elective
BIO 351	Molecular Genetics: Cancer Biology	3.00	Elective
BIO 366	Interdisciplinary Honors Studies	3.00	Elective
BIO 390	BIO Internship I	3.00	Elective
BIO 400	Advanced Project	3.00	Elective
BIO 405	Cell & Molecular Biology	4.00	Elective
BIO 406	Cell & Molecular Biology Lab	0.00	Elective
BIO 414	Molecular Biotechnology	4.00	Elective
BIO 415	Molecular Biotechnology Lab	0.00	Elective
BIO 421	Biology Laboratory Assistant	1.00	Elective
BIO 430	Tropical Ecology	4.00	Elective
BIO 431	Tropical Ecology Lab	0.00	Elective
	Biology Elective: Field Course Elective - 4 Credits		
BIO 330	Ecology	4.00	Elective
BIO 331	Ecology Lab	0.00	Elective
BIO 333	Vertebrate Zoology	4.00	Elective
BIO 334	Vertebrate Zoology Lab	0.00	Elective
BIO 430	Tropical Ecology	4.00	Elective
BIO 431	Tropical Ecology Lab	0.00	Elective

Biology (BS) BS

Biology B.S. - 66 to 73 Credits (36 Core Credits and 30 to 37 Concentration Credits)

Pre-Med Preparation Concentration - William Woods University experiences 100 percent acceptance into advanced professional degrees in medical school, pharmacy and physical therapy doctoral programs. Our Pre-Medicine concentration prepares students with the additional pre-requisite coursework they will need for admission to and success in their medical field of choice, including calculus, anatomy and physiology, chemistry and others.

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Additional coursework in the humanities, psychology and/or sociology is recommended, especially writing intensive classes. Pre-Vet Preparation Concentration - Graduate schools for Veterinary Medicine are competitive, but William Woods University prepares its pre-veterinary students well. A popular program at William Woods University, we experience a high acceptance rate for students who have applied to colleges of veterinary medicine across the country.

The William Woods University Center for Equine Medicine houses a full time doctor of veterinary medicine, where students can participate in hands-on classroom work and where William Woods University's nearly 200 horses will receive health care, including routine care, diagnosis and treatment.

Additional coursework in the humanities is recommended.

Core Credits: 36.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required
BIO 231	Genetics	4.00	Required
BIO 232	Genetics Lab	0.00	Required
BIO 401	Evolution	3.00	Required
BIO 450	Biology Practicum	1.00	Required
CHM 114	General Chemistry I -N	4.00	Required
CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required
CHM 124	General Chemistry II -N	4.00	Required
CHM 125	General Chemistry II Lab	0.00	Required
CHM 314	Organic Chemistry I	4.00	Required
CHM 315	Organic Chemistry I Lab	0.00	Required

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CHM 316	Organic Chemistry I Lab for Transfer Students	1.00	Required
PHY 201	Physics I -N	4.00	Required
PHY 202	Physics I Lab	0.00	Required
PHY 203	Physics I Lab for transfer students	1.00	Required
PHY 212	Physics II -N	4.00	Required
PHY 213	Physics II Lab	0.00	Required

Concentrations

Pre-Med Preparation

Pre-Med Preparation Concentration - 30 Credits

*Additional Coursework in the humanities, psychology and/or sociology is recommended, especially writing intensive classes.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 313	Human Anatomy and Physiology I	4.00	Required
BIO 314	Human Anatomy and Physiology I Lab	0.00	Required
MAT 124	Calculus I -M	5.00	Required
	Math Elective - must complete at least 3 credits		
MAT 214	Calculus II	4.00	Elective
MAT 304	Biological Statistics	3.00	Elective
	Biology Electives - 14 Credits (must complete at least 4 Field Course Credits)		
	Biology Upper Level Electives		
BIO 300	Independent Study	3.00	Elective
BIO 303	Microbiology	4.00	Elective
BIO 304	Microbiology Lab	0.00	Elective
BIO 323	Human Anatomy and Physiology II	4.00	Elective

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BIO 324	Human Anatomy and Physiology II Lab	0.00	Elective
BIO 340	Conservation Biology	3.00	Elective
BIO 343	Neuroscience	3.00	Elective
BIO 350	Animal Behavior	3.00	Elective
BIO 351	Molecular Genetics: Cancer Biology	3.00	Elective
BIO 366	Interdisciplinary Honors Studies	3.00	Elective
BIO 390	BIO Internship I	3.00	Elective
BIO 400	Advanced Project	3.00	Elective
BIO 405	Cell & Molecular Biology	4.00	Elective
BIO 406	Cell & Molecular Biology Lab	0.00	Elective
BIO 414	Molecular Biotechnology	4.00	Elective
BIO 415	Molecular Biotechnology Lab	0.00	Elective
BIO 421	Biology Laboratory Assistant	1.00	Elective
BIO 450	Biology Practicum	1.00	Elective
	Chemistry Elective - 4 Credits		
CHM 324	Organic Chemistry II	4.00	Elective
CHM 325	Organic Chemistry II Lab	0.00	Elective
CHM 440	Biochemistry	4.00	Elective
CHM 441	Biochemistry Lab	0.00	Elective
	Biology Electives: Field Course Elective - 4 Credits		
BIO 330	Ecology	4.00	Elective
BIO 331	Ecology Lab	0.00	Elective
BIO 333	Vertebrate Zoology	4.00	Elective
BIO 334	Vertebrate Zoology Lab	0.00	Elective
BIO 430	Tropical Ecology	4.00	Elective
BIO 431	Tropical Ecology Lab	0.00	Elective

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Pre-Vet Preparation

Pre-Vet Preparation Concentration - 37 Credits

*Additional coursework in the humanities is recommended.

Core Credits: 37.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 303	Microbiology	4.00	Required
BIO 304	Microbiology Lab	0.00	Required
CHM 440	Biochemistry	4.00	Required
CHM 441	Biochemistry Lab	0.00	Required
EQS 376	Equine Anatomy and Physiology	3.00	Required
EQS 404	Veterinary Medicine & Reproduction	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
	Math Elective - must complete at least 3 credits		
MAT 124	Calculus I -M	5.00	Elective
MAT 304	Biological Statistics	3.00	Elective
	Biology Electives - 14 Credits (must complete at least 4 Field Course Credits)		
	Biology Upper Level Electives		
BIO 300	Independent Study	3.00	Elective
BIO 313	Human Anatomy and Physiology I	4.00	Elective
BIO 314	Human Anatomy and Physiology I Lab	0.00	Elective
BIO 317	Comparative Anatomy and Physiology	4.00	Elective
BIO 318	Comparative Anatomy and Physiology Lab	0.00	Elective
BIO 323	Human Anatomy and Physiology II	4.00	Elective
BIO 324	Human Anatomy and Physiology II Lab	0.00	Elective
BIO 340	Conservation Biology	3.00	Elective

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BIO 343	Neuroscience	3.00	Elective
BIO 350	Animal Behavior	3.00	Elective
BIO 351	Molecular Genetics: Cancer Biology	3.00	Elective
BIO 366	Interdisciplinary Honors Studies	3.00	Elective
BIO 390	BIO Internship I	3.00	Elective
BIO 400	Advanced Project	3.00	Elective
BIO 405	Cell & Molecular Biology	4.00	Elective
BIO 406	Cell & Molecular Biology Lab	0.00	Elective
BIO 414	Molecular Biotechnology	4.00	Elective
BIO 415	Molecular Biotechnology Lab	0.00	Elective
BIO 421	Biology Laboratory Assistant	1.00	Elective
BIO 450	Biology Practicum	1.00	Elective
	Biology Electives: Field Course Elective - 4 Credits		
BIO 330	Ecology	4.00	Elective
BIO 331	Ecology Lab	0.00	Elective
BIO 333	Vertebrate Zoology	4.00	Elective
BIO 334	Vertebrate Zoology Lab	0.00	Elective
BIO 430	Tropical Ecology	4.00	Elective
BIO 431	Tropical Ecology Lab	0.00	Elective

Criminal Justice BS

Criminal Justice - 54 Credits

The goal of the criminal justice program here at William Woods University is to permit students to maximize their hiring potential by allowing them focus their studies in a particular area, and in some cases, choose to double major in a related field of study; such as political legal studies or cybersecurity. We offer three content areas which address the growing nature of the field of criminal justice. Students can focus their studies in the areas of law enforcement, homeland and industrial security or cybersecurity. We also offer students the opportunity to engage in field experience, internships and law enforcement related trainings.

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Core Credits: 54.00

Course Code	Course Description	Credit Hours	Required / Elective
CMJ 110	Introduction to Criminal Justice -S	3.00	Required
CMJ 180	Criminology -T	3.00	Required
CMJ 230	Criminal Justice World History	3.00	Required
CMJ 270	Criminal Law	3.00	Required
CMJ 280	Criminal Procedure	3.00	Required
CMJ 320	Foreign and Domestic Terrorism	3.00	Required
CMJ 340	Black Market Economics	3.00	Required
CMJ 355	Crime Scene Investigation	3.00	Required
CMJ 370	Drugs in America	3.00	Required
CMJ 380	Research Mthds in Criminal Justice	3.00	Required
CMJ 417	American Cults and Serial Killers	3.00	Required
CMJ 427	Criminal Justice and Cultural Revolution	3.00	Required
	Required Electives - 12 Credits		
CMJ 120	Intro to Corrections, Prbtn &Parole	3.00	Elective
CMJ 240	Introduction to Homeland and Industrial Security	3.00	Elective
CMJ 300	Independent Study	3.00	Elective
CMJ 440	Cybercrime and Information Warfare	3.00	Elective
CMJ 451	CMJ Internship I	3.00	Elective
CMJ 452	CMJ Internship	6.00	Elective
	Required Ethics Elective - 3 Credits		
CMJ 290	Criminal Justice Ethics -E	3.00	Elective
PLS 210	Law, Ethics and Morality -E	3.00	Elective
	Required Capstone Elective - 3 Credits		
CMJ 490	Senior Seminar	3.00	Elective
PLS 415	Senior Seminar	3.00	Elective

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Communications BS

Communications - 57 Credits (core of 36 credits, a selected concentration 12 credits, and general communications electives 9 credits)

Communications major includes a core of 36 credits, a selected concentration (12 credits), and general communications electives (9 credits).

The concentration areas are: Digital Filmmaking, Multimedia Journalism, Strategic Communication, or Sports Communication.

Core Credits: 36.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 101	Intro To Speech Communication -C	3.00	Required
COM 110	Writing for Multimedia	3.00	Required
COM 150	Visual Communication & Design	3.00	Required
COM 190	Media & Mass Communication	3.00	Required
COM 221	Contemporary Media Ethics -E	3.00	Required
COM 231	Commercial Video Production	3.00	Required
COM 270	Persuasive Campaigns -T	3.00	Required
COM 316	Small Group Leadership	3.00	Required
COM 320	Communication Theory	3.00	Required
COM 330	Freedom of Expression	3.00	Required
COM 337	Web & Social Media Campaigns	3.00	Required
COM 499	Senior Seminar	3.00	Required

Concentrations

Digital Filmmaking

Digital Filmmaking Concentration - 21 Credits

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Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 311	Short Form Narrative Film Production	3.00	Required
COM 332	Documentary and Experimental Film Production	3.00	Required
COM 432	Long Form Narrative Film Production	3.00	Required
ENG 327	Film Theory and Criticism	3.00	Required
	COM Elective - 9 Credits		
COM 105	Voice & Diction -C	3.00	Elective
COM 200	Introductory Projects	3.00	Elective
COM 207	Radio Broadcasting	1.00	Elective
COM 209	Argumentation and Debate -T	3.00	Elective
COM 214	Sport Communication	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 231	Commercial Video Production	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective
COM 270	Persuasive Campaigns -T	3.00	Elective
COM 300	Independent Study	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 312	Screenplay Analysis and Treatment	3.00	Elective
COM 323	Gender Communications	3.00	Elective
COM 324	Equine Video Production	3.00	Elective
COM 335	Public Affairs Reporting	3.00	Elective
COM 366	Interdisciplinary Honors Studies	3.00	Elective
COM 373	Announcing and Reporting I	3.00	Elective
COM 383	Announcing and Reporting II	3.00	Elective
COM 390	COM Internship I	3.00	Elective

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COM 400	Advanced Projects	3.00	Elective
COM 415	Feature Writing & Magazine	3.00	Elective
COM 434	Leadership Communication	3.00	Elective
COM 449	Advanced Digital Video/Film Prodtn	3.00	Elective
COM 451	COM Internship II	3.00	Elective
COM 452	COM Internship III	6.00	Elective

Multimedia Journalism

Multimedia Journalism Concentration - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 332	Documentary and Experimental Film Production	3.00	Required
COM 335	Public Affairs Reporting	3.00	Required
COM 373	Announcing and Reporting I	3.00	Required
COM 415	Feature Writing & Magazine	3.00	Required
	COM Elective - 9 Credits		
COM 105	Voice & Diction -C	3.00	Elective
COM 200	Introductory Projects	3.00	Elective
COM 207	Radio Broadcasting	1.00	Elective
COM 209	Argumentation and Debate -T	3.00	Elective
COM 214	Sport Communication	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 231	Commercial Video Production	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective

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COM 270	Persuasive Campaigns -T	3.00	Elective
COM 300	Independent Study	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 311	Short Form Narrative Film Production	3.00	Elective
COM 312	Screenplay Analysis and Treatment	3.00	Elective
COM 323	Gender Communications	3.00	Elective
COM 324	Equine Video Production	3.00	Elective
COM 366	Interdisciplinary Honors Studies	3.00	Elective
COM 383	Announcing and Reporting II	3.00	Elective
COM 390	COM Internship I	3.00	Elective
COM 400	Advanced Projects	3.00	Elective
COM 432	Long Form Narrative Film Production	3.00	Elective
COM 434	Leadership Communication	3.00	Elective
COM 449	Advanced Digital Video/Film Prodtn	3.00	Elective
COM 451	COM Internship II	3.00	Elective
COM 452	COM Internship III	6.00	Elective

Sports Communication

Sports Communication Concentration - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 214	Sport Communication	3.00	Required
COM 304	Sports Media	3.00	Required
COM 332	Documentary and Experimental Film Production	3.00	Required
SMG 321	Sports Marketing	3.00	Required

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	COM Elective - 9 Credits		
COM 105	Voice & Diction -C	3.00	Elective
COM 200	Introductory Projects	3.00	Elective
COM 207	Radio Broadcasting	1.00	Elective
COM 209	Argumentation and Debate -T	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 221	Contemporary Media Ethics -E	3.00	Elective
COM 231	Commercial Video Production	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective
COM 270	Persuasive Campaigns -T	3.00	Elective
COM 300	Independent Study	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 311	Short Form Narrative Film Production	3.00	Elective
COM 312	Screenplay Analysis and Treatment	3.00	Elective
COM 316	Small Group Leadership	3.00	Elective
COM 323	Gender Communications	3.00	Elective
COM 324	Equine Video Production	3.00	Elective
COM 335	Public Affairs Reporting	3.00	Elective
COM 366	Interdisciplinary Honors Studies	3.00	Elective
COM 373	Announcing and Reporting I	3.00	Elective
COM 383	Announcing and Reporting II	3.00	Elective
COM 390	COM Internship I	3.00	Elective
COM 400	Advanced Projects	3.00	Elective
COM 415	Feature Writing & Magazine	3.00	Elective
COM 432	Long Form Narrative Film Production	3.00	Elective
COM 434	Leadership Communication	3.00	Elective
COM 449	Advanced Digital Video/Film Prodtn	3.00	Elective

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COM 451	COM Internship II	3.00	Elective
COM 452	COM Internship III	6.00	Elective

Strategic Communications

Strategic Communication Concentration - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
BUS 321	Principles of Marketing	3.00	Required
BUS 428	Public Relations	3.00	Required
COM 311	Short Form Narrative Film Production	3.00	Required
COM 405	Strategic Communication	3.00	Required
	COM Elective - 9 Credits		
COM 105	Voice & Diction -C	3.00	Elective
COM 200	Introductory Projects	3.00	Elective
COM 207	Radio Broadcasting	1.00	Elective
COM 209	Argumentation and Debate -T	3.00	Elective
COM 214	Sport Communication	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 231	Commercial Video Production	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective
COM 270	Persuasive Campaigns -T	3.00	Elective
COM 300	Independent Study	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 312	Screenplay Analysis and Treatment	3.00	Elective
COM 323	Gender Communications	3.00	Elective

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COM 324	Equine Video Production	3.00	Elective
COM 332	Documentary and Experimental Film Production	3.00	Elective
COM 335	Public Affairs Reporting	3.00	Elective
COM 366	Interdisciplinary Honors Studies	3.00	Elective
COM 373	Announcing and Reporting I	3.00	Elective
COM 383	Announcing and Reporting II	3.00	Elective
COM 390	COM Internship I	3.00	Elective
COM 400	Advanced Projects	3.00	Elective
COM 415	Feature Writing & Magazine	3.00	Elective
COM 432	Long Form Narrative Film Production	3.00	Elective
COM 434	Leadership Communication	3.00	Elective
COM 449	Advanced Digital Video/Film Prodt n	3.00	Elective
COM 451	COM Internship II	3.00	Elective
COM 452	COM Internship III	6.00	Elective

Cybersecurity Studies BS

Cybersecurity - 57 Credits

The Bachelor of Science in cybersecurity is designed around identified core knowledge areas supporting information security. The program includes theoretical and practical hands-on approaches preparing students to enter the IT and cybersecurity workforce or continue their education in a related graduate degree program.

Core Credits: 57.00

Course Code	Course Description	Credit Hours	Required / Elective
CMJ 385	Digital Evidence and Forensic Investigations	3.00	Required
CMJ 440	Cybercrime and Information Warfare	3.00	Required
CMJ 447	Information Security	3.00	Required
CSS 210	Introduction to Cybersecurity	3.00	Required

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CSS 310	Cybersecurity Law & Ethics	3.00	Required
CSS 324	Cybersecurity & Internet Architecture	3.00	Required
CSS 325	Cyber Attacks and Defenses	3.00	Required
CSS 401	Encryption Techniques	3.00	Required
CSS 410	Social Engineering	3.00	Required
CSS 420	Critical Infrastructures	3.00	Required
CSS 440	Cloud Security	3.00	Required
CSS 490	Cybersecurity Capstone	3.00	Required
MIS 100	Cloud Computing	3.00	Required
MIS 225	Database Management Systems	3.00	Required
MIS 250	Networking	3.00	Required
MIS 350	Project Management	3.00	Required
MIS 425	Enterprise Systems	3.00	Required
MIS 450	Systems Analysis	3.00	Required
	Independent Study/Internship - 3 Credits		
CSS 300	IS: Independent Study	3.00	Elective
CSS 451	CSS Internship I	3.00	Elective
CSS 452	CSS Internship II	6.00	Elective

Digital Filmmaking BFA

Digital Filmmaking - 57 Credits

The Digital Filmmaking program at William Woods University is a hands-on, project focused, degree. Students will experience all areas of the filmmaking process throughout the pre-production, production, and post-production workflows. Upon completing the program students will have the skills necessary to enter the filmmaking workforce in a variety of content areas ranging from narrative and documentary filmmaking to advertising and small screen content.

Core Credits: 57.00

Course Code	Course Description	Credit Hours	Required / Elective
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ENG 210	Introduction to Film Studies -L	3.00	Required
ENG 215	Film Genres -L	3.00	Required
ENG 316	Special Topics in Film	3.00	Required
ENG 327	Film Theory and Criticism	3.00	Required
FLM 105	Fundamentals of Filmmaking	3.00	Required
FLM 220	Elements of Sound	3.00	Required
FLM 221	Screenwriting I	3.00	Required
FLM 227	Cinematography I	3.00	Required
FLM 250	Editing I	3.00	Required
FLM 320	Sound Design For Film	3.00	Required
FLM 321	Screenwriting II	3.00	Required
FLM 327	Cinematography II	3.00	Required
FLM 330	Cinematic Lighting	3.00	Required
FLM 331	Production Design	3.00	Required
FLM 337	Directing Actors & Crew	3.00	Required
FLM 350	Editing II	3.00	Required
FLM 370	Special Topics in Filmmaking	3.00	Required
FLM 450	Film Seminar I	3.00	Required
FLM 490	Film Seminar II	3.00	Required

Deaf Human Services BS

Deaf Human Services - 54 Credits

To prepare human services professionals to serve Deaf individuals in families, groups, communities and/or other supported human services organization functions. The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community. *Admission to this program (declaration of major) requires one of the following: ASLPI score of 3 or higher, or SLPI score of Intermediate or higher, or Proof of NIC (National Interpreter Certification), or Proof of State BEI basic or higher. **Students participating in the agreement with the DMH must meet DMH requirements.

Core Credits: 54.00

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Course Code	Course Description	Credit Hours	Required / Elective
ASL 101	Career Seminar in ASL Studies	3.00	Required
ASL 120	Deaf Culture -D	3.00	Required
ASL 321	Sociological Perspectives of Deaf Education	3.00	Required
ASL 425	Linguistics of American Sign Lang	3.00	Required
ASL 450	Senior Capstone	3.00	Required
MAT 114	Elementary Statistics -M	3.00	Required
PSY 101	General Psychology I -S	3.00	Required
PSY 102	General Psychology II -S	3.00	Required
PSY 313	Statistics for the Social Sciences	3.00	Required
PSY 411	Abnormal Psychology	3.00	Required
PSY 413	Advanced Research Project	3.00	Required
SCA 245	Ethics in Social Science -E	3.00	Required
SWK 215	Social Welfare -S	3.00	Required
SWK 312	Intervention Strategies Indiv/Famil	3.00	Required
SWK 313	Research Methods	3.00	Required
SWK 316	Human Behavior in the Environment I	3.00	Required
SWK 317	Human Behavior in Environment II	3.00	Required
SWK 374	Mental Health Services and Policies	3.00	Required

Educational Studies (non-certified) BS

Educational Studies - 45 Credits

This major is for students who wish to study the Education field without obtaining teacher certification.

Students interested in seeking teacher certification should not enroll in this major. Instead, they should consult the Division of Education handbook for information on the curriculum, policies and requirements of the division and of teacher certification process.

Core Credits: 45.00

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Course Code	Course Description	Credit Hours	Required / Elective
EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 341	Teaching Mathematics	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 422	Measurement & Assessment in Education	3.00	Required
EDU 441	Student Centered Reading & Writing	3.00	Required
EDU 453	Classroom Management	3.00	Required
MAT 231	Understanding Mathematics for Tchrs	3.00	Required
PED 352	Instrctnl Techniques in Health K-12	3.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

Elementary Education BS

Elementary Education (1-6) - 71 Credits

The undergraduate education program at William Woods University is committed to the development of reflective teachers, who draw upon the skills, knowledge, and dispositions necessary for high-impact careers in the field. A variety of authentic experiential learning opportunities and vital partnerships with local school districts allow teacher candidates to apply the pedagogical principles introduced in their coursework. The WWU undergraduate education program continues to develop responsive and rigorous curriculum designed to engage students in the historical, cultural, political, social, psychological and technological aspects of teaching. With a small faculty dedicated to the success of each student, William Woods teacher candidates will find the program to be collaborative and learner-focused.

Core Credits: 71.00

Course Code	Course Description	Credit Hours	Required / Elective
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EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 258	Cross Categorical Disabilities	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 317	Teaching Language Arts & Children's Literature	3.00	Required
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Required
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Required
EDU 341	Teaching Mathematics	3.00	Required
EDU 351	Language Development	3.00	Required
EDU 358	Teaching Cross Categorical Disabilities	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 422	Measurement & Assessment in Education	3.00	Required
EDU 441	Student Centered Reading & Writing	3.00	Required
EDU 453	Classroom Management	3.00	Required
EDU 490	Supervised Teaching (Elementary)	9.00	Required
EDU 492	Educational Seminar	3.00	Required
MAT 231	Understanding Mathematics for Tchrs	3.00	Required
PED 352	Instrctnl Techniques in Health K-12	3.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

Concentrations

Early Childhood Birth-3

Early Childhood Certification Concentration - 13 Credits

*May only be taken in conjunction with the Elementary Education Major.

Core Credits: 13.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 261	Assessing Young Children	3.00	Required
EDU 281	Early Childhood Principles	3.00	Required
EDU 301	Family and Community Resources	3.00	Required
EDU 313	Early Childhood Program Management	3.00	Required
EDU 417	Practicum	1.00	Required

Education Middle School BS

Middle School Education (5-9) - 83 to 86 Credits (56 Core Credits and 27 to 30 Credits of selected concentration.)

The undergraduate education program at William Woods University is committed to the development of reflective teachers, who draw upon the skills, knowledge, and dispositions necessary for high-impact careers in the field. A variety of authentic experiential learning opportunities and vital partnerships with local school districts allow teacher candidates to apply the pedagogical principles introduced in their coursework. The WWU undergraduate education program continues to develop responsive and rigorous curriculum designed to engage students in the historical, cultural, political, social, psychological and technological aspects of teaching. With a small faculty dedicated to the success of each student, William Woods teacher candidates will find the program to be collaborative and learner-focused.

Core Credits: 56.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 311	Middle School Philosophy and Organi	3.00	Required

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EDU 314	Middle School Curriculum & Instruct	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 422	Measurement & Assessment in Education	3.00	Required
EDU 441	Student Centered Reading & Writing	3.00	Required
EDU 453	Classroom Management	3.00	Required
EDU 492	Educational Seminar	3.00	Required
EDU 495	Supervised Teaching (Middle Level)	9.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

Concentrations

Education Language Arts

Language Arts Concentration - 27 Credits

Core Credits: 27.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Required
	Required Electives - 24 Credits		
ENG 101	English Composition I - C	3.00	Elective
ENG 102	English Composition II -C	3.00	Elective
ENG 205	English Literature I -L	3.00	Elective
ENG 206	English Literature II -L	3.00	Elective
ENG 218	Introduction to Creative Writing -L	3.00	Elective
ENG 236	African American Literature	3.00	Elective
ENG 238	American Literature I -L	3.00	Elective

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ENG 239	American Literature II-L	3.00	Elective
ENG 280	Introduction to Literature -L	3.00	Elective
ENG 301	Grammar and Syntax	3.00	Elective
ENG 323	Legends and Mythology	3.00	Elective

Education Math

Mathematics Concentration - 30 Credits

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 341	Teaching Mathematics	3.00	Required
MAT 231	Understanding Mathematics for Tchrs	3.00	Required
	Required Electives - 24 Credits		
MAT 114	Elementary Statistics -M	3.00	Elective
MAT 118	College Algebra -M	3.00	Elective
MAT 124	Calculus I -M	5.00	Elective
MAT 214	Calculus II	4.00	Elective
MAT 215	Linear Algebra	3.00	Elective
MAT 312	Differential Equations	3.00	Elective
MAT 313	Math Probability and Statistics	3.00	Elective
MAT 314	Higher Geometry	3.00	Elective
MAT 324	Formal Logic	3.00	Elective
MAT 325	Introduction to Numerical Analysis	3.00	Elective
MAT 422	Modern Algebra	3.00	Elective
MAT 423	Theory of Numbers	3.00	Elective

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Education Science

Science Concentration - 27 Credits

Core Credits: 27.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Required
	Required Electives - 24 Credits		
BIO 114	Biology I for Majors -N	4.00	Elective
BIO 115	Biology I Lab for Majors	0.00	Elective
BIO 116	Gen Bio I Lab for Transfer students	1.00	Elective
BIO 124	Biology II for Majors -N	4.00	Elective
BIO 125	Biology II Lab for Majors	0.00	Elective
BIO 209	Introduction To Environmental Science	3.00	Elective
BIO 231	Genetics	4.00	Elective
BIO 232	Genetics Lab	0.00	Elective
BIO 313	Human Anatomy and Physiology I	4.00	Elective
BIO 314	Human Anatomy and Physiology I Lab	0.00	Elective
BIO 317	Comparative Anatomy and Physiology	4.00	Elective
BIO 318	Comparative Anatomy and Physiology Lab	0.00	Elective
CHM 114	General Chemistry I -N	4.00	Elective
CHM 115	General Chemistry I Lab	0.00	Elective
CHM 116	General Chemistry I Lab transfer st	1.00	Elective
CHM 124	General Chemistry II -N	4.00	Elective
CHM 125	General Chemistry II Lab	0.00	Elective
PHY 201	Physics I -N	4.00	Elective
PHY 202	Physics I Lab	0.00	Elective
PHY 203	Physics I Lab for transfer students	1.00	Elective

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PHY 212	Physics II -N	4.00	Elective
PHY 213	Physics II Lab	0.00	Elective
SCI 205	The Scientific Enterprise -N	3.00	Elective
SCI 230	Earth Science Lecture -N	3.00	Elective
SCI 240	Introduction to Astronomy -N	4.00	Elective
SCI 241	Introduction to Astronomy Lab	0.00	Elective

Edu Social Science

Social Science Concentration - 27 Credits

Core Credits: 27.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Required
	Required Electives - 24 Credits		
ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective
GEO 201	Regions & Nations of the World I -D	3.00	Elective
GEO 202	Regions & Nations of the Wrld II -D	3.00	Elective
HIS 101	Dawn and Rebirth: A History of the World to 1500	3.00	Elective
HIS 102	Industry, Ideology, and War: A History of the World since 1500	3.00	Elective
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	3.00	Elective
HIS 104	Modern US History: From Reconstruction to Superpower	3.00	Elective
HIS 215	Native America -H	3.00	Elective

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HIS 216	From Slavery to Freedom to Civil Rights: The African American Experience	3.00	Elective
HIS 223	Royal America -H	3.00	Elective
HIS 236	The Old South: Planters, Yeoman, and the Enslaved	3.00	Elective
HIS 310	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	3.00	Elective
HIS 353	World War II	3.00	Elective
HIS 358	Atlantic Revolutions	3.00	Elective
PLS 105	Politics and Government -S	3.00	Elective
PLS 213	Critical Thinking About Politics -T	3.00	Elective
PLS 304	American Political Theory	3.00	Elective
PSY 101	General Psychology I -S	3.00	Elective
PSY 102	General Psychology II -S	3.00	Elective

English BA

English - 39 Credits

The English program prepares students to navigate in a world of texts—teaching ways to analyze the rhetorical and social contexts of the texts they encounter and how to produce texts in response that are theoretically engaged and personally informed. English majors are masters of clear and effective communication, never caught by the world in a farrago they can't engage and articulate, never without a witty or on-point response.

Core Credits: 39.00

Course Code	Course Description	Credit Hours	Required / Elective
ENG 218	Introduction to Creative Writing -L	3.00	Required
ENG 280	Introduction to Literature -L	3.00	Required
ENG 308	Creative Writing	3.00	Required
ENG 414	Shakespeare	3.00	Required
ENG 440	Humanities Senior Seminar	3.00	Required

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	Required English Electives - 18 Credits (Must complete at least 3 Introductory Film Credits and at least 3 Upper Level Film Credits)		
ENG 200	Introductory Projects	3.00	Elective
ENG 201	World Masterpieces I -L	3.00	Elective
ENG 202	World Masterpieces II -L	3.00	Elective
ENG 234	Shakespeare and the Devil -L	3.00	Elective
ENG 238	American Literature I -L	3.00	Elective
ENG 239	American Literature II-L	3.00	Elective
ENG 300	Independent Study	3.00	Elective
ENG 319	History of the English Language	3.00	Elective
ENG 328	Theory and Criticism of Literature	3.00	Elective
ENG 400	Advanced Projects	3.00	Elective
ENG 412	Compositn for Prospective Teachers	3.00	Elective
ENG 418	Methods of Teaching	3.00	Elective
ENG 451	ENG Internship II	3.00	Elective
	Upper Level Film Elective - 3 Credits		
ENG 316	Special Topics in Film	3.00	Elective
ENG 327	Film Theory and Criticism	3.00	Elective
	Introductory Film Elective - 3 Credits		
ENG 210	Introduction to Film Studies -L	3.00	Elective
ENG 215	Film Genres -L	3.00	Elective

Equine Administration BS

Equine Administration - 67 Credits

The major in Equine Administration is designed specifically for those students who intend to pursue career opportunities within equine industries and business organizations functioning as professional leaders, facility managers, administrators, and equine entrepreneurs. Students are offered coursework

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in the techniques of horse management, techniques of facility management, equine law, and equine business practices.

Core Credits: 67.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
COM 324	Equine Video Production	3.00	Required
EQA 205	Facility Management Practicum I	2.00	Required
EQA 312	Equestrian Communication	3.00	Required
EQA 320	Equine Event Management	3.00	Required
EQA 395	Facility Management Practicum II	3.00	Required
EQU 101	Equestrian First Year Seminar	1.00	Required
EQU 111	Introduction to the Horse Industry	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
EQU 202	Foundations of Equestrian Teaching and Learning	2.00	Required
EQU 206	Introduction to Equine Entrepreneurship	3.00	Required
EQU 221	Stable Management	3.00	Required
EQU 391	Horse Management Practicum II	4.00	Required
EQU 402	Equestrian Leadership Strategies	3.00	Required
EQU 403	Equestrian Senior Seminar	3.00	Required
EQU 405	Equine Business Practices	3.00	Required
EQU 415	Equestrian Senior Portfolio	1.00	Required
	Applied or Practicum Electives - 9 Credits (must complete at least 5 Applied Riding Credits)		
	Applied or Practicum Electives		
EQS 208	Survey of Groundwork Techniques	2.00	Elective

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EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 410	Applied Digital Media for the Equine Industry	3.00	Elective
	Applied Riding Electives - 5 Credits		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective

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EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 400	Advanced Projects	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective
	Equestrian General Elective - 6 Credits		
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective

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EQS 332	Saddle Seat Issues	2.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 335	Western Issues	2.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQU 200	Introductory Projects	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective

Equine General Studies BS

Equine General Studies - 55 Credits (Core - 27 Credits and Selected Concentration - 28 Credits)

Students majoring in Equine General Studies will complete a concentration in Equestrian Studies, Equine Media or Equine Assisted Therapies.

Core Credits: 27.00

Course Code	Course Description	Credit Hours	Required / Elective
EQA 312	Equestrian Communication	3.00	Required
EQU 101	Equestrian First Year Seminar	1.00	Required
EQU 111	Introduction to the Horse Industry	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
EQU 202	Foundations of Equestrian Teaching and Learning	2.00	Required
EQU 206	Introduction to Equine Entrepreneurship	3.00	Required
EQU 221	Stable Management	3.00	Required
EQU 403	Equestrian Senior Seminar	3.00	Required
EQU 415	Equestrian Senior Portfolio	1.00	Required

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	Issues of Riding - 2 Credits		
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective
EQS 332	Saddle Seat Issues	2.00	Elective
EQS 335	Western Issues	2.00	Elective

Concentrations

Equine Assisted Therapies

Equine Assisted Therapies Concentration - 28 Credits

Core Credits: 28.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 231	Exceptional Child	3.00	Required
EQS 212	Theory of Teaching Techniques I	3.00	Required
EQS 390	Internship I	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
EQU 211	Survey of Equine-Assisted Services	3.00	Required
EXS 205	Introduction to Anatomy -N	3.00	Required
PED 350	Adapted Physical Education	3.00	Required
	Teaching Tech II - 2 Credits		
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
	Equine General Studies Elective - 5 Credits (must complete at least 2 Applied or Practicum Credits)		
	Applied or Practicum Electives - 2 Credits		

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EQA 205	Facility Management Practicum I	2.00	Elective
EQA 395	Facility Management Practicum II	3.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 410	Applied Digital Media for the Equine Industry	3.00	Elective
	Equestrian Electives		
COM 324	Equine Video Production	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective

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EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective
EQU 402	Equestrian Leadership Strategies	3.00	Elective
EQU 405	Equine Business Practices	3.00	Elective
	Applied Riding Elective		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective

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EQR 327	Intermediate Jumper	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective

Equine Media

Equine Media - 21 Credits

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 105	Basic Design -A	3.00	Required
COM 110	Writing for Multimedia	3.00	Required
COM 150	Visual Communication & Design	3.00	Required
COM 324	Equine Video Production	3.00	Required
EQA 312	Equestrian Communication	3.00	Required
EQU 410	Applied Digital Media for the Equine Industry	3.00	Required
	Required Elective - 3 Credits		
EQA 200	Introductory Projects	3.00	Elective
EQA 205	Facility Management Practicum I	2.00	Elective
EQA 300	Independent Study	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective
EQA 390	Internship I	3.00	Elective
EQA 400	Advanced Projects	3.00	Elective
EQA 451	Internship II	3.00	Elective

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EQA 452	Internship III	6.00	Elective
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 400	Advanced Projects	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective
EQS 200	Introductory Projects	2.00	Elective

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EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQS 300	Independent Study	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective
EQS 332	Saddle Seat Issues	2.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 335	Western Issues	2.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective

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EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 390	Internship I	3.00	Elective
EQS 400	Advanced Projects	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQS 451	Internship II	3.00	Elective
EQS 452	Internship III	6.00	Elective
EQU 101	Equestrian First Year Seminar	1.00	Elective
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Elective
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Elective
EQU 200	Introductory Projects	3.00	Elective
EQU 201	Horse Management Practicum I	3.00	Elective
EQU 202	Foundations of Equestrian Teaching and Learning	2.00	Elective
EQU 206	Introduction to Equine Entrepreneurship	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 221	Stable Management	3.00	Elective
EQU 290	Industry Internship	1.00	Elective
EQU 300	Independent Study	0.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 402	Equestrian Leadership Strategies	3.00	Elective
EQU 403	Equestrian Senior Seminar	3.00	Elective
EQU 405	Equine Business Practices	3.00	Elective

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EQU 415	Equestrian Senior Portfolio	1.00	Elective

Equine Media

Equine Media Concentration - 28 Credits

Core Credits: 28.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 105	Basic Design -A	3.00	Required
COM 110	Writing for Multimedia	3.00	Required
COM 150	Visual Communication & Design	3.00	Required
COM 324	Equine Video Production	3.00	Required
EQS 390	Internship I	3.00	Required
EQU 410	Applied Digital Media for the Equine Industry	3.00	Required
	Equine General Studies Elective - 10 Credits		
	Applied or Practicum Elective - 3 Credits		
EQA 205	Facility Management Practicum I	2.00	Elective
EQA 395	Facility Management Practicum II	3.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective

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EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQU 201	Horse Management Practicum I	3.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
	Equestrian Electives		
ART 258	Equine Photography	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective

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EQU 402	Equestrian Leadership Strategies	3.00	Elective
EQU 405	Equine Business Practices	3.00	Elective
	Applied Riding Elective - No more than 2 Applied Riding Credits can be applied		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective

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EQR 427	Advanced Jumper	1.00	Elective

Equestrian Studies

Equestrian Studies Concentration - 28 Credits

Core Credits: 28.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 324	Equine Video Production	3.00	Required
EQA 205	Facility Management Practicum I	2.00	Required
EQA 320	Equine Event Management	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Required
EQU 402	Equestrian Leadership Strategies	3.00	Required
EQU 405	Equine Business Practices	3.00	Required
	Equine General Studies Elective - 8 Credits		
	Applied or Practicum Elective - 4 Credits		
EQA 395	Facility Management Practicum II	3.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective

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EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 410	Applied Digital Media for the Equine Industry	3.00	Elective
	Equestrian Electives		
ART 258	Equine Photography	3.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
	Applied Riding Elective - No more than 2 Applied Riding Credits can be applied		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective

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EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective

Equestrian Science BS

Equestrian Science - 70 Credits

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The major in Equestrian Science is designed specifically for those students who intend to pursue careers in the equine industry as instructors, trainers, equine managers, and riders. Students are exposed to a broad range of equestrian experiences that are both practical and theoretical.

Core Credits: 70.00

Course Code	Course Description	Credit Hours	Required / Elective
EQS 212	Theory of Teaching Techniques I	3.00	Required
EQS 306	Practical Equine Anatomy & Conditng	3.00	Required
EQS 328	Equine Evaluation	3.00	Required
EQS 404	Veterinary Medicine & Reproduction	3.00	Required
EQU 101	Equestrian First Year Seminar	1.00	Required
EQU 111	Introduction to the Horse Industry	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
EQU 202	Foundations of Equestrian Teaching and Learning	2.00	Required
EQU 206	Introduction to Equine Entrepreneurship	3.00	Required
EQU 221	Stable Management	3.00	Required
EQU 391	Horse Management Practicum II	4.00	Required
EQU 403	Equestrian Senior Seminar	3.00	Required
EQU 405	Equine Business Practices	3.00	Required
EQU 415	Equestrian Senior Portfolio	1.00	Required
EXS 104	First Aid and CPR	2.00	Required
	**Teaching Tech II - 2 Credit		
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
	**Teaching Tech III - 2 Credits		

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EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
	**Teaching Tech IV - 2 Credits		
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
	Issues of Riding - 2 Credits		
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective
EQS 332	Saddle Seat Issues	2.00	Elective
EQS 335	Western Issues	2.00	Elective
	Applied or Practicum Electives - 13 Credits (Must complete at least 8 Applied Riding Credits)		
	Applied or Practicum Electives		
EQA 205	Facility Management Practicum I	2.00	Elective
EQA 395	Facility Management Practicum II	3.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 410	Applied Digital Media for the Equine Industry	3.00	Elective

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	Applied Riding - 8 Credits		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 400	Advanced Projects	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective
	Equestrian General Elective - 3 Credits		

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ART 258	Equine Photography	3.00	Elective
EQA 312	Equestrian Communication	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective
EQU 402	Equestrian Leadership Strategies	3.00	Elective

Secondary Education BS

Secondary Education - 89 to 92 Credits (50 CORE Credits plus a concentration of 39 to 42 Credits)

The Secondary Education major is an excellent choice for any student seeking initial 9-12 teaching licensure. The major consists of different concentration areas including Biology, Social Science, English, Mathematics, and Speech and Theatre.

Core Credits: 50.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 258	Cross Categorical Disabilities	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required

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EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 422	Measurement & Assessment in Education	3.00	Required
EDU 441	Student Centered Reading & Writing	3.00	Required
EDU 453	Classroom Management	3.00	Required
EDU 492	Educational Seminar	3.00	Required
EDU 499	Supervised Teaching (Secondary)	9.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

Concentrations

Biology

Biology (9-12) - 39 Credits

Core Credits: 39.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required
BIO 209	Introduction To Environmental Science	3.00	Required
BIO 231	Genetics	4.00	Required
BIO 232	Genetics Lab	0.00	Required
BIO 330	Ecology	4.00	Required
BIO 331	Ecology Lab	0.00	Required
BIO 401	Evolution	3.00	Required
CHM 114	General Chemistry I -N	4.00	Required

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CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Required
PHY 201	Physics I -N	4.00	Required
PHY 202	Physics I Lab	0.00	Required
PHY 203	Physics I Lab for transfer students	1.00	Required
SCI 205	The Scientific Enterprise -N	3.00	Required
SCI 230	Earth Science Lecture -N	3.00	Required
	A&P Elective - 4 Credits		
BIO 313	Human Anatomy and Physiology I	4.00	Elective
BIO 314	Human Anatomy and Physiology I Lab	0.00	Elective
BIO 317	Comparative Anatomy and Physiology	4.00	Elective
BIO 318	Comparative Anatomy and Physiology Lab	0.00	Elective

English

English (9-12) - 39 Credits

Core Credits: 39.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
ENG 101	English Composition I - C	3.00	Required
ENG 102	English Composition II -C	3.00	Required
ENG 205	English Literature I -L	3.00	Required
ENG 206	English Literature II -L	3.00	Required
ENG 218	Introduction to Creative Writing -L	3.00	Required

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ENG 236	African American Literature	3.00	Required
ENG 301	Grammar and Syntax	3.00	Required
ENG 319	History of the English Language	3.00	Required
ENG 323	Legends and Mythology	3.00	Required
ENG 418	Methods of Teaching	3.00	Required
	American Literature Elective - 3 Credits		
ENG 238	American Literature I -L	3.00	Elective
ENG 239	American Literature II-L	3.00	Elective

Mathematics

Mathematics (9-12) - 39 Credits

Core Credits: 39.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 341	Teaching Mathematics	3.00	Required
MAT 118	College Algebra -M	3.00	Required
MAT 124	Calculus I -M	5.00	Required
MAT 214	Calculus II	4.00	Required
MAT 312	Differential Equations	3.00	Required
MAT 314	Higher Geometry	3.00	Required
MAT 324	Formal Logic	3.00	Required
MAT 325	Introduction to Numerical Analysis	3.00	Required
	Required Electives - 12 Credits		
MAT 215	Linear Algebra	3.00	Elective
MAT 224	Calculus III	4.00	Elective
MAT 313	Math Probability and Statistics	3.00	Elective
MAT 422	Modern Algebra	3.00	Elective

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MAT 423	Theory of Numbers	3.00	Elective

Social Science

Social Science (9-12) - 42 Credits

Core Credits: 42.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Required
GEO 201	Regions & Nations of the World I -D	3.00	Required
HIS 101	Dawn and Rebirth: A History of the World to 1500	3.00	Required
HIS 102	Industry, Ideology, and War: A History of the World since 1500	3.00	Required
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	3.00	Required
HIS 104	Modern US History: From Reconstruction to Superpower	3.00	Required
PLS 105	Politics and Government -S	3.00	Required
PLS 110	American Legal System -S	3.00	Required
PSY 101	General Psychology I -S	3.00	Required
PSY 102	General Psychology II -S	3.00	Required
	Economics Elective - 3 Credits		
ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective
	U. S. History Elective - 6 Credits		
HIS 215	Native America -H	3.00	Elective
HIS 216	From Slavery to Freedom to Civil Rights: The African American Experience	3.00	Elective

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HIS 223	Royal America -H	3.00	Elective
HIS 236	The Old South: Planters, Yeoman, and the Enslaved	3.00	Elective
HIS 310	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	3.00	Elective
	World History Elective - 3 Credits		
HIS 353	World War II	3.00	Elective
HIS 358	Atlantic Revolutions	3.00	Elective

Speech/Theatre

Speech and Theatre (9-12) - 42 Credits

Core Credits: 42.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 101	Intro To Speech Communication -C	3.00	Required
COM 105	Voice & Diction -C	3.00	Required
COM 190	Media & Mass Communication	3.00	Required
COM 320	Communication Theory	3.00	Required
COM 330	Freedom of Expression	3.00	Required
THA 110	Introduction to Theatre -A	3.00	Required
THA 234	Stagecraft	3.00	Required
THA 255	Acting I Basic Skills -A	3.00	Required
THA 331	Lighting for Stage and Set	3.00	Required
THA 362	Theatre History I	3.00	Required
THA 418	THA Methods of Teaching	3.00	Required
THA 470	Directing	3.00	Required
	Required Elective - 6 Credits		

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COM 110	Writing for Multimedia	3.00	Elective
COM 150	Visual Communication & Design	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 323	Gender Communications	3.00	Elective
THA 210	Dance Movement I -A	3.00	Elective
THA 211	Dance Movement II -A	3.00	Elective
THA 231	Makeup for Stage and Film	3.00	Elective
THA 232	Stage/Set Management	3.00	Elective
THA 354	Acting II: Scene Study	3.00	Elective
THA 363	Theatre History II	3.00	Elective
THA 454	Acting III: Period Style	3.00	Elective

Special Education BS

Special Education (K-12) - 85 Credits

The undergraduate education program at William Woods University is committed to the development of reflective teachers, who draw upon the skills, knowledge, and dispositions necessary for high-impact careers in the field. A variety of authentic experiential learning opportunities and vital partnerships with local school districts allow teacher candidates to apply the pedagogical principles introduced in their coursework. The WWU undergraduate education program continues to develop responsive and rigorous curriculum designed to engage students in the historical, cultural, political, social, psychological and technological aspects of teaching. With a small faculty dedicated to the success of each student, William Woods teacher candidates will find the program to be collaborative and learner-focused.

Core Credits: 85.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 201	Multicultural Education -D	3.00	Required
EDU 211	Educational Technology I	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required

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EDU 258	Cross Categorical Disabilities	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 317	Teaching Language Arts & Children's Literature	3.00	Required
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Required
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Required
EDU 341	Teaching Mathematics	3.00	Required
EDU 351	Language Development	3.00	Required
EDU 353	Teaching Remedial Mathematics	3.00	Required
EDU 358	Teaching Cross Categorical Disabilities	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 393	Teaching Reading and Writing	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 415	Conferencing and Consultation	3.00	Required
EDU 420	Measurement and Evaluation	3.00	Required
EDU 441	Student Centered Reading & Writing	3.00	Required
EDU 453	Classroom Management	3.00	Required
EDU 460	Career/Vocational Education	2.00	Required
EDU 492	Educational Seminar	3.00	Required
EDU 493	Supervised Teaching Special Education	9.00	Required
MAT 231	Understanding Mathematics for Tchrs	3.00	Required
PED 352	Instrctnl Techniques in Health K-12	3.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required

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Exercise Science BS

Exercise Science - 65 to 112 Credits (56 Core Credits and 9 to 56 Credits from selected concentration)

Core Credits: 56.00

Course Code	Course Description	Credit Hours	Required / Elective
EXS 100	Personal and Community Health	3.00	Required
EXS 103	Introduction to Human Nutrition	3.00	Required
EXS 104	First Aid and CPR	2.00	Required
EXS 180	Introduction to Exercise Science	1.00	Required
EXS 205	Introduction to Anatomy -N	3.00	Required
EXS 241	Techniques of Resistance Training and Conditioning	3.00	Required
EXS 242	Techniques of Resistance Training and Conditioning – Lab	1.00	Required
EXS 245	Introduction to Exercise Physiology	3.00	Required
EXS 303	Prevention and Care Athletic Injuries	3.00	Required
EXS 304	Prevention and Care Lab	1.00	Required
EXS 321	Kinesiology	3.00	Required
EXS 322	Exercise Physiology	3.00	Required
EXS 364	Motor Learning and Development	3.00	Required
EXS 365	Exercise Testing and Prescription	3.00	Required
EXS 370	Administration in Strength & Conditioning	3.00	Required
EXS 390	EXS Internship I	3.00	Required
EXS 401	Sports Psychology	3.00	Required
EXS 405	Exercise Program Design	3.00	Required
EXS 422	Measurement and Assessment	3.00	Required
EXS 451	EXS Internship II	3.00	Required
EXS 460	Principles of Strength & Conditioning	3.00	Required

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Concentrations

Pre-Physical Therapy

Pre-Physical Therapy Concentration - 56 Credits

Core Credits: 56.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required
BIO 313	Human Anatomy and Physiology I	4.00	Required
BIO 314	Human Anatomy and Physiology I Lab	0.00	Required
BIO 323	Human Anatomy and Physiology II	4.00	Required
BIO 324	Human Anatomy and Physiology II Lab	0.00	Required
BIO 343	Neuroscience	3.00	Required
BIO 412	Human Diseases; Modern Understanding of Pathophysiology	3.00	Required
CHM 114	General Chemistry I -N	4.00	Required
CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required
CHM 124	General Chemistry II -N	4.00	Required
CHM 125	General Chemistry II Lab	0.00	Required
EXS 402	Introduction to Health Professions	3.00	Required
HLT 130	Introduction to Medical Terminology	3.00	Required
MAT 114	Elementary Statistics -M	3.00	Required
PHY 201	Physics I -N	4.00	Required
PHY 202	Physics I Lab	0.00	Required

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PHY 203	Physics I Lab for transfer students	1.00	Required
PHY 212	Physics II -N	4.00	Required
PHY 213	Physics II Lab	0.00	Required
PSY 102	General Psychology II -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required
PSY 411	Abnormal Psychology	3.00	Required

Strength & Conditioning

Strength and Conditioning Concentration - 9 Credits

Students are encouraged to get a Business Administration Minor. Students are also encouraged to sit for the NSCS exam during their senior year.

Core Credits: 9.00

Course Code	Course Description	Credit Hours	Required / Elective
EXS 220	Social Science in Sport	3.00	Required
EXS 310	Advanced Human Nutrition	3.00	Required
PED 350	Adapted Physical Education	3.00	Required

Pre-Athletic Training

Pre-Athletic Training Concentration - 50 Credits

*Pre-AT Majors are strongly urged to have a Biology minor.

Core Credits: 50.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required

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BIO 313	Human Anatomy and Physiology I	4.00	Required
BIO 314	Human Anatomy and Physiology I Lab	0.00	Required
BIO 323	Human Anatomy and Physiology II	4.00	Required
BIO 324	Human Anatomy and Physiology II Lab	0.00	Required
BIO 343	Neuroscience	3.00	Required
BIO 412	Human Diseases; Modern Understanding of Pathophysiology	3.00	Required
CHM 114	General Chemistry I -N	4.00	Required
CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required
CHM 124	General Chemistry II -N	4.00	Required
CHM 125	General Chemistry II Lab	0.00	Required
EXS 402	Introduction to Health Professions	3.00	Required
HLT 130	Introduction to Medical Terminology	3.00	Required
MAT 114	Elementary Statistics -M	3.00	Required
PHY 201	Physics I -N	4.00	Required
PHY 202	Physics I Lab	0.00	Required
PHY 203	Physics I Lab for transfer students	1.00	Required
PHY 212	Physics II -N	4.00	Required
PHY 213	Physics II Lab	0.00	Required
PSY 101	General Psychology I -S	3.00	Required

Interdisciplinary Study BA/BS

Interdisciplinary Studies - BA 30 Credits (minimum) or BS 60 Credits (minimum)

The Interdisciplinary Major is designed to give students a chance to create a major that addresses the needs of the individual student. A committee made up of the director of the School of Social Sciences and one faculty member from each of the discipline areas in which the student has chosen to study will guide the student through developing the Interdisciplinary Studies major. This committee will also oversee the student's progression through the degree program. The chair of the student's Interdisciplinary Advisory Committee will also serve as the student's academic advisor. An

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Interdisciplinary Studies major under the Bachelor of Arts degree consists of coursework from two discipline areas along with a minor in another area and foreign language course requirements.

PROCESS FOR DESIGNING AN INTERDISCIPLINARY MAJOR

Students interested in designing an Interdisciplinary major must:

_____ 1. Contact the director of the School of Social Sciences, and then--with the director's help--decide on the combination of programs involved and on pursuit of a BA or BS degree.

_____ 2. Collaborate with his / her faculty advisor to solicit a faculty member from each discipline area to serve on the Interdisciplinary Advisory Committee.

_____ 3. Design a degree program that includes the following components:

(Bachelor of Arts Degree: __a. Between 30-36 hours of coursework in two different areas __b. A minor from the list of current offered minors __c. Foreign language courses (if not already fulfilled) __d. An independent study capstone course that requires a thesis or project for the purpose of synthesizing the program) **or** (Bachelor of Science Degree: __a. Between 60-70 hours of coursework in 2-3 different discipline areas with a minimum of 20 hours in each area. __b. An independent study capstone course that requires a thesis or project for the purpose of synthesizing the program.)

_____ 4. Develop a set of program objectives and a list of attendant courses.

_____ 5. Develop assessments for program objectives.

_____ 6. Obtain the Academic Dean's signed approval for proposed major.

_____ 7. Set a schedule for regular semester meetings with advisory committee to report on progress in the major.

_____ 8. Develop a plan for Student Performance Review Day activities.

_____ 9. Develop a plan to present during Senior Showcase.

Additional Guidelines:

* The minimum GPA required to set up an Interdisciplinary Major is 3.0, unless one of the majors involved has a higher GPA requirement, in which case that GPA becomes the minimum standard.

* Students must have completed three semesters of college level coursework prior to proposing an Interdisciplinary Studies major.

* Student must fulfill all prerequisites for selected courses.

* Each Interdisciplinary Studies Major program of study must be approved a minimum of 3 semesters prior to expected graduation date of involved student.

* Each Interdisciplinary Studies program of study must include a minimum number of upper level (300-400) courses equal to or greater than the course requirements required by any one of the component majors.

* Students must give Registrar a copy of proposed major course outline for senior audit record keeping.

The Interdisciplinary Major is designed to give students a chance to create a major that addresses the needs of the individual student. Students have a chance to tailor a set of learning objectives and develop courses around those objectives to meet their academic goals.

Interdisciplinary Studies BA option - 30 Credits (minimum)

An Interdisciplinary Studies major under the Bachelor of Arts degree consists of coursework from two discipline areas along with a minor in another area and foreign language course requirements.

Elective Hours

Between 30-36 hours of coursework in two different areas.

Interdisciplinary Studies BS option - 60 Credits (minimum)

An Interdisciplinary Studies major under the Bachelor of Sciences degree incorporates a broader range of courses from two to three discipline areas.

Elective Hours

Between 60-70 hours of coursework in 2-3 different discipline areas with a minimum of 20 hours in each area.

An independent study capstone course that requires a thesis or project for the purpose of synthesizing the program - 3 Credits

You may take any of the following courses to fulfill the requirements for an independent study capstone course that requires a thesis or project for the purpose of synthesizing the program - 3 Credits

Minimum Required Hours: 3.00

BIO 300	Independent Study	3.00
BUS 300	Independent Study	3.00
CHM 300	Independent Study	4.00
CMJ 300	Independent Study	3.00
EDU 300	Independent Study	3.00
EQA 300	Independent Study	3.00
EQS 300	Independent Study	3.00
EQU 300	Independent Study	0.00
EXS 300	Independent Study	3.00
GEO 300	Independent Study	3.00
HIS 300	Independent Study	3.00
ITP 300	Independent Study	3.00

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MAT 300	Independent Study	3.00
PED 300	Independent Study	3.00
PHL 300	Independent Study	3.00
PLS 300	Independent Study	3.00
PSY 300	Independent Study	3.00
SCA 300	Independent Study	3.00
SMG 300	Independent Study	3.00
SPA 300	Independent Study	3.00
SWK 300	Independent Study	3.00
THA 300	Independent Study	3.00

ITP Studies in ASL-English BS

ITP Studies in ASL-English - 39 Credits

The demand for qualified ASL-English interpreters is traditionally high and is increasing yearly. The National Interpreter Education Center has documented a nationwide shortage of qualified interpreters. Since 2008, anyone wishing to sit for the National Interpreter Certification (NIC) must have completed a two-year degree. Now, under new National Registry of Interpreters for the Deaf (RID) rules (July 2012), a four-year degree is required for anyone wishing to become nationally certified. A number of states are now discussing similar plans for state certification.

The Bachelor of Science degree in interpretation studies in ASL/English will prepare students to effectively communicate and interpret between American Sign Language and English. The curriculum strongly emphasizes the sociological, historical, cross-cultural and educational approach to teaching and learning about the Deaf community and American Sign Language through the classroom, experiential learning events, and interactions. The program will prepare students to sit for national certification and to fill the increasing demand for skilled, qualified interpreters.

The Bachelor of Science degree in interpretation studies in ASL/English is a 13-course, 39-credit- hour degree-completion program designed for students who have completed a two-year degree in ASL interpreting or course equivalencies as determined by program faculty. Applicants who hold current National Interpreter Certification may have the entrance language proficiency exam waived and apply for Credential Learning credit. All students must complete a total of 122 hours for graduation, including transfer credit, general education, ASL/Interpreting and electives.

Core Credits: 39.00

Course Code	Course Description	Credit Hours	Required / Elective
ASL 316	Linguistics Non-Manual Mrkrs in ASL	3.00	Required

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ASL 425	Linguistics of American Sign Lang	3.00	Required
ASL 430	ASL Literature	3.00	Required
ENG 301	Grammar and Syntax	3.00	Required
ITP 211	Theory of Interpretation	3.00	Required
ITP 251	Ethics in Interpreting	3.00	Required
ITP 302	Interpreting Application and Analysis	3.00	Required
ITP 310	Interpreting in Advanced Settings I	3.00	Required
ITP 410	Interpreting in Advanced Setting II	3.00	Required
ITP 450	Senior Capstone	3.00	Required
ITP 451	Field Practicum I	3.00	Required
ITP 452	Field Practicum II	3.00	Required

Liberal Arts AA

Liberal Arts A.A. - 61 Credits

The Associate of Arts (A.A.) is a 61-hour degree rooted in the University's General Education curriculum. Program completion qualifies a student for admission into a degree completion program of the University and meets the institution's general education requirements. A maximum of 30 hours of transfer credit may be applied toward the Associate of Arts degree. Credits are accepted at full value provided that the transferring institution is accredited by an agency recognized by the USDE (U.S. Department of Education) and CHEA (Council for Higher Education Accreditation). Courses that are comparable to William Woods University course offering are accepted in transfer. Courses accepted in transfer must have a final grade earned of "C" or above.

Transfer courses meeting general education objectives will be applied toward the degree. Students may participate in placement testing for the English Composition and Mathematics classes. Placement tests may be arranged with the student's academic advisor.

Depending upon English placement, students will initially enroll in Introduction to College Writing (ENG099), English Composition I (ENG101) or English Composition II (ENG102).

Depending upon math placement, each student's first mathematics course will be Introduction to Mathematics (MAT098), Basic Algebra (MAT099) or Survey of College Math (MAT112). ENG099, MAT098 and MAT099 count for institutional credit, but do not count towards degree requirements.

Students who choose not to participate in the English placement testing will complete ENG099, ENG101 and ENG102.

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Students who choose not to participate in the mathematics placement testing will complete MAT098, MAT099, and MAT112.

Requirements

Communication (course with 'C' designation in title) - 9 hrs

Creativity/Aesthetic Sensibility (course with 'A' designation in title) - 3 hrs

Critical Thinking (course with 'T' designation in title) -3hrs

Cultural Diversity (course with 'D' designation in title) - 3 hr

Historical Perspectives (course with 'H' designation in title) - 6 hrs

Mathematics (course with 'M' designation in title) - 3 hrs

Meaning (course with 'L'; designation in title)- 3 hrs

Natural Science (course with 'N' designation in title) - 7 hrs (must complete at least one lab)

Social Science (course with 'S' designation in title) - 3 hrs

Value (course with 'E' designation in title) - 3 hrs

Electives - 18 hrs (Any course with a 'C', 'A', 'T', 'D', 'H', 'M', 'L', 'N', 'S' or 'E' designation in the title.)

*Enrollment in ENG099, MAT098 and MAT099 at WWU is based on performance in voluntary placement examinations (see above). Courses may only meet one A.A. degree requirement.

Students must complete the 43 Credit General Education Block Core and 18 General Education Elective Credits (Any Course with a 'C', 'A', 'T', 'D', 'H', 'M', 'L', 'N', 'S' or 'E' designation in the title.) *Courses may only meet one AA degree requirement **ENG099, MAT098 & MAT099 do not count towards degree requirements.

Core Credits: 61.00

Course Code	Course Description	Credit Hours	Required / Elective
	Fine & Performing Arts - must complete at least 3 Credits		
ART 105	Basic Design -A	3.00	Elective
ART 110	Drawing I -A	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective

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ART 230	Art History: Prehistory to Renaissance	3.00	Elective
ART 231	Art History: Renaissance to Today	3.00	Elective
ART 353	Ceramics II	3.00	Elective
MUS 101	Music Fundamentals -A	3.00	Elective
MUS 103	Music Appreciation -A	3.00	Elective
MUS 111	Jazz, Pop and Rock -A	3.00	Elective
MUS 171	Music History I -A	3.00	Elective
MUS 271	Music History II -A	3.00	Elective
THA 110	Introduction to Theatre -A	3.00	Elective
THA 120	Introduction to Stagecraft	1.00	Elective
THA 125	Costuming Practicum	1.00	Elective
THA 126	Technical Practicum	1.00	Elective
THA 151	Theatre Performance Practicum	1.00	Elective
THA 210	Dance Movement I -A	3.00	Elective
THA 211	Dance Movement II -A	3.00	Elective
THA 234	Stagecraft	3.00	Elective
THA 240	Stage Combat -A	3.00	Elective
THA 250	Survey of American Muscl Theatre -A	3.00	Elective
THA 255	Acting I Basic Skills -A	3.00	Elective
THA 310	Acting for the Camera	3.00	Elective
	Communication - 9 Credits		
ENG 101	English Composition I - C	3.00	Required
ENG 102	English Composition II -C	3.00	Required
	Public Speaking - 3 Credits		
COM 101	Intro To Speech Communication -C	3.00	Elective
COM 105	Voice & Diction -C	3.00	Elective
	Cultural Diversity - must complete at least 3 Credits		

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ASL 105	American Sign Language I -D	3.00	Elective
ASL 120	Deaf Culture -D	3.00	Elective
GEO 201	Regions & Nations of the World I -D	3.00	Elective
GEO 202	Regions & Nations of the Wrld II -D	3.00	Elective
HUM 102	World Religions -D	3.00	Elective
HUM 237	Woods Around the World	1.00	Elective
SCA 353	Race and Ethnicity -D	3.00	Elective
SPA 101	Elementary Spanish I -D	3.00	Elective
SPA 102	Elementary Spanish II -D	3.00	Elective
	Ethical Reasoning - must complete at least 3 Credits		
BUS 214	Business Ethics -E	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
ITP 251	Ethics in Interpreting	3.00	Elective
PHL 116	Biomedical Ethics -E	3.00	Elective
PHL 212	Ethics -E	3.00	Elective
PLS 210	Law, Ethics and Morality -E	3.00	Elective
SCA 245	Ethics in Social Science -E	3.00	Elective
SMG 117	Sports Ethics -E	3.00	Elective
	Historical Perspectives - must complete at least 6 Credits		
HIS 101	Dawn and Rebirth: A History of the World to 1500	3.00	Elective
HIS 102	Industry, Ideology, and War: A History of the World since 1500	3.00	Elective
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	3.00	Elective
HIS 104	Modern US History: From Reconstruction to Superpower	3.00	Elective
HIS 215	Native America -H	3.00	Elective

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HIS 314	Teaching History -H	3.00	Elective
	Meaning - must complete at least 3 Credits		
ENG 201	World Masterpieces I -L	3.00	Elective
ENG 202	World Masterpieces II -L	3.00	Elective
ENG 205	English Literature I -L	3.00	Elective
ENG 206	English Literature II -L	3.00	Elective
ENG 210	Introduction to Film Studies -L	3.00	Elective
ENG 215	Film Genres -L	3.00	Elective
ENG 218	Introduction to Creative Writing -L	3.00	Elective
ENG 238	American Literature I -L	3.00	Elective
ENG 239	American Literature II-L	3.00	Elective
ENG 280	Introduction to Literature -L	3.00	Elective
	Mathematics - must complete at least 3 Credits		
MAT 112	Survey Of College Mathematics -M	3.00	Elective
MAT 114	Elementary Statistics -M	3.00	Elective
MAT 118	College Algebra -M	3.00	Elective
MAT 124	Calculus I -M	5.00	Elective
	Natural Science - must complete at least 7 Credits		
	Natural Science Lab - Must complete at least one lab		
BIO 106	Intro To Bio Lab	0.00	Elective
BIO 107	Intro to Biology Princ Lab - transf	1.00	Elective
BIO 115	Biology I Lab for Majors	0.00	Elective
BIO 116	Gen Bio I Lab for Transfer students	1.00	Elective
BIO 125	Biology II Lab for Majors	0.00	Elective
CHM 115	General Chemistry I Lab	0.00	Elective

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CHM 116	General Chemistry I Lab transfer st	1.00	Elective
CHM 125	General Chemistry II Lab	0.00	Elective
PHY 202	Physics I Lab	0.00	Elective
PHY 203	Physics I Lab for transfer students	1.00	Elective
PHY 213	Physics II Lab	0.00	Elective
SCI 131	Foundations of Science Lab	0.00	Elective
SCI 224	What is Life? Lab	0.00	Elective
	Natural Science Lecture - 7 Credits		
BIO 105	Introduction to Biological Princ -N	4.00	Elective
BIO 114	Biology I for Majors -N	4.00	Elective
BIO 124	Biology II for Majors -N	4.00	Elective
BIO 209	Introduction To Environmental Science	3.00	Elective
BIO 224	Contemporary Topics in Biology -N	3.00	Elective
CHM 114	General Chemistry I -N	4.00	Elective
CHM 124	General Chemistry II -N	4.00	Elective
PHY 201	Physics I -N	4.00	Elective
PHY 212	Physics II -N	4.00	Elective
SCI 130	Foundations of Science -N	4.00	Elective
SCI 205	The Scientific Enterprise -N	3.00	Elective
SCI 223	What is Life? - N	4.00	Elective
SCI 230	Earth Science Lecture -N	3.00	Elective
	Social Science - must complete at least 3 Credits		
CMJ 110	Introduction to Criminal Justice -S	3.00	Elective
PLS 105	Politics and Government -S	3.00	Elective
PLS 110	American Legal System -S	3.00	Elective
PSY 101	General Psychology I -S	3.00	Elective
PSY 102	General Psychology II -S	3.00	Elective

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PSY 221	Educational Psychology -S	3.00	Elective
PSY 285	Psychology of Personality -S	3.00	Elective
SWK 203	Aging in America - A New Genertn	3.00	Elective
SWK 215	Social Welfare -S	3.00	Elective
SWK 273	Crime Victimization in America	3.00	Elective
	Critical Thinking - must complete at least 3 Credits		
COM 209	Argumentation and Debate -T	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
HUM 101	Introduction To The Bible -T	3.00	Elective
PHL 105	Intro to Philosophy -T	3.00	Elective
PHL 107	Critical Thinking -T	3.00	Elective
PLS 213	Critical Thinking About Politics -T	3.00	Elective

Leadership AA

Leadership A.A. - 61 Credits

The Associate of Arts degree in Leadership is designed to meet the needs of a broad range of people at various stages of their educational and professional careers. This two-year degree program is designed to provide a solid foundation in leadership principles, developing competent and confident leaders in the workplace.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
LDR 201	Concepts in Leadership	3.00	Required
LDR 215	Introduction to Organizational Leadership	3.00	Required
LDR 220	Adaptive Leadership	3.00	Required
LDR 230	Psychology of Leadership -S	3.00	Required
LDR 231	Philosophy of Leadership -T	3.00	Required
LDR 245	Leading Teams	3.00	Required

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Management and Leadership BA/BS

Management and Leadership - 48 Credits

This program prepares graduates to assume leadership positions by immersing them in a leadership development program grounded in management and leadership theory. The skills inherent in leadership include resolving conflict, decision-making, adapting to change, providing vision, motivating others and achieving organizational goals. These are critical and necessary skills for every type of organization. The program focuses on what students need to 'know' and what they need to 'do' in order to be effective leaders.

Core Credits: 48.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
BUS 321	Principles of Marketing	3.00	Required
BUS 324	Personal Finance	3.00	Required
BUS 351	Principles of Management	3.00	Required
BUS 421	Organizational Behavior	3.00	Required
BUS 475	Human Resources Administration	3.00	Required
LDR 201	Concepts in Leadership	3.00	Required
LDR 220	Adaptive Leadership	3.00	Required
LDR 330	Global Leadership	3.00	Required
LDR 350	Change Leadership	3.00	Required
LDR 450	Ethics in Leadership	3.00	Required
LDR 475	Leadership Theory	3.00	Required
LDR 499	Leadership Studies Capstone	3.00	Required
MIS 125	Productivity Tools	3.00	Required
	Ethics Requirement - 3 Credits		
BUS 214	Business Ethics -E	3.00	Elective
BUS 329	Managerial Ethics -E	3.00	Elective
	Economics Requirement - 3 Credits		

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ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective

Nursing Completion RN to BSN

Nursing Completion RN to BSN - 32 Credits (plus program prerequisites)

The BSN completion program is fully online and asynchronous, allowing associate degree and diploma prepared nurses the opportunity to obtain their BSN. There are required clinical components within the program which can be completed near the student's residence. This program is semester based and consists of 8-week courses offered fall, spring and summer.

Students are required to enroll in a minimum of 6-credit hours per term to meet Department of Education financial aid requirements.

For progression within the RN-to-BSN program, an enrolled student must maintain an overall GPA of 2.0 or above.

The minimum number of undergraduate credit hours (transfer general education courses, prior nursing classes, and all RN-to-BSN in-house nursing courses) must total at least 122-credit hours prior to graduation.

A minimum of 32 credit hours in upper level (300- or 400-level) nursing courses must be completed at William Woods University in order to receive a BSN degree.

Core Credits: 31.00

Course Code	Course Description	Credit Hours	Required / Elective
NUR 301	Transition to Professional Nursing	3.00	Required
NUR 320	Health Assessment	3.00	Required
NUR 330	Ethical Legal Nursing	3.00	Required
NUR 350	Nursing Informatics	3.00	Required
NUR 360	Individual and Family Assessment	3.00	Required
NUR 430	Issues in Mental Health Nursing	3.00	Required
NUR 450	Advanced Leadership and Management	3.00	Required
NUR 470	Special Topics in Nursing	3.00	Required
NUR 480	Evidence Based Practice	3.00	Required

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NUR 490	Community/Public Health Capstone/Clinical	4.00	Required
	Program Prerequisites - 26 Credits		
	Freshman English Composition - 3 Credits		
ENG 101	English Composition I - C	3.00	Elective
ENG 102	English Composition II -C	3.00	Elective
	College Level Math or Algebra - 3 Credits		
MAT 112	Survey Of College Mathematics -M	3.00	Elective
MAT 114	Elementary Statistics -M	3.00	Elective
MAT 118	College Algebra -M	3.00	Elective
MAT 124	Calculus I -M	5.00	Elective
	Basic Chemistry with lab - 4 Credits		
CHM 114	General Chemistry I -N	4.00	Elective
CHM 115	General Chemistry I Lab	0.00	Elective
CHM 116	General Chemistry I Lab transfer st	1.00	Elective
	Introductory Biology with lab - 4 Credits		
BIO 105	Introduction to Biological Princ -N	4.00	Elective
BIO 106	Intro To Bio Lab	0.00	Elective
BIO 114	Biology I for Majors -N	4.00	Elective
BIO 115	Biology I Lab for Majors	0.00	Elective
BIO 116	Gen Bio I Lab for Transfer students	1.00	Elective
	Anatomy & Physiology with lab (I & II) - 8 Credits		
BIO 313	Human Anatomy and Physiology I	4.00	Required
BIO 314	Human Anatomy and Physiology I Lab	0.00	Required
BIO 323	Human Anatomy and Physiology II	4.00	Required
BIO 324	Human Anatomy and Physiology II Lab	0.00	Required
	Microbiology with lab - 4 Credits		

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BIO 303	Microbiology	4.00	Required
BIO 304	Microbiology Lab	0.00	Required

Physical Education BS

Physical Education - 91 Credits

Core Credits: 91.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 499	Supervised Teaching (Secondary)	9.00	Required
EXS 180	Introduction to Exercise Science	1.00	Required
	Professional Requirements - 26 Credits		
EDU 201	Multicultural Education -D	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
EDU 291	Beginning Clinical Experience	2.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
EDU 395	Intermediate Clinical Experience	3.00	Required
EDU 492	Educational Seminar	3.00	Required
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required
	Content Knowledge Area Requirements - 55 Credits		
EXS 103	Introduction to Human Nutrition	3.00	Required
EXS 104	First Aid and CPR	2.00	Required
EXS 205	Introduction to Anatomy -N	3.00	Required
EXS 220	Social Science in Sport	3.00	Required
EXS 245	Introduction to Exercise Physiology	3.00	Required

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EXS 303	Prevention and Care Athletic Injuries	3.00	Required
EXS 304	Prevention and Care Lab	1.00	Required
EXS 321	Kinesiology	3.00	Required
EXS 364	Motor Learning and Development	3.00	Required
EXS 401	Sports Psychology	3.00	Required
PED 108	Outdoor Adventure Activities	2.00	Required
PED 113	Fitness	1.00	Required
PED 135	Team Sports	1.00	Required
PED 136	Individual and Dual Sports	1.00	Required
PED 137	Flexibility and Stretching	1.00	Required
PED 142	Beginning Golf	1.00	Required
PED 250	History and Philosophy of Teaching Physical Education and Movement Concepts	3.00	Required
PED 307	Methods of Teaching PE K-5	3.00	Required
PED 308	Creative Movement	3.00	Required
PED 350	Adapted Physical Education	3.00	Required
PED 418	Methods of P.E. (6-12)	3.00	Required
	Health Elective - 3 Credits		
EXS 100	Personal and Community Health	3.00	Elective
PED 352	Instrctnl Techniques in Health K-12	3.00	Elective
	Assessment Elective - 3 Credits		
EDU 422	Measurement & Assessment in Education	3.00	Elective
EXS 422	Measurement and Assessment	3.00	Elective

Political/Legal Studies BA

Political and Legal Studies - 36 Credits

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According to Daniel Webster, "Justice is the great interest of man on earth. It is the ligament which holds civilized beings and civilized nations together." Our political/legal studies degree offers you the opportunity, through an intense program of study, to evaluate political and legal principles. The program focuses on the liberal arts study of law and political science and includes practical skills such as legal research and writing; oral and written advocacy; and the opportunity for internships and field experience.

Core Credits: 36.00

Course Code	Course Description	Credit Hours	Required / Elective
PLS 105	Politics and Government -S	3.00	Required
PLS 110	American Legal System -S	3.00	Required
PLS 210	Law, Ethics and Morality -E	3.00	Required
PLS 213	Critical Thinking About Politics -T	3.00	Required
PLS 303	American Jurisprudence	3.00	Required
PLS 304	American Political Theory	3.00	Required
PLS 312	International Law and Politics	3.00	Required
PLS 325	Advocacy	3.00	Required
PLS 329	Conflict & Dispute Resolution	3.00	Required
PLS 415	Senior Seminar	3.00	Required
PLS 417	Writing and Research in Public Policy	3.00	Required
PLS 445	Constitutional Law	3.00	Required

Paralegal Studies BS

Paralegal Studies - 42 Credits

To provide students with a core of legal knowledge and critical thinking, understanding of professional ethics, communication and interpersonal skills, which will enhance the students' ability to function effectively as professionals in a legal environment.

Core Credits: 42.00

Course Code	Course Description	Credit Hours	Required / Elective
PRL 302	Law and Paralegalism	3.00	Required
PRL 304	Electronic Legal Research	3.00	Required

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PRL 306	Civil Practice	3.00	Required
PRL 309	Ethics and the Law Office	3.00	Required
PRL 311	Evidence and Fact Gathering	3.00	Required
PRL 315	Family Law	3.00	Required
PRL 318	Criminal Practice	3.00	Required
PRL 321	Administrative & Federal Procedure	3.00	Required
PRL 420	Probate and Estate Planning	3.00	Required
PRL 430	Contracts	3.00	Required
PRL 440	Constitutional Issues	3.00	Required
PRL 450	Torts Law	3.00	Required
PRL 475	Practicum and Capstone	6.00	Required

Psychology BA

Psychology - 43 Credits

Bachelor of Arts degree program require a minor and a year of a foreign language.

The major in psychology is designed to prepare students to be successful in their graduate school pursuits. The program is focused on giving students the foundational knowledge necessary to be competent in whichever area of psychology they choose. Our psychology degree also focuses on understanding and predicting behavior, critically evaluating empirical research, and the development of counseling skills. Student are offered numerous opportunities for research and internships.

Core Credits: 43.00

Course Code	Course Description	Credit Hours	Required / Elective
MAT 114	Elementary Statistics -M	3.00	Required
PSY 101	General Psychology I -S	3.00	Required
PSY 102	General Psychology II -S	3.00	Required
PSY 225	Careers in Psychology	3.00	Required

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PSY 310	Social Psychology	3.00	Required
PSY 313	Statistics for the Social Sciences	3.00	Required
PSY 324	Cognitive Psychology	4.00	Required
PSY 411	Abnormal Psychology	3.00	Required
PSY 413	Advanced Research Project	3.00	Required
PSY 450	Psychology Seminar	3.00	Required
SWK 313	Research Methods	3.00	Required
	Psychology Electives - 9 Credits		
	Psychology Electives		
PSY 221	Educational Psychology -S	3.00	Elective
PSY 285	Psychology of Personality -S	3.00	Elective
PSY 300	Independent Study	3.00	Elective
PSY 326	Psychology of Intimate Relationships	3.00	Elective
PSY 366	Interdisciplinary Honors Studies	3.00	Elective
PSY 390	PSY Internship I	3.00	Elective
PSY 400	Advanced Projects	3.00	Elective
PSY 412	Counseling	3.00	Elective
PSY 451	PSY Internship II	3.00	Elective
	Developmental Psychology Elective - must complete at least 3 credits		
PSY 226	Child and Adolescent Development -S	3.00	Elective
PSY 312	Lifespan Development	3.00	Elective

Sport Management BS

Sport Management - 60 Credits

The Sport Management major is designed with the student in mind who has watched, played and been passionate about sport their entire lives and thought 'If have to work somewhere, why not have it be in something that I am so connected to?'. To meet this goal and the needs of an evolving industry, new courses covering international sport & facility/event management have been added to add provide

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more depth to a program that has sport-based courses in law, management, marketing, finance, media, ethics, sociology & psychology. To get the practical, hands-on experience, the program regularly works with Owls Athletics on projects and the curriculum provides students opportunities for multiple internships.

Core Credits: 60.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
BUS 324	Personal Finance	3.00	Required
BUS 421	Organizational Behavior	3.00	Required
COM 214	Sport Communication	3.00	Required
COM 304	Sports Media	3.00	Required
COM 337	Web & Social Media Campaigns	3.00	Required
EXS 220	Social Science in Sport	3.00	Required
EXS 401	Sports Psychology	3.00	Required
SMG 100	Introduction to Sport Management	3.00	Required
SMG 117	Sports Ethics -E	3.00	Required
SMG 310	Sport Law	3.00	Required
SMG 321	Sports Marketing	3.00	Required
SMG 330	Event & Facility Management	3.00	Required
SMG 390	SMG Internship I	3.00	Required
SMG 406	Management of Athletics	3.00	Required
SMG 410	Global Sport Environment	3.00	Required
SMG 412	Economic and Financial Management of Sport	3.00	Required
SMG 451	SMG Internship II	3.00	Required
	Upper Level Business Elective - 3 Credits		
BUS 305	Management and Labor Relations	3.00	Elective
BUS 307	Retail Management	3.00	Elective
BUS 309	Salesmanship	3.00	Elective

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BUS 315	Customer Service	3.00	Elective
BUS 316	Industrial and Organizational Psychology	3.00	Elective
BUS 321	Principles of Marketing	3.00	Elective
BUS 329	Managerial Ethics -E	3.00	Elective
BUS 332	Business Communications	3.00	Elective
BUS 335	Business Law	3.00	Elective
BUS 341	Job Analysis	3.00	Elective
BUS 351	Principles of Management	3.00	Elective
BUS 357	Non-profit Management	3.00	Elective
BUS 360	Negotiations	3.00	Elective
BUS 415	Corporate Finance	3.00	Elective
BUS 428	Public Relations	3.00	Elective
BUS 431	Advertising	3.00	Elective
BUS 450	Business Policy and Procedures	3.00	Elective
BUS 461	Marketing Research	3.00	Elective
BUS 475	Human Resources Administration	3.00	Elective
BUS 480	Independent Research Study	3.00	Elective
	Economics Elective Requirement - 3 Credits		
ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective

Social Work BSW

Social Work - 48 Credits

The Social Work Program at William Woods University is accredited by the Council on Social Work Education. The Bachelor in Social Work (B.S.W.) is recognized by employers and graduate schools. Students seeking the Master in Social Work (M.S.W.) are given credit for their undergraduate work toward their M.S.W. degree by most graduate schools. Social Work Program Mission A student-centered, multifaceted BSW program grounded in the liberal arts and generalist foundation, that prepares competent beginning level social work professionals to enhance human and community well-

being, work with diverse and vulnerable populations, increase access to resources and advocate for social and economic justice within all systemic levels of social work intervention. In addition to academic foundation preparation, the William Woods University Social Work Program strongly believes that parallel engagement is paramount to student development. As such, the program utilizes active observations, interactions and service learning opportunities with service delivery systems, the clients they serve and the communities in which they live. Through faculty mentored hands-on learning opportunities and the 500 hour senior field practicum, students are able to master the core competencies by demonstrating the knowledge, values and skills of the profession's practice behaviors.

The core belief held by the WWU Social Work Program is as follows:

- All human beings have intrinsic worth and dignity and deserve access to resources they need for safety and self-determination
- The uniqueness and individuality of each person is a strength.
- Social workers demonstrate respect for and acceptance of the unique characteristics of diverse populations.
- Social Workers are responsible for ethical conduct, competent practice and for life-long learning

Social Work Program Goals

- 1. Prepare competent professional bachelors level social workers that have a liberal arts perspective and a professional social work foundation, which prepares them for entry-level generalist practice with diverse client systems of various sizes and contexts.
- 2. Prepare professional social workers who understand themselves and the diverse populations they serve; who appreciate and embrace diversity, a historical perspective, human behavior, and view client systems through a strengths perspective.
- 3. Prepare professional social workers who can enhance social service delivery by understanding the reciprocal relationship between policy and practice and are prepared to practice and advocate for social justice at all systemic levels.
- 4. Prepare professional social workers that are committed to ethical practice, which includes critical thinking, the problem solving process, research based decision making, evidence based practice, life-long learning and preparation for graduate education.

Social Work Program Objectives

The William Woods Social Work Program has adopted the following program objectives in accordance with the Council for Social Work Education 2015 educational policy and accreditation standards.

- Competency 1: Demonstrate Ethical and Professional Behavior
- Competency 2: Engage Diversity and Difference in Practice
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4: Engage In Practice-informed Research and Research-informed Practice

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- Competency 5: Engage in Policy Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Core Credits: 48.00

Course Code	Course Description	Credit Hours	Required / Elective
PSY 313	Statistics for the Social Sciences	3.00	Required
SWK 215	Social Welfare -S	3.00	Required
SWK 230	Interaction Skills	3.00	Required
SWK 312	Intervention Strategies Indiv/Famil	3.00	Required
SWK 313	Research Methods	3.00	Required
SWK 314	Group Dynamics & Interventions	3.00	Required
SWK 315	Community & Organizational Developm	3.00	Required
SWK 316	Human Behavior in the Environment I	3.00	Required
SWK 317	Human Behavior in Environment II	3.00	Required
SWK 338	Social Welfare Policy	3.00	Required
SWK 450	Senior Field Practicum I	4.00	Required
SWK 451	Senior Field Practicum II	4.00	Required
SWK 452	Senior Field Seminar	2.00	Required
SWK 453	Senior Capstone Seminar	2.00	Required
	SWK Elective - 6 Credits		
SWK 203	Aging in America - A New Genertn	3.00	Elective
SWK 273	Crime Victimization in America	3.00	Elective
SWK 304	Domestic Violence Theories & Interv	3.00	Elective
SWK 322	Addictive Behaviors & Substance Abuse	3.00	Elective
SWK 340	Child Abuse and Neglect	3.00	Elective

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SWK 374	Mental Health Services and Policies	3.00	Elective
SWK 406	Working with Juvenile Offenders	3.00	Elective
	SWK Required General Education Courses - 6 Credits (must complete PSY101 or PSY102)		
	SWK Required General Education Electives - 3 Credits		
CMJ 110	Introduction to Criminal Justice -S	3.00	Elective
ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective
PLS 105	Politics and Government -S	3.00	Elective
PLS 110	American Legal System -S	3.00	Elective
PSY 221	Educational Psychology -S	3.00	Elective
PSY 226	Child and Adolescent Development -S	3.00	Elective
PSY 285	Psychology of Personality -S	3.00	Elective
	SWK Required General Education Elective: General Psychology - 3 Credits		
PSY 101	General Psychology I -S	3.00	Elective
PSY 102	General Psychology II -S	3.00	Elective

Workforce Management BAS

Workforce Management - 30 Credits

The Bachelor of Applied Science (BAS) degree in Workforce Management provides a shorter path to obtaining a bachelor's degree for those holding an associate of applied science or associate of science degree who transfer to William Woods University. This program is designed to increase the managerial abilities of graduates who are skilled technicians and who wish to move into supervisory roles in their current professions.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
BUS 210	Talent Management	3.00	Required

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BUS 215	Career Development	3.00	Required
BUS 305	Management and Labor Relations	3.00	Required
BUS 329	Managerial Ethics -E	3.00	Required
BUS 351	Principles of Management	3.00	Required
BUS 357	Non-profit Management	3.00	Required
BUS 360	Negotiations	3.00	Required
BUS 475	Human Resources Administration	3.00	Required
BUS 498	Workforce Management Capstone	3.00	Required
LDR 220	Adaptive Leadership	3.00	Required

Undergraduate Minors

Accounting

The accounting minor at William Woods University is a useful complement to any major. It provides the student with an intermediate level of knowledge of budgeting, personal finance, and accounting. The minor requires the student to complete 18 credits: Six from Principles of Accounting I and II and then 12 additional credits from a variety of accounting courses such as Cost Accounting, Taxation, or Auditing, etc.

ACC 240, 241 and ACC electives, with 12 upper-level credits

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
ACC 241	Principles of Accounting II	3.00	Required
	Required Electives - 12 Credits		
ACC 300	Independent Study	3.00	Elective
ACC 312	Intermediate Accounting I	3.00	Elective
ACC 319	Taxation I	3.00	Elective
ACC 322	Intermediate Accounting II	3.00	Elective
ACC 343	Cost and Managerial Accounting	3.00	Elective
ACC 379	Taxation II	3.00	Elective
ACC 400	Advanced Projects	3.00	Elective
ACC 403	ACC Internship III	3.00	Elective
ACC 406	ACC Internship VI	6.00	Elective
ACC 430	Investments with Financial Statement Analysis	3.00	Elective
ACC 441	Auditing	3.00	Elective
MIS 415	Advanced Productivity Tools	3.00	Elective

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Art

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 103	Art Foundations	3.00	Required
ART 140	Introduction to Adobe Creative Cloud	3.00	Required
	Art History Elective - 3 Credits		
ART 230	Art History: Prehistory to Renaissance	3.00	Elective
ART 231	Art History: Renaissance to Today	3.00	Elective
ART 331	Modern and Contemporary Art	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective
	Art Elective - 9 Credits		
ART 105	Basic Design -A	3.00	Elective
ART 109	Sculpture I	3.00	Elective
ART 110	Drawing I -A	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 120	Art Appreciation -A	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 200	Introductory Project	3.00	Elective
ART 202	Fundamentals of Graphic Design	3.00	Elective
ART 203	Art Applications - A	3.00	Elective
ART 238	Art Through the Ages -A	3.00	Elective
ART 256	Introduction to Photography -A	3.00	Elective

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ART 258	Equine Photography	3.00	Elective
ART 282	Teaching Art in Elementary School	3.00	Elective
ART 300	Independent Study	3.00	Elective
ART 301	Drawing II	3.00	Elective
ART 310	Drawing III	3.00	Elective
ART 317	Introduction to Art Therapy	3.00	Elective
ART 319	Mixed Media	3.00	Elective
ART 326	Photographic Lighting and Editing	3.00	Elective
ART 327	Experimental Photography	3.00	Elective
ART 328	Museum and Gallery Studies	3.00	Elective
ART 331	Modern and Contemporary Art	3.00	Elective
ART 332	Publication Design	3.00	Elective
ART 336	Graphic Design History	3.00	Elective
ART 337	Photography History	3.00	Elective
ART 342	Printmaking II	3.00	Elective
ART 346	Digital Illustration	3.00	Elective
ART 347	Painting II	3.00	Elective
ART 349	Sculpture II	3.00	Elective
ART 350	Professional Practice	3.00	Elective
ART 351	Water-based Painting II	3.00	Elective
ART 353	Ceramics II	3.00	Elective
ART 370	Art History Special Topics	3.00	Elective
ART 373	Printmaking III	3.00	Elective
ART 376	Painting III	3.00	Elective
ART 378	Sculpture III	3.00	Elective
ART 380	Waterbased Painting III	3.00	Elective
ART 382	Ceramics III	3.00	Elective
ART 386	Fiber Arts II	3.00	Elective

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ART 390	ART Internship I	3.00	Elective
ART 391	ART Internship (1 credit)	1.00	Elective
ART 400	Advanced Projects	3.00	Elective
ART 406	Painting IV	3.00	Elective
ART 408	Sculpture IV	3.00	Elective
ART 411	Drawing IV	3.00	Elective
ART 412	Printmaking IV	3.00	Elective
ART 416	Packaging Design	3.00	Elective
ART 417	Methods in Art Therapy	3.00	Elective
ART 418	ART Methods of Teaching	3.00	Elective
ART 420	Waterbased Painting IV	3.00	Elective
ART 422	Ceramics IV	3.00	Elective
ART 428	Museum and Gallery Studies Practicum	3.00	Elective
ART 430	Animation	3.00	Elective
ART 450	Narrative Photography	3.00	Elective
ART 451	ART Internship II	3.00	Elective
ART 453	Photographic Portfolio	3.00	Elective
ART 470	Senior Practicum	1.00	Elective

Art Therapy

Art therapy utilizes creative techniques to improve physical, mental, and emotional well-being. It is an integrative mental health and human services profession in high-demand. As a minor, the degree would be a useful companion to students working in the fields of education, psychology, social work, sign language studies, criminal/juvenile justice, and art.

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 317	Introduction to Art Therapy	3.00	Required
ART 417	Methods in Art Therapy	3.00	Required

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PSY 102	General Psychology II -S	3.00	Required
PSY 312	Lifespan Development	3.00	Required
PSY 411	Abnormal Psychology	3.00	Required
PSY 412	Counseling	3.00	Required
	Studio Art Elective - 3 Credits		
ART 105	Basic Design -A	3.00	Elective
ART 109	Sculpture I	3.00	Elective
ART 110	Drawing I -A	3.00	Elective
ART 113	Printmaking I	3.00	Elective
ART 116	Fiber Arts I	3.00	Elective
ART 117	Painting I	3.00	Elective
ART 121	Water-based Painting	3.00	Elective
ART 123	Ceramics I -A	3.00	Elective
ART 140	Introduction to Adobe Creative Cloud	3.00	Elective

American Sign Language

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ASL 101	Career Seminar in ASL Studies	3.00	Required
ASL 105	American Sign Language I -D	3.00	Required
ASL 120	Deaf Culture -D	3.00	Required
ASL 145	American Sign Language II	3.00	Required
ASL 205	American Sign Language III	3.00	Required
ASL 245	American Sign Language IV	3.00	Required
	Required Electives - 3 Credits		
ASL 305	American Sign Language V	3.00	Elective

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ASL 316	Linguistics Non-Manual Mrkrs in ASL	3.00	Elective
ASL 321	Sociological Perspectives of Deaf Education	3.00	Elective
ASL 345	American Sign Language VI	3.00	Elective
ASL 425	Linguistics of American Sign Lang	3.00	Elective
ASL 430	ASL Literature	3.00	Elective
ASL 451	ASL Internship I	3.00	Elective

Business Administration

Students who want to complete the 5-year MBA option should work with their advisors to plan to complete the first 4 courses of the MBA program during their final fall and spring undergraduate semesters.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
ACC 240	Principles of Accounting I	3.00	Required
	Required Electives - 12 Credits (6 must be upper level and 3 must be Macro or Micro Econ)		
	Required Economics Elective - 3 Credits		
ECN 251	Macroeconomics -S	3.00	Elective
ECN 252	Microeconomics -S	3.00	Elective
	Required Business Electives - (at least 6 credits must be upper level)		
ACC 312	Intermediate Accounting I	3.00	Elective
ACC 319	Taxation I	3.00	Elective
ACC 322	Intermediate Accounting II	3.00	Elective
ACC 343	Cost and Managerial Accounting	3.00	Elective
BUS 307	Retail Management	3.00	Elective
BUS 309	Salesmanship	3.00	Elective

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BUS 315	Customer Service	3.00	Elective
BUS 321	Principles of Marketing	3.00	Elective
BUS 324	Personal Finance	3.00	Elective
BUS 329	Managerial Ethics -E	3.00	Elective
BUS 332	Business Communications	3.00	Elective
BUS 335	Business Law	3.00	Elective
BUS 351	Principles of Management	3.00	Elective
BUS 357	Non-profit Management	3.00	Elective
BUS 360	Negotiations	3.00	Elective
BUS 403	BUS Internship III	3.00	Elective
BUS 415	Corporate Finance	3.00	Elective
BUS 421	Organizational Behavior	3.00	Elective
BUS 428	Public Relations	3.00	Elective
BUS 431	Advertising	3.00	Elective
BUS 461	Marketing Research	3.00	Elective
BUS 475	Human Resources Administration	3.00	Elective
CSS 210	Introduction to Cybersecurity	3.00	Elective
ECN 325	Money and Banking	3.00	Elective
LDR 201	Concepts in Leadership	3.00	Elective
LDR 330	Global Leadership	3.00	Elective
LDR 350	Change Leadership	3.00	Elective
LDR 475	Leadership Theory	3.00	Elective
	Lower Level Electives		
ACC 241	Principles of Accounting II	3.00	Elective
BUS 206	Entrepreneurship	3.00	Elective
BUS 214	Business Ethics -E	3.00	Elective
BUS 231	Risk Management and Insurance	3.00	Elective
MIS 100	Cloud Computing	3.00	Elective

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MIS 125	Productivity Tools	3.00	Elective
MIS 225	Database Management Systems	3.00	Elective
MIS 250	Networking	3.00	Elective

Biology

Core Credits: 20.00

Course Code	Course Description	Credit Hours	Required / Elective
BIO 114	Biology I for Majors -N	4.00	Required
BIO 115	Biology I Lab for Majors	0.00	Required
BIO 116	Gen Bio I Lab for Transfer students	1.00	Required
BIO 124	Biology II for Majors -N	4.00	Required
BIO 125	Biology II Lab for Majors	0.00	Required
BIO 231	Genetics	4.00	Required
BIO 232	Genetics Lab	0.00	Required
	Upper Level Electives - 8 Credits		
BIO 232	Genetics Lab	0.00	Elective
BIO 300	Independent Study	3.00	Elective
BIO 303	Microbiology	4.00	Elective
BIO 304	Microbiology Lab	0.00	Elective
BIO 313	Human Anatomy and Physiology I	4.00	Elective
BIO 314	Human Anatomy and Physiology I Lab	0.00	Elective
BIO 317	Comparative Anatomy and Physiology	4.00	Elective
BIO 318	Comparative Anatomy and Physiology Lab	0.00	Elective
BIO 323	Human Anatomy and Physiology II	4.00	Elective
BIO 324	Human Anatomy and Physiology II Lab	0.00	Elective
BIO 330	Ecology	4.00	Elective

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BIO 331	Ecology Lab	0.00	Elective
BIO 333	Vertebrate Zoology	4.00	Elective
BIO 334	Vertebrate Zoology Lab	0.00	Elective
BIO 350	Animal Behavior	3.00	Elective
BIO 366	Interdisciplinary Honors Studies	3.00	Elective
BIO 390	BIO Internship I	3.00	Elective
BIO 400	Advanced Project	3.00	Elective
BIO 401	Evolution	3.00	Elective
BIO 405	Cell & Molecular Biology	4.00	Elective
BIO 406	Cell & Molecular Biology Lab	0.00	Elective
BIO 414	Molecular Biotechnology	4.00	Elective
BIO 415	Molecular Biotechnology Lab	0.00	Elective
BIO 421	Biology Laboratory Assistant	1.00	Elective
BIO 430	Tropical Ecology	4.00	Elective
BIO 431	Tropical Ecology Lab	0.00	Elective
BIO 450	Biology Practicum	1.00	Elective
BIO 451	BIO Internship II	3.00	Elective
BIO 452	BIO Internship III	6.00	Elective

Chemistry

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
CHM 114	General Chemistry I -N	4.00	Required
CHM 115	General Chemistry I Lab	0.00	Required
CHM 116	General Chemistry I Lab transfer st	1.00	Required
CHM 124	General Chemistry II -N	4.00	Required

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CHM 125	General Chemistry II Lab	0.00	Required
CHM 314	Organic Chemistry I	4.00	Required
CHM 315	Organic Chemistry I Lab	0.00	Required
CHM 316	Organic Chemistry I Lab for Transfer Students	1.00	Required
	Required Elective - 6 Credits		
CHM 200	Introductory Projects	3.00	Elective
CHM 300	Independent Study	4.00	Elective
CHM 324	Organic Chemistry II	4.00	Elective
CHM 325	Organic Chemistry II Lab	0.00	Elective
CHM 400	Advanced Projects	3.00	Elective
CHM 440	Biochemistry	4.00	Elective
CHM 441	Biochemistry Lab	0.00	Elective

Criminal Justice

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
CMJ 110	Introduction to Criminal Justice -S	3.00	Required
CMJ 180	Criminology -T	3.00	Required
CMJ 270	Criminal Law	3.00	Required
	Required Upper Level CMJ Elective - 9 Credits		
CMJ 300	Independent Study	3.00	Elective
CMJ 310	Community Policing	3.00	Elective
CMJ 320	Foreign and Domestic Terrorism	3.00	Elective
CMJ 330	Crime Mapping	3.00	Elective
CMJ 355	Crime Scene Investigation	3.00	Elective

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CMJ 370	Drugs in America	3.00	Elective
CMJ 380	Research Mthds in Criminal Justice	3.00	Elective
CMJ 385	Digital Evidence and Forensic Investigations	3.00	Elective
CMJ 390	Special Topics: Criminal Justice	3.00	Elective
CMJ 425	Transportation and Cargo Security	3.00	Elective
CMJ 440	Cybercrime and Information Warfare	3.00	Elective
CMJ 447	Information Security	3.00	Elective
CMJ 451	CMJ Internship I	3.00	Elective
CMJ 452	CMJ Internship	6.00	Elective
CMJ 480	Security Management	3.00	Elective
CMJ 490	Senior Seminar	3.00	Elective

Coaching

The Coaching minor would give all education majors, and even non-majors who may want to coach for local Parks & Recreation Departments or YMCAs, the knowledge base to take on coaching duties at the secondary school level.

Program Objectives:

- Students will develop the skills needed in basic first aid and CPR/AED to properly provide emergency care to athletes of all ages.
- Students will obtain the knowledge and skills needed to help prevent, manage and provide basic treatment for sports injuries.
- Students will increase their ability to properly manage an athletic program including leadership, budget and facility management.
- Students will acquire the skills necessary to apply psychological concepts to sports participation.
- Students will develop an understanding of how an athlete’s psyche changes during sports participation and the ability to manage different personalities and psychological issues.
- Students will enhance their understanding of the various offensive and defensive strategies of football, soccer, basketball, volleyball, baseball, softball, track & field and cross country.
- Students will learn how to evaluate players and design practices and drill to instruct proper technique.
- Students will expand their understanding of the various philosophies and approaches to the arrangement of practice sessions and off-season programs.

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- Students will gain an appreciation for the various game strategies, how to scout opponents and develop game strategies.
- Students will increase their understanding of the rules and officiating of football, soccer, basketball, volleyball, baseball, softball, track & field, and cross country at both the interscholastic and intercollegiate levels.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
EXS 104	First Aid and CPR	2.00	Required
EXS 303	Prevention and Care Athletic Injuries	3.00	Required
EXS 304	Prevention and Care Lab	1.00	Required
EXS 401	Sports Psychology	3.00	Required
PED 401	Thry Coaching Baseball and Softball	2.00	Required
PED 402	Thry Coaching Track/Field & Crs Cnt	2.00	Required
PED 403	Theory of Coaching Football/Soccer	2.00	Required
PED 404	Theory of Coaching Basket/Volleybll	2.00	Required
SMG 406	Management of Athletics	3.00	Required

Communications

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
COM 190	Media & Mass Communication	3.00	Required
COM 320	Communication Theory	3.00	Required
COM 330	Freedom of Expression	3.00	Required
	Required Elective - 9 Credits		
COM 101	Intro To Speech Communication -C	3.00	Elective
COM 105	Voice & Diction -C	3.00	Elective
COM 110	Writing for Multimedia	3.00	Elective

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COM 150	Visual Communication & Design	3.00	Elective
COM 200	Introductory Projects	3.00	Elective
COM 207	Radio Broadcasting	1.00	Elective
COM 209	Argumentation and Debate -T	3.00	Elective
COM 214	Sport Communication	3.00	Elective
COM 220	Logic and Persuasion -T	3.00	Elective
COM 221	Contemporary Media Ethics -E	3.00	Elective
COM 231	Commercial Video Production	3.00	Elective
COM 250	Ethics in Sexuality -E	3.00	Elective
COM 251	Oral Interpretation of Literature	3.00	Elective
COM 270	Persuasive Campaigns -T	3.00	Elective
COM 300	Independent Study	3.00	Elective
COM 303	Interpersonal Communication	3.00	Elective
COM 311	Short Form Narrative Film Production	3.00	Elective
COM 312	Screenplay Analysis and Treatment	3.00	Elective
COM 316	Small Group Leadership	3.00	Elective
COM 323	Gender Communications	3.00	Elective
COM 324	Equine Video Production	3.00	Elective
COM 332	Documentary and Experimental Film Production	3.00	Elective
COM 335	Public Affairs Reporting	3.00	Elective
COM 337	Web & Social Media Campaigns	3.00	Elective
COM 366	Interdisciplinary Honors Studies	3.00	Elective
COM 373	Announcing and Reporting I	3.00	Elective
COM 383	Announcing and Reporting II	3.00	Elective
COM 390	COM Internship I	3.00	Elective
COM 400	Advanced Projects	3.00	Elective
COM 415	Feature Writing & Magazine	3.00	Elective

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COM 434	Leadership Communication	3.00	Elective
COM 499	Senior Seminar	3.00	Elective

Cybersecurity Studies

The minor in Cybersecurity is designed to provide foundational knowledge and practical hands-on application of concepts in Networking, Cybersecurity Laws and Ethics, Social Engineering, and also provide the opportunity to gain experiential learning in an internship or independent study.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
CSS 210	Introduction to Cybersecurity	3.00	Required
CSS 310	Cybersecurity Law & Ethics	3.00	Required
CSS 410	Social Engineering	3.00	Required
CSS 420	Critical Infrastructures	3.00	Required
MIS 250	Networking	3.00	Required
	Required Elective - 3 Credits		
CSS 300	IS: Independent Study	3.00	Elective
CSS 451	CSS Internship I	3.00	Elective

Deaf Human Services

This minor is intended for those students majoring in Social Work or Psychology who wish to work with Deaf clients.

Core Credits: 27.00

Course Code	Course Description	Credit Hours	Required / Elective
ASL 105	American Sign Language I -D	3.00	Required
ASL 120	Deaf Culture -D	3.00	Required
ASL 145	American Sign Language II	3.00	Required
ASL 205	American Sign Language III	3.00	Required

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ASL 245	American Sign Language IV	3.00	Required
ASL 305	American Sign Language V	3.00	Required
ASL 321	Sociological Perspectives of Deaf Education	3.00	Required
ASL 345	American Sign Language VI	3.00	Required
SWK 374	Mental Health Services and Policies	3.00	Required

Education

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 201	Multicultural Education -D	3.00	Required
EDU 231	Exceptional Child	3.00	Required
EDU 250	Foundations of Education	3.00	Required
	Education Minor Emphasis - 9 Credits		
	Instructor/Trainer Emphasis - 9 Credits		
EDU 211	Educational Technology I	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
	EDU Elective - 3 Credits		
EDU 258	Cross Categorical Disabilities	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective
EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 301	Family and Community Resources	3.00	Elective
EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective

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EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 341	Teaching Mathematics	3.00	Elective
EDU 351	Language Development	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 393	Teaching Reading and Writing	3.00	Elective
EDU 395	Intermediate Clinical Experience	3.00	Elective
	Math Emphasis - 9 Credits		
EDU 341	Teaching Mathematics	3.00	Required
MAT 231	Understanding Mathematics for Tchrs	3.00	Required
	Psychology Emphasis - 9 Credits		
PSY 221	Educational Psychology -S	3.00	Required
PSY 226	Child and Adolescent Development -S	3.00	Required
	Physical Education Emphasis - 9 Credits		
PED 250	History and Philosophy of Teaching Physical Education and Movement Concepts	3.00	Required
PED 352	Instrctnl Techniques in Health K-12	3.00	Required
	Reading Emphasis - 9 Credits		
EDU 317	Teaching Language Arts & Children's Literature	3.00	Required
EDU 392	Reading & Wrtnng in the Content Area	3.00	Required
	Special Education Emphasis - 9 Credits		
EDU 258	Cross Categorical Disabilities	3.00	Required

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EDU 351	Language Development	3.00	Required
	EDU Elective - 3 Credits		
EDU 211	Educational Technology I	3.00	Elective
EDU 258	Cross Categorical Disabilities	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective
EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 300	Independent Study	3.00	Elective
EDU 301	Family and Community Resources	3.00	Elective
EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective
EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 351	Language Development	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 392	Reading & Wrtng in the Content Area	3.00	Elective
EDU 393	Teaching Reading and Writing	3.00	Elective
	EDU Elective - 3 Credits		
EDU 211	Educational Technology I	3.00	Elective
EDU 258	Cross Categorical Disabilities	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective

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EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 300	Independent Study	3.00	Elective
EDU 301	Family and Community Resources	3.00	Elective
EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective
EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 341	Teaching Mathematics	3.00	Elective
EDU 351	Language Development	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 392	Reading & Wrtnng in the Content Area	3.00	Elective
EDU 393	Teaching Reading and Writing	3.00	Elective
EDU 395	Intermediate Clinical Experience	3.00	Elective
	EDU Elective - 3 Credits		
EDU 211	Educational Technology I	3.00	Elective
EDU 258	Cross Categorical Disabilities	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective
EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 300	Independent Study	3.00	Elective
EDU 301	Family and Community Resources	3.00	Elective

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EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective
EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 351	Language Development	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 392	Reading & Wrtnng in the Content Area	3.00	Elective
EDU 393	Teaching Reading and Writing	3.00	Elective
EDU 395	Intermediate Clinical Experience	3.00	Elective
	EDU Elective - 3 Credits		
EDU 211	Educational Technology I	3.00	Elective
EDU 258	Cross Categorical Disabilities	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective
EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 300	Independent Study	3.00	Elective
EDU 301	Family and Community Resources	3.00	Elective
EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective
EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective

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EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 341	Teaching Mathematics	3.00	Elective
EDU 351	Language Development	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 393	Teaching Reading and Writing	3.00	Elective
EDU 395	Intermediate Clinical Experience	3.00	Elective
	EDU Elective - 3 Credits		
EDU 211	Educational Technology I	3.00	Elective
EDU 261	Assessing Young Children	3.00	Elective
EDU 281	Early Childhood Principles	3.00	Elective
EDU 291	Beginning Clinical Experience	2.00	Elective
EDU 293	Pre-Student Teaching III	1.00	Elective
EDU 300	Independent Study	3.00	Elective
EDU 301	Family and Community Resources	3.00	Elective
EDU 311	Middle School Philosophy and Organi	3.00	Elective
EDU 313	Early Childhood Program Management	3.00	Elective
EDU 314	Middle School Curriculum & Instruct	3.00	Elective
EDU 317	Teaching Language Arts & Children's Literature	3.00	Elective
EDU 318	Teaching Social Studies in the Elementary/Middle Grades	3.00	Elective
EDU 319	Teaching Science in the Elementary/Middle Grades	3.00	Elective
EDU 341	Teaching Mathematics	3.00	Elective
EDU 353	Teaching Remedial Mathematics	3.00	Elective
EDU 358	Teaching Cross Categorical Disabilities	3.00	Elective
EDU 392	Reading & Wrtnng in the Content Area	3.00	Elective

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EDU 393	Teaching Reading and Writing	3.00	Elective
EDU 395	Intermediate Clinical Experience	3.00	Elective

English

The English minor immerses students in a world of texts, giving students the confidence to be fluent in multiple rhetorical situations. Whether it is paired with ASL interpreting, Law, or other specific discourses, a minor in English allows a student to communicate clearly and effectively.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
ENG 280	Introduction to Literature -L	3.00	Required
	English Electives not including 099, 101 and 102 - 12 Credits		
COM 312	Screenplay Analysis and Treatment	3.00	Elective
ENG 200	Introductory Projects	3.00	Elective
ENG 201	World Masterpieces I -L	3.00	Elective
ENG 202	World Masterpieces II -L	3.00	Elective
ENG 205	English Literature I -L	3.00	Elective
ENG 206	English Literature II -L	3.00	Elective
ENG 210	Introduction to Film Studies -L	3.00	Elective
ENG 215	Film Genres -L	3.00	Elective
ENG 218	Introduction to Creative Writing -L	3.00	Elective
ENG 238	American Literature I -L	3.00	Elective
ENG 239	American Literature II-L	3.00	Elective
ENG 300	Independent Study	3.00	Elective
ENG 301	Grammar and Syntax	3.00	Elective
ENG 308	Creative Writing	3.00	Elective
ENG 316	Special Topics in Film	3.00	Elective
ENG 319	History of the English Language	3.00	Elective

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ENG 327	Film Theory and Criticism	3.00	Elective
ENG 328	Theory and Criticism of Literature	3.00	Elective
ENG 412	Compositn for Prospective Teachers	3.00	Elective
ENG 414	Shakespeare	3.00	Elective
ENG 418	Methods of Teaching	3.00	Elective
ENG 440	Humanities Senior Seminar	3.00	Elective
ENG 451	ENG Internship II	3.00	Elective

Equine Administration

The Equine Administration Minor is designed to provide theoretical knowledge and practical experience managing horses and equine facilities. Students can choose from a variety of electives to complete the required hours which may include emphasis on event, stable or horse management.

Core Credits: 20.00

Course Code	Course Description	Credit Hours	Required / Elective
EQA 205	Facility Management Practicum I	2.00	Required
EQU 111	Introduction to the Horse Industry	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
EQU 405	Equine Business Practices	3.00	Required
	Required Riding Elective - 3 Credits		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective

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EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective

Equine Media

The Equine Media Minor provides both theoretical and practical experience with a wide variety of media. The demand for technical and equine industry savvy print, digital and video content continues to grow and students will develop and produce examples of marketable work in the field.

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
ART 105	Basic Design -A	3.00	Required
COM 110	Writing for Multimedia	3.00	Required
COM 150	Visual Communication & Design	3.00	Required
COM 324	Equine Video Production	3.00	Required

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EQA 312	Equestrian Communication	3.00	Required
EQU 410	Applied Digital Media for the Equine Industry	3.00	Required
	Required Elective - 3 Credits		
EQA 200	Introductory Projects	3.00	Elective
EQA 205	Facility Management Practicum I	2.00	Elective
EQA 300	Independent Study	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective
EQA 390	Internship I	3.00	Elective
EQA 400	Advanced Projects	3.00	Elective
EQA 451	Internship II	3.00	Elective
EQA 452	Internship III	6.00	Elective
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 102	Fundamentals of Horsemanship II	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective
EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective

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EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 400	Advanced Projects	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective
EQS 200	Introductory Projects	2.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 208	Survey of Groundwork Techniques	2.00	Elective
EQS 209	Survey of Groundwork Techniques Lab	0.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQS 300	Independent Study	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective
EQS 332	Saddle Seat Issues	2.00	Elective

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EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 335	Western Issues	2.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 390	Internship I	3.00	Elective
EQS 400	Advanced Projects	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQS 451	Internship II	3.00	Elective
EQS 452	Internship III	6.00	Elective
EQU 101	Equestrian First Year Seminar	1.00	Elective
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Elective
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Elective
EQU 200	Introductory Projects	3.00	Elective
EQU 201	Horse Management Practicum I	3.00	Elective
EQU 202	Foundations of Equestrian Teaching and Learning	2.00	Elective

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EQU 206	Introduction to Equine Entrepreneurship	3.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 221	Stable Management	3.00	Elective
EQU 290	Industry Internship	1.00	Elective
EQU 300	Independent Study	0.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 402	Equestrian Leadership Strategies	3.00	Elective
EQU 403	Equestrian Senior Seminar	3.00	Elective
EQU 405	Equine Business Practices	3.00	Elective
EQU 415	Equestrian Senior Portfolio	1.00	Elective

Equestrian Science

The Equestrian Science Minor starts with a foundation of theoretical and practical horse management and a broad knowledge of the equine industry. Students can then focus on teaching, riding and training or horse management through elective options, or choose a more broad based approach to suit their career goals.

Core Credits: 22.00

Course Code	Course Description	Credit Hours	Required / Elective
EQU 111	Introduction to the Horse Industry	3.00	Required
EQU 117	Theory of Performance Hrs Hlth Mgmt	3.00	Required
EQU 118	Theory Prfrmnc Horse Hlth Mngmt II	3.00	Required
EQU 201	Horse Management Practicum I	3.00	Required
	Required Electives - 6 Credits		
EQA 300	Independent Study	3.00	Elective
EQA 312	Equestrian Communication	3.00	Elective
EQA 320	Equine Event Management	3.00	Elective

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EQA 390	Internship I	3.00	Elective
EQA 395	Facility Management Practicum II	3.00	Elective
EQA 400	Advanced Projects	3.00	Elective
EQA 451	Internship II	3.00	Elective
EQA 452	Internship III	6.00	Elective
EQS 300	Independent Study	3.00	Elective
EQS 304	Theory Equine Behav & Train Methods	3.00	Elective
EQS 306	Practical Equine Anatomy & Conditng	3.00	Elective
EQS 311	Tack Construction & Repair	1.00	Elective
EQS 320	Origins of Modern Riding	3.00	Elective
EQS 328	Equine Evaluation	3.00	Elective
EQS 330	Dressage Issues	2.00	Elective
EQS 331	Hunter/Jumper Issues	2.00	Elective
EQS 332	Saddle Seat Issues	2.00	Elective
EQS 333	History of Breeds and Bloodlines	3.00	Elective
EQS 335	Western Issues	2.00	Elective
EQS 340	Teaching Techniques III-Dressage	2.00	Elective
EQS 341	Teaching Techniques III-Hunter/Jump	2.00	Elective
EQS 342	Teaching Techniques III-Saddle Seat	2.00	Elective
EQS 345	Teaching Techniques III-Western	2.00	Elective
EQS 351	Teaching Techniques IV-Dressage	2.00	Elective
EQS 352	Teaching Techniques IV-Hunter/Jumpr	2.00	Elective
EQS 353	Teaching Techniques IV-Saddle Seat	2.00	Elective
EQS 355	Teaching Techniques IV-Western	2.00	Elective
EQS 376	Equine Anatomy and Physiology	3.00	Elective
EQS 380	Bits and Bridles: History, mechanics and regulations	3.00	Elective
EQS 390	Internship I	3.00	Elective

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EQS 400	Advanced Projects	3.00	Elective
EQS 404	Veterinary Medicine & Reproduction	3.00	Elective
EQS 412	Advanced Teaching Practicum	2.00	Elective
EQS 416	Veterinary Techniques Practicum	3.00	Elective
EQS 417	Veterinary Techniques Practicum Lab	0.00	Elective
EQS 451	Internship II	3.00	Elective
EQS 452	Internship III	6.00	Elective
EQU 327	Conflicts & Contrvs Equine Indstry	3.00	Elective
EQU 391	Horse Management Practicum II	4.00	Elective
EQU 401	EQS Supervision and Leadership	2.00	Elective
EQU 402	Equestrian Leadership Strategies	3.00	Elective
EQU 403	Equestrian Senior Seminar	3.00	Elective
EQU 405	Equine Business Practices	3.00	Elective
EQU 410	Applied Digital Media for the Equine Industry	3.00	Elective
EQU 415	Equestrian Senior Portfolio	1.00	Elective
	Required Riding Electives - 4 Credits		
EQR 101	Fundamentals of Horsemanship I	1.00	Elective
EQR 111	Introduction to Forward Seat	1.00	Elective
EQR 112	Introduction to Saddle Seat	1.00	Elective
EQR 120	Fundamentals of Dressage	1.00	Elective
EQR 121	Fundamentals of Hunt Seat	1.00	Elective
EQR 122	Fundamentals of Saddle Seat	1.00	Elective
EQR 125	Fundamentals of Western Seat	1.00	Elective
EQR 200	Introductory Project	1.00	Elective
EQR 214	Longlining & Driving	1.00	Elective
EQR 220	Intermediate Dressage	1.00	Elective
EQR 221	Intermediate Hunt Seat	1.00	Elective

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EQR 222	Intermediate Saddle Seat	1.00	Elective
EQR 225	Intermediate Western	1.00	Elective
EQR 226	Hunter Under Saddle	1.00	Elective
EQR 320	Intermediate/Advanced Dressage	1.00	Elective
EQR 321	Intermediate/Advanced Hunt Seat	1.00	Elective
EQR 322	Intermediate/Advanced Saddle Seat	1.00	Elective
EQR 325	Intermediate/Advanced Western Seat	1.00	Elective
EQR 327	Intermediate Jumper	1.00	Elective
EQR 420	Advanced Dressage	1.00	Elective
EQR 421	Advanced Hunt Seat	1.00	Elective
EQR 422	Advanced Saddle Seat	1.00	Elective
EQR 425	Advanced Western	1.00	Elective
EQR 427	Advanced Jumper	1.00	Elective
EQS 200	Introductory Projects	2.00	Elective
EQS 205	Survey of Saddle Seat Training Meth	1.00	Elective
EQS 212	Theory of Teaching Techniques I	3.00	Elective
EQS 230	Teaching Techniques II-Dressage	2.00	Elective
EQS 231	Teaching Techniques II-Hunter/Jumpr	2.00	Elective
EQS 232	Teaching Techniques II-Saddle Seat	2.00	Elective
EQS 235	Teaching Techniques II-Western	2.00	Elective
EQU 211	Survey of Equine-Assisted Services	3.00	Elective
EQU 221	Stable Management	3.00	Elective

Exercise Science

It is suggested that all students seeking a minor in Exercise Science complete PED104.

Core Credits: 21.00

Course Code	Course Description	Credit Hours	Required / Elective
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EXS 100	Personal and Community Health	3.00	Required
EXS 103	Introduction to Human Nutrition	3.00	Required
EXS 205	Introduction to Anatomy -N	3.00	Required
EXS 245	Introduction to Exercise Physiology	3.00	Required
	Exercise Science Elective - 9 Credits (must complete EXS314 or EXS321)		
	Movement Elective - 3 Credits		
EXS 321	Kinesiology	3.00	Elective
EXS 364	Motor Learning and Development	3.00	Elective
	Electives		
EXS 104	First Aid and CPR	2.00	Elective
EXS 180	Introduction to Exercise Science	1.00	Elective
EXS 220	Social Science in Sport	3.00	Elective
EXS 241	Techniques of Resistance Training and Conditioning	3.00	Elective
EXS 300	Independent Study	3.00	Elective
EXS 303	Prevention and Care Athletic Injuries	3.00	Elective
EXS 304	Prevention and Care Lab	1.00	Elective
EXS 400	Advanced Projects	3.00	Elective
EXS 401	Sports Psychology	3.00	Elective
EXS 422	Measurement and Assessment	3.00	Elective
PED 350	Adapted Physical Education	3.00	Elective
SMG 117	Sports Ethics -E	3.00	Elective

History

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
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	Lower Level Electives		
HIS 101	Dawn and Rebirth: A History of the World to 1500	3.00	Elective
HIS 102	Industry, Ideology, and War: A History of the World since 1500	3.00	Elective
HIS 103	Early America and the United States: Colonization, Revolution, and Civil War	3.00	Elective
HIS 104	Modern US History: From Reconstruction to Superpower	3.00	Elective
HIS 200	Introductory Projects	3.00	Elective
HIS 215	Native America -H	3.00	Elective
HIS 216	From Slavery to Freedom to Civil Rights: The African American Experience	3.00	Elective
HIS 223	Royal America -H	3.00	Elective
	Upper Level Electives - Must complete at least 6 Credits		
HIS 300	Independent Study	3.00	Elective
HIS 310	Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America	3.00	Elective
HIS 314	Teaching History -H	3.00	Elective
HIS 328	The Young Republic	3.00	Elective
HIS 353	World War II	3.00	Elective
HIS 358	Atlantic Revolutions	3.00	Elective
HIS 366	Interdisciplinary Honors Studies	3.00	Elective
HIS 390	HIS Internship I	3.00	Elective
HIS 400	Advanced Projects	3.00	Elective
HIS 451	HIS Internship II	3.00	Elective
HIS 452	HIS Internship III	6.00	Elective

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Juvenile Justice

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
CMJ 110	Introduction to Criminal Justice -S	3.00	Required
PRL 315	Family Law	3.00	Required
SWK 273	Crime Victimization in America	3.00	Required
SWK 340	Child Abuse and Neglect	3.00	Required
SWK 406	Working with Juvenile Offenders	3.00	Required
	Required Elective - 3 Credits		
SWK 304	Domestic Violence Theories & Interv	3.00	Elective
SWK 316	Human Behavior in the Environment I	3.00	Elective
SWK 322	Addictive Behaviors & Substance Abuse	3.00	Elective

Mathematics

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
MAT 124	Calculus I -M	5.00	Required
MAT 214	Calculus II	4.00	Required
	Required Elective - 9 Credits		
MAT 215	Linear Algebra	3.00	Elective
MAT 224	Calculus III	4.00	Elective
MAT 312	Differential Equations	3.00	Elective
MAT 313	Math Probability and Statistics	3.00	Elective
MAT 314	Higher Geometry	3.00	Elective
MAT 324	Formal Logic	3.00	Elective

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MAT 325	Introduction to Numerical Analysis	3.00	Elective
MAT 422	Modern Algebra	3.00	Elective
MAT 423	Theory of Numbers	3.00	Elective

Military Studies (GOLD)

Those who complete the Military Studies – GOLD course of instruction will have accelerated development as a Leader-Scholar-Athlete through a wide variety of hands-on leadership experiences, academic challenges, and unique learning opportunities not available with any other program. Those students who are eligible for the GOLD program, can become commissioned officers through OCS as a Second Lieutenant in the United States Army between their junior and senior year. Qualified GOLD students may receive scholarships, opportunities for study abroad in military exchange programs, adventure training such as Air Assault School, or other leadership intern programs.

The Military Studies – GOLD minor provides graduates with a competitive advantage over their peers when seeking employment with government agencies and defense contractors through documented hands-on leadership experience. Graduates with the Military Studies – GOLD minor will be ready to assume leadership positions immediately upon graduation. The program provides focus on what students need to “Be, Know, and Do” in order to perform as effective leaders such as resolving conflict, decision-making, adapting to change, providing vision, motivating others, and achieving organizational goals. These are critical and necessary skills for every type of organization.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
MIL 301	Application of Military Leadership	3.00	Required
MIL 302	Advanced Military Leadership	3.00	Required
MIL 303	Advanced Military Leadership Lab	0.00	Required
MIL 311	Application Military Leadership Lab	0.00	Required
MIL 350	Officer Candidate School (OCS) I	3.00	Required
MIL 360	Officer Candidate School (OCS) II	3.00	Required
	Leadership Elective - 3 Credits		
LDR 201	Concepts in Leadership	3.00	Elective
LDR 220	Adaptive Leadership	3.00	Elective

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LDR 245	Leading Teams	3.00	Elective
LDR 330	Global Leadership	3.00	Elective
LDR 445	Strategic Leadership	3.00	Elective
LDR 450	Ethics in Leadership	3.00	Elective
LDR 475	Leadership Theory	3.00	Elective
	History Elective - 3 Credits		
HIS 353	World War II	3.00	Elective

Music

The minor provides a broad overview of music theory, history and performance. Required courses include:

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
MUS 101	Music Fundamentals -A	3.00	Required
MUS 103	Music Appreciation -A	3.00	Required
MUS 111	Jazz, Pop and Rock -A	3.00	Required
	Required Elective - 6 Credits		
MUS 200	Introductory Projects	3.00	Elective
MUS 211	Applied Piano I	1.00	Elective
MUS 212	Applied Piano II	2.00	Elective
MUS 221	Applied Voice I	1.00	Elective
MUS 222	Applied Voice II	2.00	Elective
MUS 241	Jameson Singers	2.00	Elective

Physics

Physics teaches students invaluable critical thinking skills which prepares them for success in an incredibly diverse range of fields.

Core Credits: 20.00

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Course Code	Course Description	Credit Hours	Required / Elective
MAT 124	Calculus I -M	5.00	Required
PHY 201	Physics I -N	4.00	Required
PHY 202	Physics I Lab	0.00	Required
PHY 203	Physics I Lab for transfer students	1.00	Required
PHY 212	Physics II -N	4.00	Required
PHY 213	Physics II Lab	0.00	Required
PHY 315	Modern Physics	3.00	Required
	Required Elective - 4 Credits		
CHM 114	General Chemistry I -N	4.00	Elective
CHM 115	General Chemistry I Lab	0.00	Elective
CHM 116	General Chemistry I Lab transfer st	1.00	Elective
MAT 214	Calculus II	4.00	Elective

Political/Legal Studies

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
PLS 105	Politics and Government -S	3.00	Required
PLS 110	American Legal System -S	3.00	Required
	Required Elective - 12 Credits		
CMJ 400	Advanced Projects	3.00	Elective
PLS 200	Introductory Projects	3.00	Elective
PLS 210	Law, Ethics and Morality -E	3.00	Elective
PLS 213	Critical Thinking About Politics -T	3.00	Elective
PLS 300	Independent Study	3.00	Elective
PLS 303	American Jurisprudence	3.00	Elective

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PLS 304	American Political Theory	3.00	Elective
PLS 312	International Law and Politics	3.00	Elective
PLS 325	Advocacy	3.00	Elective
PLS 329	Conflict & Dispute Resolution	3.00	Elective
PLS 390	PLS Internship I	3.00	Elective
PLS 400	Advance Projects	3.00	Elective
PLS 415	Senior Seminar	3.00	Elective
PLS 417	Writing and Research in Public Policy	3.00	Elective
PLS 445	Constitutional Law	3.00	Elective
PLS 450	Political Studies Capstone	3.00	Elective
PLS 451	Internship II	3.00	Elective
PLS 452	Internship III	6.00	Elective
PLS 455	Prelaw Certificate Capstone	3.00	Elective

Psychology

The minor in psychology will give student the opportunity to develop an understanding of human behavior that will allow them to work with, and relate well to others. This minor will complement any other program of study, as the skills learned can be implemented in their everyday dealings with individuals.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
PSY 101	General Psychology I -S	3.00	Required
PSY 102	General Psychology II -S	3.00	Required
	Required Elective - 12 Credits (must complete at least 9 Upper Level credits)		
	Upper Level Psychology Elective - must complete at least 9 credits		
BUS 316	Industrial and Organizational Psychology	3.00	Elective
EXS 401	Sports Psychology	3.00	Elective

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PSY 300	Independent Study	3.00	Elective
PSY 310	Social Psychology	3.00	Elective
PSY 312	Lifespan Development	3.00	Elective
PSY 313	Statistics for the Social Sciences	3.00	Elective
PSY 324	Cognitive Psychology	4.00	Elective
PSY 326	Psychology of Intimate Relationships	3.00	Elective
PSY 390	PSY Internship I	3.00	Elective
PSY 400	Advanced Projects	3.00	Elective
PSY 406	Psychology and the Law	3.00	Elective
PSY 411	Abnormal Psychology	3.00	Elective
PSY 412	Counseling	3.00	Elective
PSY 413	Advanced Research Project	3.00	Elective
PSY 450	Psychology Seminar	3.00	Elective
PSY 451	PSY Internship II	3.00	Elective
	Lower Level Psychology Electives		
PSY 200	Introductory Projects	3.00	Elective
PSY 221	Educational Psychology -S	3.00	Elective
PSY 225	Careers in Psychology	3.00	Elective
PSY 226	Child and Adolescent Development -S	3.00	Elective
PSY 285	Psychology of Personality -S	3.00	Elective

Spanish

Spanish 101 and Spanish 102 do not count toward fulfillment of the minor requirements.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
SPA 203	Intermediate Spanish I	3.00	Required
SPA 204	Intermediate Spanish II	3.00	Required

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	Required Upper Level Elective - 12 Credits		
SPA 300	Independent Study	3.00	Elective
SPA 303	Advanced Spanish Conversation	3.00	Elective
SPA 351	Introduction to Hispanic Literature	3.00	Elective
SPA 366	Interdisciplinary Honors Studies	3.00	Elective
SPA 377	Spanish Civilization	3.00	Elective
SPA 381	Advanced Grammar and Composition	3.00	Elective
SPA 390	SPA Internship I	3.00	Elective
SPA 400	Advanced Project	3.00	Elective

Sport Management

The Sports Management Minor is a cluster of courses designed to provide background in sports for the student who may wish to pursue career with a sports business.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
SMG 100	Introduction to Sport Management	3.00	Required
	Required Elective - 15 Credits		
EXS 220	Social Science in Sport	3.00	Elective
EXS 401	Sports Psychology	3.00	Elective
SMG 117	Sports Ethics -E	3.00	Elective
SMG 310	Sport Law	3.00	Elective
SMG 321	Sports Marketing	3.00	Elective
SMG 330	Event & Facility Management	3.00	Elective
SMG 390	SMG Internship I	3.00	Elective
SMG 406	Management of Athletics	3.00	Elective
SMG 410	Global Sport Environment	3.00	Elective
SMG 412	Economic and Financial Management of Sport	3.00	Elective

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Social Work

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
SWK 215	Social Welfare -S	3.00	Required
SWK 230	Interaction Skills	3.00	Required
SWK 312	Intervention Strategies Indiv/Famil	3.00	Required
SWK 316	Human Behavior in the Environment I	3.00	Required
SWK 317	Human Behavior in Environment II	3.00	Required
	Required Elective - 3 Credits		
SWK 203	Ageing in America - A New Genertn	3.00	Elective
SWK 273	Crime Victimization in America	3.00	Elective
SWK 304	Domestic Violence Theories & Interv	3.00	Elective
SWK 314	Group Dynamics & Interventions	3.00	Elective
SWK 322	Addictive Behaviors & Substance Abuse	3.00	Elective
SWK 338	Social Welfare Policy	3.00	Elective
SWK 340	Child Abuse and Neglect	3.00	Elective
SWK 374	Mental Health Services and Policies	3.00	Elective
SWK 406	Working with Juvenile Offenders	3.00	Elective

Theatre Arts

The minor ensures that students gain exposure to both performance and technical areas of the theatre.

Core Credits: 18.00

Course Code	Course Description	Credit Hours	Required / Elective
THA 110	Introduction to Theatre -A	3.00	Required

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	Required Elective - 3 Credits		
THA 234	Stagecraft	3.00	Elective
THA 331	Lighting for Stage and Set	3.00	Elective
	Required Elective - 3 Credits		
THA 255	Acting I Basic Skills -A	3.00	Elective
THA 470	Directing	3.00	Elective
	Required Elective - 9 Credits (must complete at least 6 Upper Level credits)		
THA 115	Theatre Dance: Jazz and Tap	1.00	Elective
THA 116	Theatre Dance: Modern	1.00	Elective
THA 117	Theatre Dance: Ballet	1.00	Elective
THA 151	Theatre Performance Practicum	1.00	Elective
THA 200	Introductory Projects	3.00	Elective
THA 210	Dance Movement I -A	3.00	Elective
THA 211	Dance Movement II -A	3.00	Elective
THA 231	Makeup for Stage and Film	3.00	Elective
THA 232	Stage/Set Management	3.00	Elective
	Required Upper Level Elective - 6 Credits		
THA 300	Independent Study	3.00	Elective
THA 332	Stage Costuming	3.00	Elective
THA 390	THA Internship I	3.00	Elective
THA 400	Advanced Projects	3.00	Elective
THA 418	THA Methods of Teaching	3.00	Elective
THA 451	THA Internship II	3.00	Elective
THA 452	THA Internship III	6.00	Elective
THA 454	Acting III: Period Style	3.00	Elective

Undergraduate Course Level Descriptions

Undergraduate courses at William Woods University are given a number from 098 to 499. These numbers correspond to the materials and activities in the course, as well as how much subject matter knowledge students are expected to have. Below is a broad overview of the expectations related to different course numbers.

098-099

To develop students' skill levels in English composition and math in order to achieve success at the college level.

100-199

Courses introduce students to either a broad aspect or fundamental skill set in the discipline. Students will work to recall elements and details of content, including identification and illustration of important concepts.

Expectations

1. *Students can proceed at a reasonable pace without encountering basic difficulties or comprehension;*
2. *Students can complete assignments involving reading and comprehending a specified amount of material, or preparing organized papers.*

200-299

Courses that explore specific facets of a discipline. Evolving communication and critical thinking skills are used to distinguish central concepts and identify patterns within the subject matter.

Expectations

1. *Students are acquainted with the basic language, terminology, or methodology of the subject itself;*
2. *Students are, in that subject, at a stage of understanding where they can progress towards some significant conclusions, experiments, or explorations.*
3. *Students will accomplish a substantial amount of work, for example: study a number of books or work through a comprehensive textbook, write a number of papers, or demonstrate an in-depth knowledge of the material covered.*

300-399

Courses that involve the synthesis and application of knowledge in the discipline through making critical distinctions, investigations and critiques.

Expectations

1. *Students will have completed necessary 100-200 level course work;*
2. *Students have the ability to do research, or to obtain relevant information in the field;*
3. *Students are fluent in the language of the field so as to read and assimilate relevant information;*

4. *Students are able to combine the results of the research, or the reading, into cohesive (and possibly original) statements;*
5. *Students are able to produce some substantial work, such as a paper, or a creative or experimental project.*

400-499

Courses that culminate the undergraduate immersion, prompting discovery within the discipline. Students will master the ability to analyze and synthesize information independently in original and creative ways.

Expectations

1. *Students will complete a major research project or paper.*
2. *Students' learning may be designed and applied through seminars, field experiences, internships or other capstone experiences.*
3. *Students will be expected to work independently under the guidance or supervision of an instructor.*

Undergraduate Course Descriptions

Accounting

ACC 200 Introductory Project

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

ACC 240 Principles of Accounting I

An introduction to the principles underlying accounting information. The course will focus on the role that accounting information plays in planning, evaluating, and recording operating activities of businesses. An introduction to financial statements is also included. In this course students will summarize financial data and construct basic financial statements using various software tools such as Excel and QuickBooks.

Credits: 3.00

ACC 241 Principles of Accounting II

This course extends the concepts of ACC 240 Methods for evaluating management decisions will be included through the study of financial statement analysis. Students will be able to interpret the financial position of a company based on their organization of the financial data that is compiles using various software tools such as Excel and QuickBooks. Prerequisite: ACC 240

Credits: 3.00

ACC 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

ACC 312 Intermediate Accounting I

This course is a study of the nature, content, and interpretation of corporate financial statements. Students will learn to use accounting concepts and principles to solve non-routine financial issues. Prerequisites: ACC 240 and ACC 241

Credits: 3.00

ACC 319 Taxation I

Students will compare the history, law and structure of the Internal Revenue Code and learn about payroll and income taxes affecting individuals and families. Preparation of accurate federal payroll forms and income tax returns will be required citing appropriate tax authorities for controversial issues that arise.

Credits: 3.00

ACC 321 Accounting for Payroll

This course focuses on the payroll, federal and state, laws and regulations. Procedures for preparing and accounting for payroll are examined in detail. The following topics will be investigated at length: Employee Earnings Records, Gross Earnings, Payroll Deductions, Payroll Register, Federal and State Payroll Tax Returns, and Accounting for Payroll. Pre-requisites: ACC240 & ACC241

Credits: 3.00

ACC 322 Intermediate Accounting II

The characteristics and accounting requirements of non-current corporate items, including investments, plant and equipment, intangible assets, and long-term indebtedness; further analysis of corporate capital with special attention to paid-in capital and retained earnings. Students will use accounting principles and concepts to solve non-routine financial issues. Prerequisite: ACC 312

Credits: 3.00

ACC 343 Cost and Managerial Accounting

An examination of basic cost accounting concepts including job order costing, process costing, and standard costing. Emphasis is placed upon the managerial implications of decisions as they relate to cost analysis, planning, budgeting, and control. Students will be asked to formulate financial ramifications of various options available to managers when investigating solutions. Prerequisite: ACC 241

Credits: 3.00

ACC 379 Taxation II

Students will compare the history, law and structure of the Internal Revenue Code and learn about payroll and income taxes affecting entrepreneurs and business owners. Preparation of accurate federal payroll forms and income tax returns will be required citing appropriate tax authorities for controversial issues that arise. Prerequisite: ACC 319

Credits: 3.00

ACC 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

ACC 401 ACC Internship I

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 1.00

ACC 402 ACC Internship II

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 2.00

ACC 403 ACC Internship III

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 3.00

ACC 404 ACC Internship IV

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 4.00

ACC 405 ACC Internship V

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 5.00

ACC 406 ACC Internship VI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 6.00

ACC 407 ACC Internship VII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 7.00

ACC 408 ACC Internship VIII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 8.00

ACC 409 ACC Internship IX

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 9.00

ACC 410 ACC Internship X

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 10.00

ACC 411 ACC Internship XI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 11.00

ACC 425 Governmental & Nonprofit Accounting

Students will learn about the various regulatory agencies and accounting rules developed through Government Accounting Standards Board (GASB). In addition, students will gain comprehensive knowledge of the accounting procedures and reporting practices of governmental and nonprofit organizations. Prerequisites: ACC 240 and ACC 241

Credits: 3.00

ACC 430 Investments with Financial Statement Analysis

This course will require students to apply analytical skills to compare investment opportunities by analyzing financial statements to determine the financial health of a company. Prerequisite: ACC240 and MAT114

Credits: 3.00

ACC 441 Auditing

This capstone course is a study of basic auditing standards and procedures including the code of ethics, the various forms of the audit report, methods of data verification, and preparation of audit working papers. Students will also be able to critique past auditing involvement with businesses that were bankrupt or accused of fraud shortly after the audit. Prerequisites: MAT 114 and 9 hours of accounting.

Credits: 3.00

Art

ART 103 Art Foundations

This course introduces students to the fundamentals of studio art through the study of artistic elements, color theory, media, and techniques. Students will build foundation skills, as well as the beginning of a portfolio, through hands-on practice and assignments. The course will include lecture, projects, critique, and gallery/museum visits. They will be prepared to readily translate this knowledge in future studio art and graphic design courses. Required of all art majors. (Lab fee)

Credits: 3.00

ART 105 Basic Design -A

Students will study the elements and principles of composition as applied to two-dimensional and three-dimensional forms. A wide range of materials and techniques will be covered. For non-art majors. (Lab fee)

Credits: 3.00

ART 109 Sculpture I

A hands-on exploration of 3 dimensional media, materials, theory, and concepts. (Lab fee)

Credits: 3.00

ART 110 Drawing I -A

A basic study of drawing techniques and concepts. (Lab fee)

Credits: 3.00

ART 113 Printmaking I

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This is an introduction to basic techniques of printmaking. Students will recognize basic types of printmaking and recall techniques of notable artists in the history of art. Students will reproduce various techniques demonstrated by the professor and show evidence of mastery in their own projects. (Lab fee) Prerequisites: ART 103 or ART105 or ART 110

Credits: 3.00

ART 116 Fiber Arts I

An overview of processes and techniques, basic skill level. (Lab fee)

Credits: 3.00

ART 117 Painting I

Introduction to basic painting media, techniques, and theory through the use of still life, landscape, and the figure. (Lab fee) Prerequisite: ART110

Credits: 3.00

ART 120 Art Appreciation -A

Treats major topics in the arts for non-majors with an emphasis on techniques of artistic production, analysis of form and content, an historical perspective, and a critical study of artistic perception.

Credits: 3.00

ART 121 Water-based Painting

This is an introduction to basic techniques of painting with water based paint. Students will recognize transparent watercolor, opaque watercolor, tempera and acrylic painting techniques of a variety of famous artists. The student will reproduce various techniques used by and demonstrated by the professors and show evidence of mastery in their own projects. (Lab fee)

Credits: 3.00

ART 123 Ceramics I -A

Introduction to media and technique. Hand building, throwing and glazing will be covered. (Lab fee)

Credits: 3.00

ART 140 Introduction to Adobe Creative Cloud

This course offers an introduction to Illustrator, InDesign, and Photoshop. Students will learn to use these applications through the creation of content relevant to fields of design, art, marketing, and communications.

Credits: 3.00

ART 200 Introductory Project

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

ART 202 Fundamentals of Graphic Design

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Fundamentals of Graphic Design sets the framework for the graphic design concentration. This course introduces students to the graphic design profession, including fundamentals of publication design, digital illustration, packaging design, and animation. Students will also enhance conceptual and technical skills as required in the field. (lab fee) Prerequisite: ART 103 (or ART105) and ART140

Credits: 3.00

ART 203 Art Applications - A

This course is an exploration of basic media and art concepts from both historic and contemporary perspectives, for honors non-majors. (Lab fee, honors only)

Credits: 3.00

ART 230 Art History: Prehistory to Renaissance

A study of sculpture, painting, architecture, and the minor arts from prehistory to the Renaissance. The main focus is the placement of the art of each period within the society by which it was produced.

Credits: 3.00

ART 231 Art History: Renaissance to Today

A study of sculpture, painting, architecture, and the minor arts from the Renaissance to contemporary times. The main focus is the placement of the art of each period within the society by which it was produced. ART 230 is not required.

Credits: 3.00

ART 238 Art Through the Ages -A

This course surveys some of the most significant works of art in sculpture, architecture, fiber arts, and painting. Regions covered include Asia, Africa, Oceania, and the Americas, from prehistoric time periods through the present, using text readings, research, power point presentations, and individual works. The art and architecture will be used as examples of stylistic differences as well as documents of their time and place to reflect the history, politics, religion, and geographic location of the various cultures. Familiarity with these works helps students understand the motivation behind the creation of art throughout history and the role of art in each particular culture. This will further inform the way in which the function of art has changed over time.

Credits: 3.00

ART 256 Introduction to Photography -A

This course introduces students to creative photography as a method of visual communication. While experimenting with manual camera controls through both film and digital processes, students explore methods of imaginative and meaningful image-making. Additionally, students develop skills in composition, sequencing, and preparing files for print/manipulation. (Lab fee)

Credits: 3.00

ART 258 Equine Photography

This course explores the creative process of equine photography, including an understanding of lighting, composition, editing, and post production specific to the industry. Projects will develop student's photographic skills and allow for experimental practice in creative image-making. Prerequisites: ART140

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Credits: 3.00

ART 282 Teaching Art in Elementary School

A study of the techniques of teaching art in the elementary school with global themes. Not acceptable as a studio art course; professional education credit only. (Lab fee)

Credits: 3.00

ART 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee)

Credits: 3.00

ART 301 Drawing II

An introduction to figure drawing with continued exploration. (Lab fee) Prerequisite: ART110

Credits: 3.00

ART 310 Drawing III

Advanced study in figure drawing. (Lab fee) Prerequisite: ART 301

Credits: 3.00

ART 317 Introduction to Art Therapy

This course serves as an introduction to art therapy, including theory, use of materials, and interdisciplinary applications.

Credits: 3.00

ART 319 Mixed Media

An advanced studio course that encourages students to investigate and expand a concept across a range of media; an interdisciplinary approach to art making. Prerequisite: ART103 or ART105

Credits: 3.00

ART 326 Photographic Lighting and Editing

This course explores the process of balancing artificial and natural light to create images. Students will develop an understanding of the art and application of light to photography and will explore light placement, modification, and post-production editing techniques. Studio projects place an emphasis on the effective use of light to support project concepts. Prerequisite: ART 140

Credits: 3.00

ART 327 Experimental Photography

This course is an advanced studio that examines a variety of techniques including cyanotypes, image transfers, scans, and innovation alternatives to traditional photography. Students will push the boundaries of what makes a photograph through experimentation with image-making, scanning, and printing techniques. The course will include field trips, technical demonstrations, studio work, and critiques. Prerequisite: ART256

Credits: 3.00

ART 328 Museum and Gallery Studies

This course will investigate a wide range of approaches to the subject, including museums' and galleries' cultural and social roles, and debates concerning the interpretation and presentation of artworks. In addition, students will examine current issues about art museums and galleries in the history of collection, care, and exhibition of artworks. Prerequisite: ART230 or ART231

Credits: 3.00

ART 331 Modern and Contemporary Art

A study of the major fields of art in Western Europe and the United States during the Twentieth Century.

Credits: 3.00

ART 332 Publication Design

Explores the use of graphic design in a variety of publishing situations. Students are required to apply their design skill and knowledge in the production of sophisticated printed pieces. Students are expected to develop an advanced level of ability in computer assisted design. Students also begin production on their formal professional portfolio. (Lab fee) Prerequisite: ART 202

Credits: 3.00

ART 336 Graphic Design History

This course serves as an introduction to the history of graphic design from the dawn of writing until today, including the history of typography, printing, advertising, and technique. Students will be introduced to significant developments in the history of design situated within social, cultural, political, and economic contexts.

Credits: 3.00

ART 337 Photography History

This course will include a survey of photography's multiple histories: as an art form, method of communication, and record of history. The course will start with the emergence of the medium in the 19th century and end with an investigation of the processes and distribution of photography today. Throughout the course, students will explore the intersection of photography and culture.

Credits: 3.00

ART 342 Printmaking II

An intermediate studio course provides students with opportunities to build on the fundamental techniques of printmaking and begin to express individual aesthetic. Portfolio development and an emerging body of work will distinguish students at this level of study. (Lab fee) Prerequisites: ART 103 or ART105 or ART 110, and ART 113

Credits: 3.00

ART 346 Digital Illustration

This course offers graphic design students extensive experience with various methods of digital illustration. Students will also gain insight into terminology, tools, technique, career prospects, and industry practices. In addition to practical applications, students will utilize drawing and digital skills to create works that are meaningful and intentional. The course will also provide students with extensive knowledge in various types of illustration,

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including editorial, conceptual, and comic. The course will culminate with students submitting a curated portfolio of work intended for future submission to an illustration agency of their choosing. Prerequisite: ART110 and ART140

Credits: 3.00

ART 347 Painting II

Continued development of the theory, technique, and principles of painting through still life, landscape, and the figure. (Lab fee) Prerequisite: ART 117

Credits: 3.00

ART 349 Sculpture II

Exploration of casting techniques and metal casting. (Lab fee) Prerequisite: ART 109

Credits: 3.00

ART 350 Professional Practice

Designed to introduce students to the importance, concept, and production of a professional art portfolio. During the course students produce both a conventional and an electronic portfolio of their work in preparation for careers in art and graphic design. Prerequisite: ART103 or ART105

Credits: 3.00

ART 351 Water-based Painting II

An intermediate studio course provides students with opportunities to build on the fundamental techniques of water based painting and begin to express individual aesthetic. Portfolio development and an emerging body of work will distinguish students at this level of study. (Lab fee) Prerequisite: ART 121

Credits: 3.00

ART 353 Ceramics II

A focus on wheel throwing and glazing techniques. (Lab fee) Prerequisite: ART 123

Credits: 3.00

ART 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

ART 370 Art History Special Topics

This course is designed for deeper research into a particular area within the history of art, based on faculty and student interest. Such courses may include: Indigenous Arts of the Americas, British Painting, American Architecture and History of Art Criticism. Prerequisite: ART230 or ART231

Credits: 3.00

ART 373 Printmaking III

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Students in this upper level studio course will apply skills and personal aesthetic, and solve design and technical problems in order to further their portfolio and exhibition of original prints. (Lab fee) Prerequisite: ART 342

Credits: 3.00

ART 376 Painting III

Continued study of painting, media, and techniques using landscape, still life, and figure as subject. Emphasis on the development of personal imagery. (Lab fee) Prerequisite: ART 347

Credits: 3.00

ART 378 Sculpture III

A continuation of development of technique with emphasis on individualized work of a personal direction. (Lab fee) Prerequisite: ART 349

Credits: 3.00

ART 380 Waterbased Painting III

This upper level course examines the diverse nature of water based techniques and styles of painting. The examples on this syllabus are designed to expose the student to different possibilities related to subject matter. However the advanced painting student may wish to focus the range of subject matter according to their emerging style and aesthetic. This advanced course will encourage the student to compose original compositions with an eye toward the aesthetic and psychological vision true to the student. The advanced student in this course will develop a portfolio based on original compositions, which are a learning outcome of prior coursework in design, drawing and painting. The student will be able to use design language to share their artistic achievement with the entry level students. Prerequisites: ART351

Credits: 3.00

ART 382 Ceramics III

A study of kilns and glazes as well as approaches to personal forms in clay. (Lab fee) Prerequisite: ART 353

Credits: 3.00

ART 386 Fiber Arts II

Students are expected to build upon skills learned in the beginning course. Projects should reflect expertise and interest. (Lab fee) Prerequisite: ART 116

Credits: 3.00

ART 390 ART Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

ART 391 ART Internship (1 credit)

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Requires a minimum of 40 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credits: 1.00

ART 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

ART 406 Painting IV

Continued study of painting, media, and techniques using landscape, still life, and figure as subject. Emphasis on independent personal expression. (Lab fee) Prerequisite: ART 376

Credits: 3.00

ART 408 Sculpture IV

Exploration of either carving or bronze casting on a larger scale. Emphasis is on personal direction and process. (Lab fee) Prerequisite: ART 378

Credits: 3.00

ART 411 Drawing IV

Individual drawing style development with study of contemporary drawing techniques and concepts. (Lab fee) Prerequisite: ART 310

Credits: 3.00

ART 412 Printmaking IV

This upper level printmaking course will encourage students to compose, plan and create original prints for their portfolio and for exhibition. This course is also an opportunity for the most advanced print making student to encourage, explain, judge and offer criticism to less experienced printmaking students. (Lab fee) Prerequisite: ART 312

Credits: 3.00

ART 416 Packaging Design

This course explores the use of graphic design from a three-dimensional perspective. Upon course completion, students will be able to identify key elements of packaging composition, production, and output. Also discussed are best practices to marketing research, target audiences, and how user experience (UX) can impact the packaging design process. Prerequisite: ART103 (or ART105), ART140, and ART202

Credits: 3.00

ART 417 Methods in Art Therapy

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This course provides an overview of various art therapy methods. Students will explore models of situationally and developmentally appropriate practices, including variations that may occur with special learning needs and throughout lifespan development.

Credits: 3.00

ART 418 ART Methods of Teaching

Art methods as applied by the teacher of art in the secondary school. Prerequisite: Fourth year standing in Art Education.

Credits: 3.00

ART 420 Waterbased Painting IV

This upper level course examines the diverse nature of water based techniques and styles of painting. This advanced course will encourage the student to compose original compositions with an eye toward the aesthetic and psychological vision true to the student. The advanced student in this course will develop a portfolio based on original compositions, which are a learning outcome of prior coursework in design, drawing and painting. The student will be able to use design language to share their artistic achievement with the entry level students. This is the highest level of the course and requires the student to exhibit paintings and to write a thesis in relation to the personal aesthetic projected by the paintings done in this course. Prerequisites: ART380

Credits: 3.00

ART 422 Ceramics IV

This course focuses on investigation of personal forms made on the potter's wheel, hand building, and use of new glazes. Both functional and sculptural forms will be explored. The course will be examine the history, formulation, application and firing of glazes. Students in this class will assist with the class firing process. Prerequisite: ART 382

Credits: 3.00

ART 428 Museum and Gallery Studies Practicum

Through a hands-on learning approach, this program will allow students to learn about art museum and gallery practice, such as collecting and acquisitions, interpretation, educational programming, exhibition planning and marketing, conservation, and display methods. Prerequisite: ART328

Credits: 3.00

ART 430 Animation

This course offers students extensive experience in technique and with programs used to create animated works. Various animation processes are covered, including motion graphics, stop motion, and computer generated animation. Students obtain an understanding of the history of animation and industry practices related to career prospects in the field. Prerequisites: ART110, ART140 and ART346

Credits: 3.00

ART 450 Narrative Photography

This course places an emphasis on the nature of contemporary photography as a method of visual communication. Students will work through the photographic process including developing concepts, conducting research, image-making, post production, printing, and sequencing. The course will also provide knowledge relevant to photo book publications, photojournalism, and mixed media applications in photography Prerequisite: ART140 and ART256

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Credits: 3.00

ART 451 ART Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

ART 452 ART Internship III

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Prerequisite: Requires permission of the instructor and the division chair.

Credits: 6.00

ART 453 Photographic Portfolio

This course allows students the opportunity to create a skillful in-depth photography portfolio. Student-led research, creative studio, and critique will emphasize the process involved in generating a cohesive portfolio of work based upon a theme or concept. At the end of the course, students will submit a curated portfolio of work to at least one juried photography exhibition opportunity. Prerequisite: ART140, ART256, and ART326

Credits: 3.00

ART 470 Senior Practicum

This capstone course includes production of independent work which will be exhibited during the Senior Show; participation in planning and mounting the Senior Show; a self-assessment report; and presentation of a Senior portfolio. Should be taken last semester of senior year.

Credits: 1.00

American Sign Language

ASL 101 Career Seminar in ASL Studies

This course is designed to introduce non-Deaf students to various professions with and in service to Deaf people. A survey of ASL/English interpreting profession will be conducted, as well as touching on various fields in the behavioral sciences, education, law etc. Additionally, community services for the Deaf will be covered in depth.

Credits: 3.00

ASL 105 American Sign Language I -D

Introduces students to basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. Awareness of deaf culture also is included. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

Credits: 3.00

ASL 120 Deaf Culture -D

Compares, contrasts and analyzes deaf culture and American culture from a variety of perspectives. Examines cultural interactions between deaf and hearing people and provides opportunity for exploring potential cultural conflicts between deaf and hearing people.

Credits: 3.00

ASL 145 American Sign Language II

Continues to develop basic expressive and receptive skills including classifiers, temporal sequencing, spatial agreement and object identification through description. Study of deaf culture is continued. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Prerequisite - ASL105

Credits: 3.00

ASL 205 American Sign Language III

Focuses on expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in Lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Prerequisite - ASL145

Credits: 3.00

ASL 240 Fingerspelling & Numbers

This course is designed to help students develop comprehension and production fingerspelling skills (including numerical signs and lexicalized signs) used in American Sign Language. Within a range of contexts and using a variety of topics through extensive fingerspelling drills that emphasize clear form and transitions. Students will use fingerspelled and abbreviated words as well as lexicalized signs in ASL within a range of contexts. The faculty will guide the student through dialogues and short stories that emphasize clear form and transitions. Prerequisites: ASL105 and ASL 145

Credits: 3.00

ASL 245 American Sign Language IV

Expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Prerequisite - ASL205

Credits: 3.00

ASL 305 American Sign Language V

Continuation of ASL: Expanded study of ASL with emphasis on conversation skills and storytelling; introduced to study of storytelling features; continued expansion of knowledge of Deaf culture and Deaf community. Vocabulary is expanded through introduction of various content areas dealing with current events, world affairs, literature, the arts and abstract ideas. Students learn how to participate in-group discussions, speculate, make analogies, and give instructions and express feelings and intentions. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses. Prerequisite - ASL245

Credits: 3.00

ASL 316 Linguistics Non-Manual Mrkrs in ASL

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This course is designed to develop proficiency in the understanding and use of non-manual markers in ASL. Many grammatical structures of ASL are produced as facial expressions, body shifts, and morphemes produced with specific mouth and eye movements. For non-Deaf people, this is perhaps some of the more difficult aspects of ASL to learn and the most important for comprehension and production. Students will learn how to accurately inflect specific meaning in ASL using non-manual markers. The course will also touch on fingerspelling accuracy. Prerequisite: ASL 205

Credits: 3.00

ASL 321 Sociological Perspectives of Deaf Education

Deaf Education is a complex and controversial issue in the Deaf community; Is deafness looked upon as a way of life or a disability? Is sign language seen as a resource or a last resort? How do deaf people best learn and thrive? One's education experiences have a profound impact on self actualization and success as an deaf adult. This population faces unique circumstances regarding their own language and cultural competency, access to equivalent services, and relationships with other people. Students taking this course will learn about these circumstances in a specific context and examine the various options and perspectives facing deaf students in today's educational environments. Examining laws and policies pertaining to this field and being able to discuss such things will better prepare them to assist and advocate for clients in various settings. Prerequisites: ASL 205

Credits: 3.00

ASL 336 Topics in Deafness

This course is focused on current topics impacting the Deaf community as part of a linguistic and cultural minority. Topics that could be covered include, but not limited to: perspectives on Deafhood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, multiple factors of a d/Deaf identity, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Seminar style course taught in ASL, Interpreter not provided. May be repeated for credit Prerequisite: ASL245

Credits: 3.00

ASL 345 American Sign Language VI

Upper level ASL course with a focus on diglossia, variation in sign language use, and viewing the Deaf community as part of a linguistic and cultural minority. Topics that will be covered include perspectives on Deafhood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Students will expand on vocabulary through working on areas of advanced subject matters, application of non-manual markers, use of classifiers, and proper pronominalization. Prerequisites: ASL 305

Credits: 3.00

ASL 425 Linguistics of American Sign Lang

Students take an analytical approach to language and the field of linguistics as it applies to American Sign Language. ASL phonology, morphology, syntax, semantics, bilingualism, and language use and usage will be examined and discussed. Language samples will be viewed and analyzed for evidence of different language structures and forms. Students will also read and critique research articles pertaining to ASL and other signed languages. Prerequisite: ASL245

Credits: 3.00

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ASL 430 ASL Literature

This course analyzes and compares the various genres of American Sign Language literature. ASL poetry, narrative, humor, as well as written work by deaf individuals and other language devices will be examined and discussed. Students will create and evaluate original work illustrating the similarities and uniqueness of ASL. Students will become familiar with well-known contributors: Clayton Valli, Patrick Graybill, Ella Mae Lentz, etc. Research articles pertaining to ASL or Deaf Literature will be critiqued and discussed as well. Prerequisite - ASL245

Credits: 3.00

ASL 450 Senior Capstone

This course is the capstone to the major and prepares students to enter an ASL Studies related field. Students are provided with the opportunity to apply and integrate key concepts from their course study in preparing for their own competency assessment, career development, and ethical decision making. This course is conducted in seminar format where students will apply time-management, business practices, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for future employment. Prerequisites: ASL 425 with a grade of "C" or better.

Credits: 3.00

ASL 451 ASL Internship I

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Prerequisite: Requires permission of the instructor and the division chair.

Credits: 3.00

ASL 452 ASL Internship II

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Prerequisite: Requires permission of the instructor and the division chair.

Credits: 6.00

Athletic Training

ATR 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

ATR 405 Clinical I: Equipment Intensive

Lecture/lab component will review emergency care including first aid and CPR as well as preventative measures. Colleagues will complete 4 case-based practical examinations related to the management of acute injuries. Clinical component will consist of practice of athletic training specific skills including taping/bracing, first aid and

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application of modalities under the supervision of a certified athletic trainer for a minimum of 100 and a maximum of 200 hours. Prerequisite: Must be Preliminarily Approved for the MSAT program Corequisite: ATR421

Credits: 3.00

ATR 421 Examination I: Lumbar & Lower Extremity

Lecture course to introduce the future clinician to theory and techniques used in examination of the neuromuscular and musculoskeletal systems with emphasis on the ankle, knee, hip and lumbo-pelvic complex.

Prerequisite: EXS303 and Must be Preliminarily Approved for the MSAT program Corequisite: ATR405 and ATR422

Credits: 4.00

ATR 422 Examination I: Lumbar & Lower Extremity Lab

Lab course to develop psychomotor skills of examination techniques of the ankle, knee, hip and lumbo-pelvic complex. Colleagues will successfully complete 5 case-based practical examinations during the course.

Corequisite: ATR421

Credits: 0.00

ATR 431 Interventions I: Therapeutic Modalities

Lecture course to introduce the future clinician to the theory and options used to address pain and swelling in acute and chronic injuries including the latest developments in pain science. Interventions will include thermotherapies, electrotherapies, ultrasound and low level laser therapy. Prerequisite: EXS303 and Must be Preliminarily Approved for the MSAT program Corequisite: ATR432

Credits: 4.00

ATR 432 Interventions I: Therapeutic Modalities - Lab

Lab course to develop psychomotor skills of therapeutic modalities application including thermotherapies, electrotherapies, ultrasound and low-level laser therapy. Colleagues will complete 5 case-based practical examinations. Corequisite: ATR431

Credits: 0.00

ATR 443 Examination II: General Medical Conditions

Lecture course to introduce the future clinician to disease processes of the organ systems including: skin, cardiovascular, gastrointestinal, endocrine, immune and urinary/reproductive systems. Prerequisite: Must be Preliminarily Approved for the MSAT program Corequisite: ATR444

Credits: 4.00

ATR 444 Examination II: General Medical Conditions Lab

Lab course to develop psychomotor skills for examination of the trunk and head. Techniques will include auscultation and palpation of the abdominal and thoracic cavities and examination of the head/face. Colleagues will complete 4 case-based practical examinations. Corequisite: ATR443

Credits: 0.00

ATR 450 Research I: Introduction to Evidence Based Practice

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Lecture course to introduce future clinicians to reading current research and how it influences clinical practice. Prerequisite: EXS422 and Must be Preliminarily Approved for the MSAT program

Credits: 1.00

ATR 455 Examination III: Cervical & Upper Extremity

Lecture course to introduce the future clinician to theory and techniques used in examination of the neuromuscular and musculoskeletal systems with emphasis on the wrist, elbow, shoulder complex and cervical spine. Prerequisite: ATR443 and Must be Preliminarily Approved for the MSAT program Corequisite: ATR446

Credits: 4.00

ATR 456 Examination III: Cervical & Upper Extremity Lab

Lab course to develop psychomotor skills of examination techniques of the wrist, elbow, shoulder complex and cervical spine. Students will successfully complete 5 case-based practical examinations during the course. Corequisite: ATR455

Credits: 0.00

Biology

BIO 105 Introduction to Biological Princ -N

Survey for non-majors introduces some of the most significant concepts in the study of the biological sciences, including human/environmental interactions, impact of new DNA biotechnology on society, health issues, and some plant and animal systems. Concurrent enrollment in BIO106 required. Prerequisites: MAT 099 and ENG 099 or equivalent.

Credits: 4.00

BIO 106 Intro To Bio Lab

A hands-on approach to the methods and materials of biology. Emphasis is placed on experimental and scientific approaches to solving problems. Concurrent enrollment in BIO 105 required. Required Lab fee

Credits: 0.00

BIO 107 Intro to Biology Princ Lab - transf

A hands-on approach to the methods and materials of biology. Emphasis is placed on experimental and scientific approaches to solving problems. Laboratory exercises will reinforce and augment the biology lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for BIO105 at time of enrollment. Required Lab fee

Credits: 1.00

BIO 114 Biology I for Majors -N

This course will introduce the broad underpinnings of biological science with a focus on the subcellular level. Students will be expected to describe fundamental molecular topics – such as water, DNA, and shape – and begin integrating them in the context of overarching principles such as scientific method, biological systems, and evolution. This course is geared toward science majors and pre-health professions students. Concurrent enrollment in BIO115 required.

Credits: 4.00

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BIO 115 **Biology I Lab for Majors**

The purpose of this lab is to offer a hands-on investigative experience with some of the content addressed in BIO 114. Topics include measurement and microscopy, structure and function of the cell, the fundamental chemistry of life, photosynthesis, cellular respiration, Mendelian genetics, and an introduction to molecular biology. Experimental design, use of scientific equipment, and critical thinking are emphasized, culminating in the execution and analysis of a student-designed experiment during the second half of the course. Concurrent enrollment in BIO 114 required.

Credits: 0.00

BIO 116 **Gen Bio I Lab for Transfer students**

Students conduct laboratory exercises selected to reinforce and augment the biology lecture course that students earned credit for at a previous institution. Experiments illustrate basic life principles and structures. Available only to students with posted transfer credit for BIO114 at time of enrollment. (Lab fee)

Credits: 1.00

BIO 124 **Biology II for Majors -N**

A continuation of the introductory sequence in biology, emphasizing the diversity of life as illustrated by organisms in the five major divisions of life forms. Anatomical, morphological, and life cycle characteristics of the various phyla and classes are introduced, and evolutionary and functional relationships stressed. Concurrent enrollment in BIO 125 required. Prerequisite - BIO114/115

Credits: 4.00

BIO 125 **Biology II Lab for Majors**

This laboratory primarily surveys the organisms of the major divisions of life forms, and visually demonstrates the changes in complexity of their form and structure as evolutionary processes have shaped organisms through geological time. Concurrent enrollment in BIO 124 required. Required Lab fee

Credits: 0.00

BIO 200 **Introductory Projects**

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

BIO 209 **Introduction To Environmental Science**

This course is an introduction to the concepts and principles of environmental science. By its nature, environmental science is an interdisciplinary field, which draws on elements of the natural sciences, including biology, ecology, chemistry, geography and the earth sciences. Its central theme is the interrelatedness of basic environmental processes in association with conserving important aspects of the environment such as clean air, clean water, pristine habitats and native species. Human population growth, ethics, the law and policymaking will be considered in addressing environmental issues.

Credits: 3.00

BIO 215 **Introductory Projects Lab**

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Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 0.00

BIO 224 **Contemporary Topics in Biology -N**

An "issues-based" course for non-majors introduces some of the most important recent developments in the biological sciences and their biological underpinnings. Topics will vary, but may include origins of infectious and inherited disease, human/environmental interactions, and impact of new DNA biotechnology on society.

Prerequisite - MAT 099 and ENG 099, or equivalent/higher

Credits: 3.00

BIO 231 **Genetics**

This course will emphasize current developments and techniques in the study of inheritance including extensions and applications of transmission, population, and molecular genetics. Laboratory experiences will include Mendelian crosses of model organisms, computer simulations via software and Internet of traditional and population genetics, and an introduction to cell-molecular genetics techniques including micropipetting, sterile bacterial culture, and visualization and mapping of DNA via gel electrophoresis. Thought processes and problem solving will be emphasized. Concurrent enrollment in BIO 232 required. Prerequisites: BIO124/125 (*MAT 118 should be completed prior to or concurrent enrollment with BIO231/232)

Credits: 4.00

BIO 232 **Genetics Lab**

Laboratory experiences will include Mendelian crosses of model organisms, computer simulations via software and Internet of traditional and population genetics, and an introduction to molecular genetics techniques including micropipetting, sterile bacterial culture, and visualization and mapping of DNA via gel electrophoresis. Concurrent enrollment in BIO 231 required. Required Lab fee

Credits: 0.00

BIO 300 **Independent Study**

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair. (Lab fee)

Credits: 3.00

BIO 303 **Microbiology**

This course serves as an introduction to the structure, physiology, pathogenicity, and ecology of microorganisms, particularly the bacteria and viruses. Concurrent enrollment in BIO 304 required. Prerequisites: BIO124/125 and CHM124/125

Credits: 4.00

BIO 304 **Microbiology Lab**

Laboratory work involves effective use of the microscope, staining procedures, handling of pure cultures, analysis of bacterial physiology, and identification of unknown bacteria. Concurrent enrollment in BIO 303 required. Lab Fee

Credits: 0.00

BIO 313 Human Anatomy and Physiology I

Students in this course will explore human anatomy and physiology through the lens of modern scientific literature. Cellular physiology and the structure and function of the nervous, endocrine, musculoskeletal, cardiovascular, and special sensory systems will be addressed. Emphasis will be placed on learning the normal functions of these by accurately assessing pathologies in real clinical case scenarios. Students will synthesize their understanding of the integration of these systems through a composition in the style of a modern scientific review with concomitant seminar. Concurrent enrollment in BIO 314 required. Prerequisites - (BIO114/115 and CHM14/115) or HLT320

Credits: 4.00

BIO 314 Human Anatomy and Physiology I Lab

This course is the laboratory extension of BIO 313. Students will gain practical experience in tissue sample preparation for histological examination. The organ systems examined in BIO 313 will be observed via the dissection of preserved specimen. Students will also gain practice in modern clinical assessments of human organ systems by examining cases of their dysfunction/pathology. Concurrent enrollment in BIO 313 required. Required Lab Fee

Credits: 0.00

BIO 317 Comparative Anatomy and Physiology

This course is a study on the diversity and connectivity of the animal kingdom. Students will examine the form and function of anatomical structures from various species and integrate this knowledge with natural history to deduce the evolutionary relationships among animals – how/why they adapted to particular environments. Cellular and physiological parameters among species will be compared. Additionally, discrete knowledge and practice of anatomical/physiological terminology and structural identification will be gained. Concurrent enrollment in BIO 318 required. Prerequisites: BIO124/125 Corequisite: BIO318

Credits: 4.00

BIO 318 Comparative Anatomy and Physiology Lab

This course is a study on the diversity and connectivity of the animal kingdom with focus on the dissection and comparison across species. Additionally, discrete knowledge and practice of anatomical/physiological terminology and structural identification will be gained. Required Lab Fee Corequisite: BIO317

Credits: 0.00

BIO 323 Human Anatomy and Physiology II

This course is a continued study of human biology from BIO 313. Students will investigate the structure and function of the endocrine, circulatory, immune, respiratory, digestive, urinary, and reproductive systems. The normal functions and integration of these systems will be explored in the context of their dysfunction through pathological case studies. This course takes a notably more cellular approach than BIO 313, and students will gain practice in assessing chemical physiological indicators, and researching the associated primary clinical literature. Concurrent enrollment in BIO 324 required. Prerequisites: BIO313/314

Credits: 4.00

BIO 324 Human Anatomy and Physiology II Lab

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This course is the laboratory extension of BIO 323. Students will gain practical experience in tissue sample preparation for histological examination. The organ system examined in BIO 323 will be observed via the dissection of preserved specimens; Students will also gain practice in modern clinical assessments of relevant physiological indicators, and draw functional physiology conclusions based upon the analysis of pathology case studies. When possible, these systems will be studied via observation and dissection of cadaver specimens, therefore students should prepare for this possibility. Concurrent enrollment in BIO 323 required. Required Lab Fee Prerequisites: BIO313/314

Credits: 0.00

BIO 330 Ecology

This course examines the interaction of living organisms with each other and their environment. It presents a balanced introduction to ecology-plant, animal, theoretical and applied, physiological and behavioral and population and ecosystem. It combines the fields of natural history, forestry, agriculture, wildlife ecology and taxonomy. Concurrent enrollment in BIO331 required. Prerequisites - BIO124/125

Credits: 4.00

BIO 331 Ecology Lab

A field component will reinforce ecological concepts, enable discovery through the application of standard field techniques and employ the scientific method in the development of student reports on selected problems. Concurrent enrollment in BIO330 required. Prerequisite - BIO 124/125 Required Lab fee

Credits: 0.00

BIO 333 Vertebrate Zoology

Vertebrate Zoology is an introduction to the various vertebrate classes: the jawless vertebrates, primitive and bony fishes, amphibians, reptiles, birds, and mammals. Evolution of the classes as well as structural and functional differences among them will be emphasized. Both worldwide and local members of representative orders will be discussed in terms of habitat and specializations. Concurrent enrollment in BIO334 required Prerequisite - BIO124/125

Credits: 4.00

BIO 334 Vertebrate Zoology Lab

Concurrent enrollment in BIO 333 required. Required Lab fee

Credits: 0.00

BIO 340 Conservation Biology

The class will explore a wide range of important, and pertinent topics in Conservation Biology. It will begin by defining Conservation Biology and discuss the current threats to biodiversity. This class will discuss the need for global conservation, and through case studies and current examples, investigate the many different realms of Conservation Biology. This class is rooted in Biology, but no Conservation Biology is complete without conversations about policy, economics, sociology and anthropology. Prerequisite: BIO124/125

Credits: 3.00

BIO 343 Neuroscience

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This course is a study of the mammalian nervous system, with special emphasis on the human brain. This course covers the fundamentals of 1. The structure and function of the neuron, including action potentials, neurotransmitter, and the effects of hormones and drugs on the brain, 2. The organization and function of neural systems including basic neuroanatomy, the senses, and motor movement, and 3. Brain behavior interactions including learning and memory, attention, sleep, and emotions. Prerequisite: BIO231/232

Credits: 3.00

BIO 350 Animal Behavior

This course will focus on a broad range of topics within animal behavior. We will investigate both proximate and ultimate causes of animal behavior and study it across a wide range of taxa. We will discuss a diversity of topics from sexual selection and foraging, to communication and aggression. An emphasis will be placed on the evolution of these different behaviors. Prerequisite: BIO124/125

Credits: 3.00

BIO 351 Molecular Genetics: Cancer Biology

Advances in molecular genetics have led to a revolution in our understanding of cancer. This course will examine the molecular basis of cancer, including topics in the origins of the mutations that cause cancer, interactions between cancer cells and normal cells, tumor cell biology, mechanisms of metastasis, as well as common treatments and the current development of new chemotherapies. Students in this course will merge concepts from biology, genetics, and biochemistry as they learn the molecular and genetic aspects of cancer. Prerequisite: BIO231/232

Credits: 3.00

BIO 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

BIO 390 BIO Internship I

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internship activities. The student will also prepare a resume. Prerequisite: Requires permission of the instructor and the division chair.

Credits: 3.00

BIO 400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes; topics will vary and may include such courses as Animal Behavior, Bioinformatics/Genomics, Immunology, Ornithology, or others. May be taken three times for biology major credit with change of topic.

Credits: 3.00

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BIO 401 Evolution

Biologists widely regard evolution as the single unifying conceptual theme in an extremely diverse and multi-levelled discipline. This course will attempt to integrate the thematic highlights of other courses in biology while integrating current developments and issues in evolution. Prerequisites - BIO231/232

Credits: 3.00

BIO 405 Cell & Molecular Biology

A study of the ultrastructure of the cell with an emphasis upon eukaryotes. Movement of materials into and within the cell, organelle structure and function, biochemical structure and function of DNA and proteins, and genetic reorganization will be discussed. Emphasis will be placed upon investigative procedures and problem solving. Concurrent enrollment in BIO406 required. Prerequisites - BIO231/232 and CHM124/125

Credits: 4.00

BIO 406 Cell & Molecular Biology Lab

Lab experiences include restriction digestion and ligation of plasmids, spectrophotometric analysis of DNA, preparation of competent cells, transformation, DNA amplification and fingerprinting, protein analysis, and tissue culture. Concurrent enrollment in BIO405 required. Required Lab fee

Credits: 0.00

BIO 412 Human Diseases; Modern Understanding of Pathophysiology

This course covers the biological mechanisms of immunity and disease, including hereditary diseases, infectious diseases, and cancer. Human disorders and diseases of the cardiovascular, respiratory, gastrointestinal, urinary, reproductive, endocrine, nervous, musculoskeletal, and integumentary systems are investigated, along with mental disorders and diseases of the sensory organs. The importance of animal models in disease will be emphasized. This course will also cover the basics of bioethics and modern pathophysiological methods. Prerequisite: BIO231/232 or EXS302

Credits: 3.00

BIO 414 Molecular Biotechnology

Biotechnology is the use of living systems and organisms to develop or make useful products. This course provides an introduction of biotechnology theories and techniques essential to laboratory research in agricultural, environmental or medical biotechnology such as laboratory safety and records keeping, genome informatics, DNA analysis, RNA analysis, protein analysis and analysis of biological systems. The course provides fundamental knowledge in mathematics, chemistry, biology, and microbiology. Topics include: The fundamental chemical processes common in prokaryotic and eukaryotic biology; chemistry of biomolecules; cellular and molecular biology; gene expression and genetic engineering (tissue culture methods, microbiology techniques such as the purification and analysis, of nucleic acids and proteins, DNA manipulation and cloning procedures, protein identification methods); scientific information retrieval; and technical writing. The course will include the use of biotechnology in a variety of science fields including medicine and agriculture; however, an emphasis will be the biotechnology used in bioremediation, biomass utilization, and the production of bioenergy. Prerequisites: BIO231/232 and CHM314/315

Credits: 4.00

BIO 415 Molecular Biotechnology Lab

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Biotechnology is the use of living systems and organisms to develop or make useful products. This course provides an introduction of biotechnology theories and techniques essential to laboratory research in agricultural, environmental or medical biotechnology such as laboratory safety and records keeping, genome informatics, DNA analysis, RNA analysis, protein analysis and analysis of biological systems. The course provides fundamental knowledge in mathematics, chemistry, biology, and microbiology. Topics include: The fundamental chemical processes common in prokaryotic and eukaryotic biology; chemistry of biomolecules; cellular and molecular biology; gene expression and genetic engineering (tissue culture methods, microbiology techniques such as the purification and analysis, of nucleic acids and proteins, DNA manipulation and cloning procedures, protein identification methods); scientific information retrieval; and technical writing. The course will include the use of biotechnology in a variety of science fields including medicine and agriculture; however, an emphasis will be the biotechnology used in bioremediation, biomass utilization, and the production of bioenergy.

Prerequisites: BIO231/232 and CHM314/315

Credits: 0.00

BIO 421 **Biology Laboratory Assistant**

Students will work with biology faculty members to prepare for teaching labs and assist students during those lab periods. Junior or Senior Biology majors may elect this class upon invitation from the Biology faculty. These invitations are normally given after the spring Biology Assessment.

Credits: 1.00

BIO 430 **Tropical Ecology**

This course examines the ecology of the tropics at multiple scales. It covers a wide range of important topics including large scale processes that contribute to shaping the abiotic profile of the tropics, plant physiognomy throughout the tropics, patterns driving species diversity, and species interactions.

Credits: 4.00

BIO 431 **Tropical Ecology Lab**

The lab is over Spring Break and is held in a tropical country. Each student will become an expert in a selected taxonomic group and will have the chance to study, in depth, the richness, distribution, behavior (where applicable), and natural history of their group. The class will generally be at a bare minimum field station and entail long hard hours in hot and rainy conditions.

Credits: 0.00

BIO 450 **Biology Practicum**

This portion of the Capstone experience will focus on preparation for the Senior Assessment and Senior Presentation, self-reflection on career choices and preparation for graduate program and/or career through: resume writing and critique, analysis of the job market and consideration of the perceived match between career plans and academic and personal strengths. Prerequisite - BIO major and spring of Junior year standing

Credits: 1.00

BIO 451 **BIO Internship II**

This course requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the division chair.

Credits: 3.00

BIO 452 BIO Internship III

This course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of the instructor and the division chair.

Credits: 6.00

Business Administration

BUS 200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

BUS 206 Entrepreneurship

A straightforward, fundamental approach to managing a small firm. Students will organize, interpret data and show the proper procedures in planning, operating, directing, and evaluating a new small business.

Credits: 3.00

BUS 210 Talent Management

In this course, students will explore key talent management challenges faced by modern organizations. This includes ways to manage organizational talent in alignment with business strategy and develop, engage and retain key talent within the organization.

Credits: 3.00

BUS 214 Business Ethics -E

This course is an introduction to moral issues in business. Students will be introduced to basic ethical theory and models for ethical decision-making. Students will look at case studies of both unethical and ethical performance by business. This course introduces students to a variety of business ethics problem areas which include: consumer rights, product safety, ethics in marketing and advertising, employment rights, affirmative action, corporate responsibility, regulation, "whistle-blowing," and environmental responsibility. In this course, students analyze, evaluate, articulate, and defend logical positions on business ethics issues.

Credits: 3.00

BUS 215 Career Development

This course introduces students to career development theories, occupational education and the organization of career development programs. Students will also explore the relationships between lifestyle and the workplace.

Credits: 3.00

BUS 231 Risk Management and Insurance

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This course is an introductory study of handling personal and business risk through various basic risk management strategies. Student will be expected to understand terms and definitions related to the fundamentals concepts of social, private and public insurance programs. The course will be divided into four parts: general overview of risk management and insurance; Life and Health Insurance; Homeowners and Auto Insurance; and Government Regulation.

Credits: 3.00

BUS 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

BUS 305 Management and Labor Relations

This course analyzes the relationship between management and the workforce. The perspective of employers, employee and employee representatives will be analyzed across a variety of issues found in the modern workforce. Areas of consideration may include compensation, benefits, job classification, legal principles of the employment relationship and training and development. Additionally, students learn how to deal with contemporary issues confronting the employer/employee relationship.

Credits: 3.00

BUS 307 Retail Management

A study of the organization and management of retail stores with emphasis on store location, buying, receiving, store policy, and selling that formulates retail business models which will be implemented via "real-world" businesses and/or clients.

Credits: 3.00

BUS 309 Salesmanship

Selling is a vital part of marketing and our marketing economy. Students will assess and apply the concepts of selling (prospecting, demonstrating, questioning, handling objections, and closing) to create and construct an industrial sales' presentation based on those selling methods which are successful and socially desirable.

Credits: 3.00

BUS 315 Customer Service

This course will cause the future entrepreneur and manager to consider business transactions from the viewpoint of the customer. The will explore the role that customer service plays on the future of any business and what an effective leader can do to develop customer service policies and procedures that benefit all parties involved.

Credits: 3.00

BUS 316 Industrial and Organizational Psychology

This course will teach students how to analyze and evaluate organizations and industries from a psychological perspective. Student will cover such topics as employee motivation, personality, organizational behavior and mental health issues in the workplace.

Credits: 3.00

BUS 321 Principles of Marketing

An application of concepts from the field of marketing of consumer demand in relation to marketing procedures, functions, methods, policies, including issues of marketers from a marketing perspective.

Credits: 3.00

BUS 324 Personal Finance

This course provides practical information covering five main topics: money management (budget, credit cards, income taxes, and mortgage payments), insurance, investments, retirement and estate planning. Students are expected to integrate various personal finance instruments and construct a personal finance plan based on their personal assessment. Prerequisite: Any college level math course

Credits: 3.00

BUS 329 Managerial Ethics -E

This is a course designed to provide students with the reasoning skills for ethical decision making in business. Students will study the framework for the concepts, processes, and best practices associated with successful business ethics. The emphasis is on critical, informed, and systematic thinking about situations where good arguments can be made on both sides of a question. Students will study two major Western codes of ethical conduct from the field of normative ethics (teleology and deontology) and analyze and apply these to business situations and case studies. This course addresses the complex environment of ethical decision-making in any type of organization where the burden of ethical behavior relates to the organization's values and traditions, not just to the individuals who make the decisions and carry them out.

Credits: 3.00

BUS 332 Business Communications

Formulate and develop the business/management communication process and its functions in a business environment. All types of business communications will be analyzed, practiced, and assessed Prerequisite: ENG101

Credits: 3.00

BUS 335 Business Law

Fundamental principles of law in relation to business including court systems, torts, contracts, and sales.

Credits: 3.00

BUS 341 Job Analysis

In this course students will examine ways to identify the content of a job such as the activities involved and the knowledge, skills and abilities needed to perform the job activities. Students will understand what the important tasks of jobs are and the qualities employees need to successfully complete their jobs.

Credits: 3.00

BUS 351 Principles of Management

An investigation of management concepts with an emphasis on the four basic managerial functions of planning, organizing, leading, and controlling, including the application of decision making, group dynamics, communication, and the business environment.

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Credits: 3.00

BUS 357 Non-profit Management

The non-profit environment requires that managers be able to perform as chief executive, marketer, fundraiser and grant writer if necessary. This course will explore the unique challenges that managers of non-profit organizations encounter. The differences between for profit and non-profit entities will be examined closely including a focus on revenues vs. resources and expenses vs. expenditures.

Credits: 3.00

BUS 360 Negotiations

Negotiations are necessary whenever you are not able to attain your goals without the assistance or cooperation of others. Every individual is a negotiator and we learn to do so early in life. Thus, negotiations are a way of life. This course will develop your understanding of the principles, strategies, and tactics of effective negotiation and professional relationship management. This course will provide students with a comprehensive understanding of the fundamental components of the negotiation process and the challenges that face negotiators through the use of theory, research and practice.

Credits: 3.00

BUS 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

BUS 400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedules of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

BUS 401 BUS Internship I

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 1.00

BUS 402 BUS Internship II

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 2.00

BUS 403 BUS Internship III

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Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 3.00

BUS 404 BUS Internship IV

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 4.00

BUS 405 BUS Internship V

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 5.00

BUS 406 BUS Internship VI

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 6.00

BUS 407 BUS Internship VII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 7.00

BUS 408 BUS Internship VII

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.

Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 8.00

BUS 409 BUS Internship IX

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40

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hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 9.00

BUS 410 **BUS Internship X**

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 10.00

BUS 411 **BUS Internship XI**

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 11.00

BUS 412 **BUS Internship XII**

Internships provide students with the opportunity for hands-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc.
Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major

Credits: 12.00

BUS 415 **Corporate Finance**

This course connects the principles of financial managerial decision to a broader management process linking the firm with external markets in which it must raise funds, purchase inputs and sell products. The student will be expected to apply the concepts of financial analysis and planning, investment risk and time value of money, cash flows and capital budgeting, and cost of capital. Each students will construct a stockholders' report that analyzes the real world financial markets. Prerequisites: ACC 240, MAT 114, and MAT 118 or MAT 112

Credits: 3.00

BUS 421 **Organizational Behavior**

This course will build on prior management and behavioral concept and theory to explore individual and group processes involved in management/employee relationship, group dynamics, conflicts management, change management, motivation, moral, job design, organizational culture and development. The course will provide a strong understanding for productive organizational results focusing on the interactions of employees, employers, and the organization.

Credits: 3.00

BUS 428 **Public Relations**

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An application class that reinforces and creates various aspects of public relations models that connect policies, strategies, and procedures to include marketing, communication, and designing public relations models for “real-world” businesses and/or clients. Prerequisites: ENG 102 and BUS 321

Credits: 3.00

BUS 431 Advertising

Students will apply the concepts of advertising and marketing to create an advertising campaign for a new brand of a product category. Students will analyze both the industry (of the product category) and the desired market segment and then select the appropriate media to boost the awareness and generate consumer demand for their brand.

Credits: 3.00

BUS 450 Business Policy and Procedures

This is a senior capstone course which synthesizes the student's academic experience in various professional business subjects taught in the business administration degree program. This course gives a special emphasis on the creative, analytical and critical challenges experienced by contemporary business managers. Students will connect their business knowledge to international and ethical issues in business. The course stresses a case study approach. Prerequisites: BUS351, BUS321, ACC241, ECN251, ECN252 and senior standing

Credits: 3.00

BUS 461 Marketing Research

This course is an applied approach to the field of marketing research with practical applications. Students are expected to design a research project and analyze their qualitative and/or quantitative results. Student will formulate hypothesis and connect their statistical analysis using a formal research report format. Prerequisites: MAT 114 and BUS 321

Credits: 3.00

BUS 475 Human Resources Administration

Various tools will be discussed that are available to the Human Resources professional such as job analysis and job design. Students will analyze administrative and legal issues that pertain to the functions of a Human Resources department and demonstrate their comprehension by applying the principles they have learned to solve these non-routine issues.

Credits: 3.00

BUS 480 Independent Research Study

Students choosing to complete an independent research study will work under the supervision of a faculty mentor. The independent research study is designed to allow the student to work independently on a theory/research project relevant to the broader field of business. A goal of this course is for students to submit their completed work to an appropriate academic conference for presentation consideration or to a professional or academic journal for publication consideration. Prerequisites: Requires permission of the faculty member the student wishes to work with and the Director of the School of Business and Technology.

Credits: 3.00

BUS 498 Workforce Management Capstone

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In this course, students will integrate the knowledge gained throughout their major program of study. Students will analyze current issues in the field of workforce management. Prerequisite: Completion of core workforce management courses

Credits: 3.00

Chemistry

CHM 114 General Chemistry I -N

A study of the fundamental principles and theories of chemistry with emphasis on stoichiometry and atomic theory and bonding. Must be taken concurrently with CHM115. Prerequisite -MAT099 or Math ACT/SAT of 22/520 or higher

Credits: 4.00

CHM 115 General Chemistry I Lab

Concurrent enrollment in CHM 114 required. Meets three hours per week. (Lab fee)

Credits: 0.00

CHM 116 General Chemistry I Lab transfer st

Includes laboratory exercises selected to reinforce and augment the chemistry lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for CHM114 at time of enrollment. (lab fee)

Credits: 1.00

CHM 124 General Chemistry II -N

A continuation of CHM 114 with emphasis on equilibrium, electrochemistry, kinetics, and thermodynamics. Prerequisites:CHM 114 and CHM 115

Credits: 4.00

CHM 125 General Chemistry II Lab

A laboratory study of principles of equilibrium and inorganic reactions directed toward the qualitative analysis of inorganic materials. Concurrent enrollment in CHM 124 required. (Lab fee) Prerequisites: CHM 114 and CHM 115

Credits: 0.00

CHM 200 Introductory Projects

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

CHM 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 4.00

CHM 314 Organic Chemistry I

A systematic study of the compounds of carbon with emphasis on the principles of synthesis, analysis, and reaction mechanisms of organic functional groups. Prerequisites: CHM 124 and CHM 125

Credits: 4.00

CHM 315 Organic Chemistry I Lab

A study of the techniques of synthesis and analysis of organic compounds. Concurrent enrollment in CHM 314 required. (Lab fee)

Credits: 0.00

CHM 316 Organic Chemistry I Lab for Transfer Students

Students conduct laboratory exercises selected to reinforce and augment the chemistry lecture course that students earned credit for at a previous institution. Experiments illustrate fundamental organic chemistry lab techniques and demonstrate phenomena and theory described in lecture. Available only to students with posted transfer credit for CHM 314 at time of enrollment. (Lab fee)

Credits: 1.00

CHM 324 Organic Chemistry II

A continuation of CHM 314. Prerequisites: CHM 314 and CHM 315

Credits: 4.00

CHM 325 Organic Chemistry II Lab

Concurrent enrollment in CHM 324 required. (Lab fee)

Credits: 0.00

CHM 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

CHM 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

CHM 440 Biochemistry

This course addresses the chemistry of living systems, including the structure and function of biological molecules and the mechanisms and products of their reactions. Emphasis will be placed on pathways of energy transfer and signaling, especially those that are deeply conserved among eukaryotes. The major classes of biomolecules will be examined with greatest focus on proteins. Student will actively research modern, primary biochemical literature and interpret it in the context of the principles and pathways discussed in class; furthermore, students will learn

how to critique data and methods in the literature. Students will integrate prior knowledge and experiences from general and organic chemistry courses to arrive at a personal, and accurate, explanation of living systems through chemistry. Concurrent enrollment in CHM 441 required. Prerequisite - BIO124/125 and CHM314/315

Credits: 4.00

CHM 441 Biochemistry Lab

The laboratory extension of the CHM 440 course. Students will gain practical competencies in modern experimental biochemistry dealing with the major classes of biomolecules; emphasis will be placed upon protein. Additionally, substantial, independent immersion in primary literature research is a key feature of this course. Participants will design, execute, and analyze a relevant and novel biochemical experiment producing data that could potentially be published. Concurrent enrollment in CHM 440 required. Required lab fee.

Credits: 0.00

Criminal Justice

CMJ 110 Introduction to Criminal Justice -S

This introductory course will examine crime in America with a focus on the role of police, courts, and correctional institutions. Students will consider the balance between freedom and security issues and evaluate the strengths and weaknesses of the American justice system as it adapts to cultural, political, and societal changes.

Credits: 3.00

CMJ 120 Intro to Corrections, Prbbtn &Parole

This introductory course will examine how evidence-based practices are used in corrections and how theory is linked to treatment and punishment of offenders, and encourages critical thinking about community corrections, prison life, treatment of offenders, reentry, legal issues, the death penalty, and juveniles in corrections.

Credits: 3.00

CMJ 160 Police Process

This Introductory course will explore a problem-solving approach that emphasizes what is actually working in the field of policing and patrol. Emphasis will be placed on topics of major, national importance and interest, such as tactics, terrorism, personnel issues, community policing, investigations, rule of law, accountability (ethics, liability), patrol, and technologies.

Credits: 3.00

CMJ 180 Criminology -T

This introductory course will explore the cause and major theories of criminal behavior. Students will learn the various research techniques that have been used to study criminal behavior and examine connections to social, environmental and ethnographical factors. Students will gain a more complete understanding of crime and how it relates to human social life. Finally students will apply the knowledge gained in their studies to examine current policy trends and the methods used to address crime and proscribed social behavior.

Credits: 3.00

CMJ 200 Introductory Project

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 0.00

CMJ 230 Criminal Justice World History

This course will examine the evolution of criminal justice systems around the world from 2000BCE to present day. It will place its focus upon their creation, development, similarities and distinctions, and the impact these systems have had, and continue to have, upon the populations which they possess authority over. An emphasis will also be placed upon the dynamic between cultural belief systems and the establishment and enforcement techniques associated with governmental rule.

Credits: 3.00

CMJ 240 Introduction to Homeland and Industrial Security

This course provides a comprehensive overview of the Department of Homeland Security's history, mission, organization, and the initiatives designed and implemented to reduce America's vulnerability to attack and quickly recover from disaster. We will discuss emergency preparedness, critical infrastructure, intelligence collection and analysis, and terror organizations, both foreign and domestic.

Credits: 3.00

CMJ 260 Emergency Management & Disaster Pln

This is an introductory course in the field of emergency management and disaster planning. This course will cover topics such as: the history of the field, hazard risk management, an in depth analysis of natural and man-made disasters, development of incident management plans, critical infrastructure protection, and mitigation strategies. Students will also develop a deeper understanding of how natural and man-made hazards represent a threat to the security and stability of the nation and to develop critical thinking skills.

Credits: 3.00

CMJ 270 Criminal Law

This course involves the study of substantive and procedural criminal law including due process, probable cause, statutory and case law authorities governing criminal law and rules of criminal procedure. This course will also provide a foundation for further work in the Criminal Justice field, and host an in-depth examination of the crimes committed by suspects, and actions taken by criminal justice professionals to deal with those crimes.

Credits: 3.00

CMJ 280 Criminal Procedure

This introductory course begins with first contact with the police, all the way through to appeal. We will discuss Search and Seizure; Interrogations, Confessions, and Identification Procedures; The Beginnings of Formal Proceedings; Trial, Conviction, and Beyond. This course presupposes no legal expertise, connects criminal procedure cases to the real world through innovative pedagogy, and encourages students through numerous decision making exercises to be critical thinkers by putting them in the position of judge.

Credits: 3.00

CMJ 290 Criminal Justice Ethics -E

This course will examine three major criminal justice related schools of thought (virtue, formalism, and utilitarianism) and emphasizes how ethics impact individual decision-making. We will engage in extensive critical-

thinking exercises, explore Police ethics as interpreted in movies, books and television and raise ethical questions to assist students in developing ethical-reasoning skills.

Credits: 3.00

CMJ 300 Independent Study

This course is designed to allow the student to work independently on a research project, service learning, or literature review on a topic relevant to the field of criminal justice. Students work under the supervision of a faculty member and negotiate the individualized instruction and requirements with that faculty.

Credits: 3.00

CMJ 310 Community Policing

This course is about policing at its most important and challenging levels—in neighborhoods and communities across the nation and abroad. We will discuss community policing, problem solving, COPPS, control and prevention of crime, disorder and fear. We will also examine daily processes and tactics, how and why agencies are revolutionizing their traditional philosophy and operations, policing in an information age, and how the economy is impacting policing practices and new information concerning COPPS initiatives across the United States.

Credits: 3.00

CMJ 320 Foreign and Domestic Terrorism

This course will examine the history and status of domestic and international terrorism. We will emphasize different regions of the world and the terrorist groups in each region. As well as examine terrorist events, groups, responses to terrorism, changes in terrorist strategies, and current and future trends.

Credits: 3.00

CMJ 330 Crime Mapping

In this course we will explore the theoretical and practical aspects of mapping for criminal justice purposes. Students will gain a solid understanding of the empirical realities of the spatial aspects of crime, uses of GIS, the geography of crime and practical instruction and exercises on how to use GIS to conduct crime mapping and spatial analysis.

Credits: 3.00

CMJ 340 Black Market Economics

Secret organizations, underground tunnels, dark-web agents, crypto-currencies, laundered money, cartels, the mafia, street gangs, smugglers and designer drug kingpins, are among the elements associated with, and covered, in this examination of the trillion-dollar shadow economy which hides behind the secret doors we are rarely allowed a glimpse beyond. In this course we will enter the shadows of the Black Market Economy shaping our world, more and more, everyday.

Credits: 3.00

CMJ 355 Crime Scene Investigation

This is an introductory course which examines the many facets of Crime Scene Investigation, with a strong emphasis on homicide investigations, to include: the processing of a crime scene, the collection, preservation, and collation of forensic evidence, the post mortem examinations of homicide victims, the development of detective leads in searching for suspects, as well as the many law enforcement sub-disciplines associated with scientific

forensic examination. This course will examine these modules concurrently with a comprehensive examination of a real-life, unsolved, serial killer cold case, to provide real-world context to the related concepts.

Credits: 3.00

CMJ 370 Drugs in America

This course will place a heavy emphasis on the cultural, social, economic, and carceral consequences of US drug policy formation as well as the enforcement of these laws by governmental agencies. It will also place an emphasis on public and personal perceptions which impact our understandings, and misunderstandings, of what constitutes 'drug use', who a 'drug user' is, and what 'drug use' means to various US sub-populations. In addition, it will provide a history of US illicit drug use, with an emphasis on cultural socio-demographics, and how immigration policy has influenced our current legal system as it related to illicit substances.

Credits: 3.00

CMJ 380 Research Mthds in Criminal Justice

In this course we will discuss contemporary research methods applied to criminal justice and criminology. We will demonstrate how research is relevant to the field and what tools are needed to actually conduct that research. We will examine qualitative research and quantitative research and discuss real-life examples and explain how to competently critique as well as create research-based knowledge. Prerequisite: CMJ180 and MAT114

Credits: 3.00

CMJ 385 Digital Evidence and Forensic Investigations

This course will examine digital forensics as it relates to both civil and criminal investigations. Topics include best practices in securing, processing, acquiring, examining and reporting on digital evidence as well as an examination of software programs such as Encase™, which is often used in digital investigations.

Credits: 3.00

CMJ 390 Special Topics: Criminal Justice

Focuses on critical issues in criminal justice. May encompass topics related to law, law enforcement, the courts, corrections, etc. Specific issues are determined by the instructor.

Credits: 3.00

CMJ 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

CMJ 417 American Cults and Serial Killers

This course will focus on the forensic examination and psychological profiling associated with group and individual serial killings within the US over the last century, and the responses by law enforcement agencies to bring them to justice. It will place an emphasis on the group murders committed by the Manson Family and Jamestown cults, as well as the method of operation attributed to famous lone serial killers, the selection of their victims, and the execution of their crimes.

Credits: 3.00

CMJ 425 Transportation and Cargo Security

This course will cover all aspects of transportation security as it relates to air, maritime, railroad, trucking, mass transit, and pipeline security. We will discuss global threats, new technologies, the need for adequate transportation security and how to implement basic master security plans.

Credits: 3.00

CMJ 427 Criminal Justice and Cultural Revolution

This course will examine the effects of violent social and political conflict, in the context of its impact on, and manipulation of, criminal justice systems. It will inspect past and present day struggles between personal freedoms and political power through the lens of gender, race, religion, Philosophical/political affiliation, and social justice, while examining how law enforcement and court systems navigate these turbulent periods. It will attempt to prepare future criminal justice practitioners for the revolutions sure to come, by examining those we have endured in the past.

Credits: 3.00

CMJ 440 Cybercrime and Information Warfare

Issues addressed in this course include descriptions of the types of crimes and terrorist acts committed using computer technology, theories addressing hackers and other types of digital criminals, an overview of the legal strategies and tactics targeting this type of crime, and in-depth coverage of investigating and researching digital crime, digital terrorism, and information warfare. Additionally, upon completion of the course, students should find themselves better prepared for further study into the growing problems of crime, terrorism and information warfare being committed using computer technology.

Credits: 3.00

CMJ 447 Information Security

This purpose of this course is to introduce the student to the various ways in which individuals and corporations can secure their information resources. This course will cover physical and architectural methods as well as examine legal, ethical and privacy issues (national and international context) along with practical applications related to the development of effective information security measures intended to mitigate current and emerging threats and vulnerabilities.

Credits: 3.00

CMJ 451 CMJ Internship I

Field experience in criminal justice will be offered in this internship. Placements may include LETI, local & state police agencies, district attorney's offices and corporate security and safety departments. Prerequisite: Requires permission of the instructor and the division chair.

Credits: 3.00

CMJ 452 CMJ Internship

Field experience in criminal justice will be offered in this internship. Placements may include LETI, local & state police agencies, district attorney's offices and corporate security and safety departments. Prerequisite: Requires permission of the instructor and the division chair.

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Credits: 6.00

CMJ 480 Security Management

This course will discuss the field of industrial/private security. We will explore security operations management, vulnerability assessments, physic security systems, disaster recovery, retail loss, investigations and workplace violence.

Credits: 3.00

CMJ 490 Senior Seminar

The purpose of this course is to summarize all the knowledge learned in prior courses as well as study some of the more advanced concepts that you will be using in the field. The course focus includes a review of current security and criminal justice issues/trends and how they influence 'Best Practices' in business, security and Criminal justice today. Prerequisite: CMJ380

Credits: 3.00

Communications

COM 101 Intro To Speech Communication -C

Designed to introduce the student to the area of oral communication with exercise covering the various phases.

Credits: 3.00

COM 105 Voice & Diction -C

Designed to train the speaking voice by means of supervised exercises and drills. The course also serves as an introduction to phonetics.

Credits: 3.00

COM 110 Writing for Multimedia

In this class skills-based immersion into journalism, students will learn the foundations of journalism by reporting and writing the news using multiple platforms, including print, broadcast and the internet.

Credits: 3.00

COM 150 Visual Communication & Design

An introduction to the creation and design of communication materials. Students will produce a variety of digital content designed for an audience.

Credits: 3.00

COM 190 Media & Mass Communication

An introduction to the field of mass communication, its influence, and its ubiquity. Students will study the industries and history of print, broadcast, and digital media.

Credits: 3.00

COM 200 Introductory Projects

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Credits: 3.00

COM 204 Applied Leadership

The class focuses on current leadership theories and styles. Students will be able to identify their own leadership style and how to apply that style to campus leadership positions. Introduction to Leadership will help students to identify their leadership styles and help current leaders polish their leadership skills.

Credits: 1.00

COM 207 Radio Broadcasting

Participation with KWWU staff. Students will work a weekly 1 hour radio show and attend staff meetings and lectures designed to enhance their skills. May be repeated for credit.

Credits: 1.00

COM 209 Argumentation and Debate -T

This course will acquaint students with several theoretical and practical approaches to argumentation. The course covers concepts of argumentation such as, but not limited to, narrative argument, stock issues, argument analysis, rhetorical framing, refutation, constructing a debate case, logical fallacies, using evidence, and language and style. Students will also debate value and policy resolutions and learn how to evaluate debates. In presidential election years, the course will include a unit on presidential debates while covering the concept of framing within presidential campaigns.

Credits: 3.00

COM 214 Sport Communication

This course introduces students to the practical and scholarly domain of Sports Communication. We will examine contemporary issues related to communication, sport, and culture. The course will introduce students to the nuanced ways sport reflects and actively shapes culture and society. We will cover topics ranging from how sports organizations function through the integration of athletes, managers, and audiences through communication. Additionally, the course will address the changing shape of sports media institutions, fan identities, the politics of race, class, gender, and sexuality that are revealed and struggled over within sports cultural contexts. Finally, the course will explore how the sports industry has evolved and continues to grow as a cultural phenomenon.

Credits: 3.00

COM 220 Logic and Persuasion -T

This is a course of discovery. Though the analysis of a particular kind of communication - argumentation - we will attempt to reveal the means of persuasion available to those who wish to influence others.

Credits: 3.00

COM 221 Contemporary Media Ethics -E

Contemporary Media Ethics explores the following aspects of media decision-making: news, persuasion in advertising, persuasion and public relations, and entertainment. Student participation is required.

Credits: 3.00

COM 223 Queer Theory -D

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Harry Potter and the Study of Queer Theory looks at issues relating to sexual orientation and gender identity through historical and theoretical frameworks using literary analysis of the Harry Potter books as a lens through which to see students' experiences and the experiences of others. Prerequisites: No course prerequisites, but students are expected to possess a maturity for conversing about the subject matter.

Credits: 3.00

COM 231 Commercial Video Production

Students will gain an intermediate level of understanding in contemporary film and video production techniques and styles while creating content suited for advertising, marketing, and production house content.

Credits: 3.00

COM 250 Ethics in Sexuality -E

Ethics in sexuality is a course that explores all aspects of sexual decision-making. Students will study the biology and psychology of sexuality and explore a variety of sexual issues and topics. A constant focus will be maintained on prescribing individual ethical beliefs to sexual situations. Students participation is required.

Credits: 3.00

COM 251 Oral Interpretation of Literature

Devoted to the theory, methods, and practice of oral communication through the mediums of prose and poetry, including selection and arrangement of suitable material.

Credits: 3.00

COM 270 Persuasive Campaigns -T

This class teaches students how to identify, evaluate, and critique the persuasive qualities of political campaigns, advertising campaigns, religious campaigns, activist campaigns, health campaigns, sports campaigns, and social movement campaigns. Students will learn how persuasive campaigns work to impact people on a variety of levels while using different mediums—verbal, digital, nonverbal, and visual—to communicate their messages to achieve consensus and create change.

Credits: 3.00

COM 300 Independent Study

Develop monthly equestrian newsletter available in digital and print formats.

Credits: 3.00

COM 301 Sports Activism -D

The recent surge of athlete activism and subsequent media attention have allowed athletes to amplify their voices surrounding a variety of social issues. This increased attention has also ushered in various perspectives about the role and place of athlete activism in our culture. This class will explore the history of sports and athlete expression using current examples as a foundation—from the 1968 Olympics to kneeling during the national anthem—so students can learn about the experiences of those who participate in this form of communication. Students can expect to learn about the motivations people have for participating—and not participating—in sports activism. Students will learn how language is instrumental in the crafting of these messages while also studying the role the news and social media play in communicating about these diverse viewpoints. The class will also include topics

relating to sport for development and peace and how sport is intentionally used to foster peace and change throughout the world.

Credits: 3.00

COM 303 Interpersonal Communication

This course examines communication in interpersonal relationships. There is a balance between theoretical and practical approaches.

Credits: 3.00

COM 304 Sports Media

You may be an athlete, sports fan, or just a casual sports observer. If you are interested in sports media, this class is for you. This class will introduce students to the role sports media plays in shaping cultural and social attitudes of sports. Students will learn to identify the issues which have contributed to the significance and impact of sports on America and the world. Topics covered include, but are not limited to, how sports media communicates about gender, race, ethnicity, sexuality, nationalism, identity, capitalism/consumerism, citizenship, disability, and locality. Students will leave this class with a comprehensive knowledge about the changing and shifting landscape of sports media and its impact on society.

Credits: 3.00

COM 311 Short Form Narrative Film Production

Students will engage in advanced storytelling and video production techniques as applied to short-form content, both fiction and non-fiction, for both entertainment and informative/persuasive purposes. Prerequisites: Recommended that students have taken or are currently enrolled in ENG215 Movies in America.

Credits: 3.00

COM 312 Screenplay Analysis and Treatment

Students critically examine the basic tenets of success film screenwriting (character, plot, motif, theme, etc.) and the relationship between screenwriting and central aspects of film production (casting, acting, cinematography, storyboarding, etc.) as manifested in various narrative films, both contemporary and classic in origin. Prerequisite: ENG210 and COM231 (or concurrent enrollment in COM232)

Credits: 3.00

COM 316 Small Group Leadership

Small Group Communication is designed to increase students' understanding of group dynamics, particularly in decision-making task groups. Traditional topics such as role negotiation, leadership, and decision processes will be explored, emphasizing the need for balance between socio-emotional and task dimensions.

Credits: 3.00

COM 320 Communication Theory

This course will introduce students to the structure, importance, and practical use of communication theory as it relates to their personal, professional, and social lives. Students will discover how theory can help them better understand, investigate, and critically answer questions about the nature of communication in today's interconnected world. We will examine theories from a variety of communication contexts, including but not limited to intercultural, organizational, public, mass media, and interpersonal. This course is geared towards all

undergraduate students who are interested in how theory and research can help them become more skilled communicators.

Credits: 3.00

COM 323 Gender Communications

In this course we will look closely at the ways gender is communicated within various cultural and institutional settings (how we come to know what it is to be a woman or a man), the multiple ways humans communicate within and across gender lines (how we express ourselves as gendered individuals and why we do it many different ways), and the relationships of the two.

Credits: 3.00

COM 324 Equine Video Production

This hands-on digital video production course is designed for beginning level students. Students will be introduced to basic equipment, techniques, and theories of digital filmmaking. Students will gain a fundamental understanding of the pre-production, production, and post-production skills associated with digital filmmaking.

Credits: 3.00

COM 330 Freedom of Expression

This course examines the theoretical and historical foundations of how we think about freedom of expression and its relationship to democratic culture. We will discuss landmark speech controversy cases and analyze how freedom of expression has been influenced through digital technology. We will explore the degree to which censorship has both historical and contemporary relevance within our society and consider how these systems of thought are communicated to public audiences. We will cover current freedom of expression topics including but not limited to social media, corporate power, free speech on campus, and free speech in politics.

Credits: 3.00

COM 332 Documentary and Experimental Film Production

Students will gain an advanced skill set in film production while focusing on techniques used in documentary filmmaking and other non-linear, experimental formats.

Credits: 3.00

COM 335 Public Affairs Reporting

A news reporting and writing course that focuses on media coverage of public policy, legal, and social issues and problems. Students will use reporting techniques to produce news stories for presentation to the general audience. Prerequisite: COM 110

Credits: 3.00

COM 337 Web & Social Media Campaigns

Students will examine and develop online media campaigns, discovering success through audience engagement and interaction. Students will also produce a variety of content for publication through digital platforms, including websites and across social media.

Credits: 3.00

COM 366 Interdisciplinary Honors Studies

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The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

COM 373 Announcing and Reporting I

The development of disciplines controlling vocal and visual mechanics and interpretative performances for announcers, newscasters, interviewers, and narrators of various radio and television programming. Prerequisites: COM110

Credits: 3.00

COM 383 Announcing and Reporting II

A continuation of COM373. This course continues to develop the student's ability to communicate effectively utilizing electronic media. Further development of the voice and an "on-air" persona together with further versatility in news and commercial delivery. (Course Fee) Prerequisite - COM373

Credits: 3.00

COM 390 COM Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires the permission of the division chair.

Credits: 3.00

COM 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

COM 405 Strategic Communication

This course will cover the techniques needed to create impactful corporate communication messaging for different types of audiences. We will cover current strategic communication theory and integrate it into topics including branding, corporate social responsibility, PR, crisis communication, campaigns, celebrity culture, event planning, ethics, and public opinion. Students can expect to gain skills to help them inform, persuade, motivate, and inspire audiences, clients, markets, and stakeholders about a range of topics within the field of strategic communication.

Credits: 3.00

COM 415 Feature Writing & Magazine

Feature & Magazine Writing exposes students to the creative process in news writing and teaches them to apply the structure of long-form writing using research and writing techniques. Students will produce a magazine that includes: articles suitable for publication in the feature section of newspapers or in general interest magazines, mission statement, editorial page, table of contents, media kit, advertisements and writers guidelines.

Credits: 3.00

COM 432 Long Form Narrative Film Production

Experienced students will create long-form narrative projects while also employing advanced production and editing techniques. Prerequisites: COM311

Credits: 3.00

COM 434 Leadership Communication

In this course, students will learn practical application for leadership theory. Students will practice creative leadership outside of class and improve their personal leadership skills. Prerequisites: COM316

Credits: 3.00

COM 449 Advanced Digital Video/Film Production

A course for the advanced filmmaking, production and/or design student interested in the techniques and technology of the video post-production world and the digital manipulation of the moving image. Students will produce one short public service announcement and one longer form documentary using the MiniDV tape format, while learning advanced non-linear editing techniques with Final Cut Pro incorporating Adobe After Effects and digital multi-track audio sweetening with Audition and other tools. Prerequisites: COM349

Credits: 3.00

COM 451 COM Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires the permission of the division chair.

Credits: 3.00

COM 452 COM Internship III

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of the division chair.

Credits: 6.00

COM 499 Senior Seminar

This senior-level capstone course focuses on all aspects of professional journalism. Students will be assigned a variety of projects similar to those assigned in professional media outlets. In addition, students will prepare for the job market by perfecting portfolios, tapes, and other application materials. Prerequisite: COM330

Credits: 3.00

Cybersecurity Studies

CSS 210 Introduction to Cybersecurity

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This course will focus on the fundamental principles of information security management from a systems perspective. While other courses will provide the deep dive into specific areas of security, this course will serve as an exploration into the varying principles of systems-level information security management that are employed to achieve secure solutions.

Credits: 3.00

CSS 310 Cybersecurity Law & Ethics

The laws and policies dealing with cybercrime, cyber warfare and privacy will be explored and analyzed. Ethics in cybersecurity will also be reviewed with a focus on international perspectives. Prerequisites: CSS 210 and MIS 250

Credits: 3.00

CSS 324 Cybersecurity & Internet Architecture

The application, physical, link, and transport layers of the protocol stack are presented. Students will study technologies, processes and practices designed to protect networks, computers, programs, and data from attacks. Cybersecurity issues such as malware (worms, phishing, Trojans, and viruses) and other vulnerabilities will be presented. Prerequisites: CSS 210 and MIS 250

Credits: 3.00

CSS 325 Cyber Attacks and Defenses

The course provides students with insight on common cyber-attacks and the techniques for identifying, detecting and defending against cybersecurity threats. The course will cover firewalls, intrusion detection/prevention, authentication, ciphers, cryptography, etc. The course presents emerging technologies such as virtualization, Cloud computing, and multimedia protocols. This course also discusses critical infrastructures and how to protect them. Prerequisites: CSS324

Credits: 3.00

CSS 401 Encryption Techniques

The course will provide a broad overview of the concepts, fundamental ideas, vocabulary, and literature central to the study and development of cryptography and cryptanalysis. This course will explore the historical development of cryptography, as well as methods used to defeat it. In addition, the course will cover the mathematical foundations of cryptography today, as well as some current uses of such cryptography, such as public key infrastructures, the Internet Key Exchange protocol, and more. Prerequisites: CSS210 and MIS250

Credits: 3.00

CSS 410 Social Engineering

This course provides students with the background and use of Social Engineering as a technique used to trick an individual into giving up sensitive information that can be used in a criminal activity. The course looks into what is targeted information, how e-mails, voice messages, or even in person visits masquerade as a legitimate, trusted source. Prerequisites: CSS 210 and MIS 250

Credits: 3.00

CSS 420 Critical Infrastructures

Critical infrastructures provide essential services that underpin our society. Whether physical or virtual, these infrastructures are vital to protect society, the economy and public health and safety. In this course, students will

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examine critical infrastructures identified by the Department of Homeland Security (DHS) as vital to the United States and explore ways to manage risk and enhance security in these areas. Prerequisites: CSS 210 and MIS 250

Credits: 3.00

CSS 440 **Cloud Security**

In this course, students will learn what Cloud Computing, storage is, and how to protect data and information stored via the Cloud. Prerequisites: CSS 210 and MIS 250

Credits: 3.00

CSS 451 **CSS Internship I**

Students choosing to complete an internship will be required to work for a minimum of 120 hours in an approved organization where they have the opportunity for hands-on experience of the theories and applications they have learned in the classroom. Requires permission of the instructor and the School Director.

Credits: 3.00

CSS 452 **CSS Internship II**

Students choosing to complete an internship will be required to work for a minimum of 240 hours in an approved organization where they have the opportunity for hands-on experience of the theories and applications they have learned in the classroom. Requires permission of the instructor and the School Director.

Credits: 6.00

CSS 490 **Cybersecurity Capstone**

In this course, students are expected to synthesize and integrate the learning experiences acquired throughout the BS in Cybersecurity program. They will be expected to evaluate current and future topics relevant to this major. Prerequisites: Senior standing in the Cybersecurity program.

Credits: 3.00

Economics

ECN 200 **Introductory Projects**

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for the credit with change of topic.

Credits: 3.00

ECN 251 **Macroeconomics -S**

This course is an introduction to the nature, method, and scope of economic analysis regarding the macroeconomic performance of nations. Indicators of a nation's macroeconomic performance include the economic growth rate, the tendency toward inflation, and the level of unemployment. This course introduces students to the process of monetary and fiscal policy, and also introduces students to each policy's impact on national economic performance. Students also are introduced to the nature of global trade and economic development.

Credits: 3.00

ECN 252 **Microeconomics -S**

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This course introduces students to the principles and theories of microeconomics. The course stresses identification of fundamental economic concepts, essential forms of business organization, and introductory theory regarding exchange and price determination under various market conditions. Students additionally learn about distribution of income, the economics of agriculture and labor, and the role of government in business.

Credits: 3.00

ECN 325 Money and Banking

This course reinforces the knowledge base of macroeconomics and microeconomics. The course gives students a more in-depth coverage of topics first introduced in those courses, including industry structure, industry regulation, money, interest rates, inflation, the Federal Reserve System and monetary policy. This course offers a rigorous presentation of contemporary issues in money, banking and financial markets with use of both a textbook and outside readings. This course reinforces knowledge of five core principles of money, banking and finance which comprise the rationale of the system of payment and value. In reading, thinking and writing assignments, students must consider multiple points of view on both financial markets and financial institutions. Prerequisites: ECN 251 and ECN 252

Credits: 3.00

ECN 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

ECN 400 Advanced Projects

Credits: 3.00

ECN 421 Managerial Economics

This course is the application of microeconomic theory to management problems. In microeconomic theory, profit maximization is simply assumed as a condition of firm behavior. In managerial economics, profit maximization is studied as a management behavioral objective – and as a goal which may or may not be achieved, despite the attempts of managers. Students will be able to differentiate between a variety of factors that affect a business concern. They will develop informed solutions by analyzing all of the economic factors that affect the production environment. Prerequisite: ECN251 or ECN252

Credits: 3.00

Education

EDU 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

EDU 201 Multicultural Education -D

This course addresses various aspects of multiculturalism and cultural diversity such as culture, race, ethnicity, gender, class, religion, language, age, and exceptionalality. By examining these micro-cultures, students will

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understand and use this knowledge to meet individual student needs and address cultural differences effectively in the classroom. Concepts and strategies for teaching different cultural, racial, and ethnic groups, including English language learners, are included.

Credits: 3.00

EDU 211 Educational Technology I

The role of technology in the K-12 classroom and issues surrounding technology use are examined. Students incorporate technology use into projects presented to the class.

Credits: 3.00

EDU 231 Exceptional Child

A study of children with special needs who qualify for special education services. Topics include the history and legal basis of special education, the special education process, assessment and evaluation procedures, characteristics, and appropriate intervention strategies and teaching methods. Emphasis is placed on characteristics and teaching strategies for the following exceptionalities: learning disabilities, mental retardation, behavior/emotional disorders and giftedness.

Credits: 3.00

EDU 250 Foundations of Education

This course is a comprehensive overview of the foundations of education in the United States. It focuses on the development of educational institutions and ideas, social forces that have influenced them and current issues affecting educators. It specifically includes a survey of the policies, procedures, portfolios and certification examinations that are part of the Missouri educator certification process. The nine Missouri Teacher Standards will be integrated, and used as a guide, throughout the course.

Credits: 3.00

EDU 258 Cross Categorical Disabilities

Instructional, classroom and student strategies involving mild/moderate cross categorical disabilities are provided. Readings, lectures, discussions and assignments focus on researched differentiated instruction. Prerequisite: EDU231

Credits: 3.00

EDU 261 Assessing Young Children

Assessment inventories and intervention approaches that enable teachers to better identify and respond to the developmental and learning needs of young children are emphasized.

Credits: 3.00

EDU 281 Early Childhood Principles

Early childhood principles and their implications on teaching children through the third grade are introduced. A philosophical framework for developmentally appropriate practice as an early childhood professional is examined. Includes sixteen hours of classroom experience in a preschool through third-grade setting.

Credits: 3.00

EDU 291 Beginning Clinical Experience

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Teacher candidates observe and participate in an assigned classroom for a minimum of 30 hours. They observe and become familiar with the classroom organization and management, curriculum, and the school's instructional program. They work with students in various groupings and observe and implement differentiation strategies.

Credits: 2.00

EDU 293 Pre-Student Teaching III

Additional classroom observation and participation. May be taken instead of EDU 291 with permission of course instructor.

Credits: 1.00

EDU 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

EDU 301 Family and Community Resources

The importance of parental involvement in a child's education is stressed. Techniques for identifying community agencies and resources that support schools and families are examined.

Credits: 3.00

EDU 311 Middle School Philosophy and Organi

Students will examine the history, philosophy, and rationale behind the middle school movement while they engage in coursework that promotes the middle school approach to education. The assignments provide experiences for blending theory and practice, observations and research with reflection, and resources necessary to effectively prepare teacher candidates for career in middle level education. The middle level performance-based standards focus directly on what middle level teachers should know and be able to do.

Credits: 3.00

EDU 313 Early Childhood Program Management

Supervision techniques, planning environments and evaluation procedures for early childhood programs are explored. Federal, state and local legislation and regulations, and professional standards designed to promote healthy and safe practices for all children are surveyed.

Credits: 3.00

EDU 314 Middle School Curriculum & Instruct

An online course which concentrates on the appropriate curriculum and instructional delivery for middle-level education. This course requires ten (10) hours of classroom observation and activities.

Credits: 3.00

EDU 317 Teaching Language Arts & Children's Literature

Teacher candidates will study children's literature and the content areas of language arts. They will create a unit plan which consists of 4 language arts lessons which are literature-based. The course includes units on language

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development, children's literature, speaking, listening, spelling, grammar, punctuation, capitalization, penmanship, and interdisciplinary instruction.

Credits: 3.00

EDU 318 Teaching Social Studies in the Elementary/Middle Grades

The focus of this course is on elementary social studies content knowledge and literacy, concepts, materials/resources, teaching strategies, methods, assessment of instruction, and using an integrated curriculum design for teaching elementary and middle grades students. Integration of the arts is included. Curricular guidelines and standards will follow the Missouri Learning Standards and national professional organizations such as the National Council for Social Studies

Credits: 3.00

EDU 319 Teaching Science in the Elementary/Middle Grades

The focus of this course is on elementary science content knowledge and literacy, concepts, materials/resources, teaching strategies, methods, assessment of instruction, and using an integrated curriculum design for teaching elementary and middle grades students. Integration of the arts is included. Curricular guidelines and standards will follow the Missouri Learning Standards and national professional organizations such as the National Science Teachers Association.

Credits: 3.00

EDU 323 Methods of Teaching K12 Art

This course encompasses the requisite pedagogical content knowledge to be a teacher of art in K-12 schools. Students study the techniques of teaching art in K-12 schools through global themes. Prerequisite: EDU291

Credits: 3.00

EDU 341 Teaching Mathematics

This course is designed to provide undergraduate education students an opportunity to become familiar with selected content, appropriate instructional techniques, and materials for teaching mathematics. The philosophy of teaching mathematics recommended by the National Council of Teachers of Mathematics Curriculum Standards, Common Core State Standards, and Assessment Standards will be emphasized. In addition, Department of Elementary and Secondary Education Subject-Specific Competencies for Mathematics Education will also be addressed.

Credits: 3.00

EDU 351 Language Development

Language and communication disorders of students with special needs are investigated. Topics include normal language acquisition, language development of exceptional children, language problems and deficits, implications of language disorders and delays for learning, assessment, instructional strategies, and treatment. Prerequisite: EDU231

Credits: 3.00

EDU 353 Teaching Remedial Mathematics

Teaching methods specific to remediation of special mathematics learning needs. Students will spend time in the schools assisting with the teaching of remedial mathematics. This course does not apply toward a major or minor

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in mathematics and does not apply toward the university's Common Studies program. (Course prerequisite EDU 341 may be taken concurrently with EDU 353.)

Credits: 3.00

EDU 358 Teaching Cross Categorical Disabilities

Study of learning patterns, educational diagnostic techniques and development of educational strategies and materials for use with children with cross-categorical disabilities. This course requires 16 hours of clinical experience in the schools. Prerequisites: EDU 231, 258

Credits: 3.00

EDU 392 Reading & Wrtng in the Content Area

This course addresses the special demands of content area reading and writing for both elementary and secondary students and encourages teachers in all content areas to reflect on their roles as literacy providers. An overview of the possible causes of reading difficulties and simple assessment procedures are discussed. Students will also learn teaching strategies for improved comprehension of content materials, study skills, and vocabulary.

Credits: 3.00

EDU 393 Teaching Reading and Writing

Students will understand curriculum and instructional planning of reading and writing in k-12 classrooms. Students will plan and differentiate lessons based on student needs. Instruction will focus on reading, writing and language acquisition in all grade levels. Students will work together and experience different expectations for pre-service teachers in collaborative groups. Throughout this course students will develop a better understanding of literacy development; phonics, fluency, vocabulary, and comprehension. Students will understand how to organize literacy instruction

Credits: 3.00

EDU 395 Intermediate Clinical Experience

Teacher candidates observe and participate in various ways in an assigned classroom for a minimum of 45 hours. They become familiar with lesson planning, differentiation strategies, assessment techniques, and the analysis of demographic information. Teacher candidates work with students throughout this experience and plan and execute a lesson with the direction of the cooperating teacher. This lesson is delivered to the whole class, a small group, or an individual student. They then reflect on student learning as a result of this lesson. Prerequisite: EDU291 and Admittance to the Teacher Ed Program

Credits: 3.00

EDU 400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chair.

Credits: 3.00

EDU 411 Educational Technology II

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This course provides pre-service teachers the advanced skills necessary to help facilitate teaching and learning. Students will be able to continue to explore the use of multimedia, web2.0/3.0 tools in the teaching learning process. Prerequisite - EDU211 and EDU292

Credits: 3.00

EDU 415 Conferencing and Consultation

Addresses parental rights and responsibilities in the education of their child with special needs. Topics include the evaluation process, eligibility requirements and determination, the individualized education plan (IEP), and parent involvement in all stages of their child's educational program.

Credits: 3.00

EDU 417 Practicum

Includes reflection and limited instructional participation during thirty hours of observation in an infant/toddler classroom setting. Journal reflections and scheduled meetings with the course instructor are also included.

Credits: 1.00

EDU 420 Measurement and Evaluation

Individual diagnostic procedures are studied, including informal and formal assessment, the interpretation of assessment results, and development of educational programs and instruction. Proficiency in assessment procedures and test administration are emphasized. Prerequisites: EDU395

Credits: 3.00

EDU 422 Measurement & Assessment in Education

This course provides an overview of the theory, concepts, and principles of measurement and assessment in education. The emphasis of this course will be on the application of principles, techniques, and procedures involving the construction and use of various forms of formal and informal assessments to enhance the instructional process. The course considers the use of student data, data analysis, and data-based decision-making to monitor student progress and improve student learning and instruction. Prerequisite: EDU 395

Credits: 3.00

EDU 441 Student Centered Reading & Writing

This is a field based course that covers instruction of language acquisition, phonics, fluency, comprehension and writing in a K-12 classroom. Students will observe a classroom during ELA instruction and tutor a student in reading and writing. Students will spend 12 hours intensively tutoring their assigned student, they will be assisted by collaborating during class meetings to better serve the student. The pre-service teacher will analyze reading and writing samples and assessments of their assigned student, they will then develop an appropriate lessons for language acquisition, phonics, vocabulary, and writing skills. Students will work intensively with students who have been assessed and need assistance to be at grade level in ELA instruction. Prerequisites: Entrance in the Teacher Education Program and EDU 395

Credits: 3.00

EDU 453 Classroom Management

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The nature of behavior problems in schools, including types, etiology, and management through educational and behavioral intervention procedures are addressed. Students are encouraged to take this course the semester before they do their student teaching. Prerequisite: EDU231, EDU395 and Entrance into the TEP Program

Credits: 3.00

EDU 460 Career/Vocational Education

Learning characteristics, career/vocational opportunities, assessment of secondary students with mild to moderate disabilities are examined.

Credits: 2.00

EDU 490 Supervised Teaching (Elementary)

Teacher candidates are assigned to a specific 1-6 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 490. (Course Fee) Prerequisite: Entrance into TEP, EDU291 and EDU395 Corequisite: EDU 492

Credits: 9.00

EDU 492 Educational Seminar

Teaching competence is strengthened through multiple means, including the examination of and reflection upon the students experiences during their supervised teaching placement. This is a writing intensive course that includes a community profile paper, reflection pieces and a culminating portfolio that documents performance standards. Class meetings occur before, during and after the student teaching experience. Prerequisite: Entrance into the Teacher Education Program and EDU 395 Corequisite: EDU 490 or EDU 493 or EDU 495 or EDU 499.

Credits: 3.00

EDU 493 Supervised Teaching Special Education

Teacher candidates are assigned to a specific special education classroom for 14 weeks. Using the co-teaching model, teacher candidates will work with a certified teacher to implement all elements of teaching (Missouri Teaching Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 493. (Course Fee) Prerequisite: Entrance into the TEP program, EDU291 and EDU395 Corequisite: EDU 492

Credits: 9.00

EDU 495 Supervised Teaching (Middle Level)

Teacher candidates are assigned to a specific 5-9 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to

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improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 495. (Course Fee) Prerequisite: Entrance into the TEP program, EDU291 and EDU395
Corequisite: EDU 492

Credits: 9.00

EDU 499 Supervised Teaching (Secondary)

Teacher candidates are assigned to a specific 9-12 classroom for 14 weeks. Using a co-teaching model, teacher candidates will work with a certified teacher to implement all of the elements of teaching (MO Teacher Standards). These elements of teaching will be phased in gradually, while continuing to use both teachers in the classroom to improve student learning. The teacher candidate will become the lead teacher as the semester progresses and will be responsible for all elements of teaching for a minimum of 6 weeks, under the guidance of the certified teacher. Teacher candidates will complete the MEES during the student teaching semester and will be supervised by a qualified university supervisor. Passing the MEES is required for MO teaching certification and successful completion of EDU 499. (Course Fee) Prerequisite: Entrance into the TEP program, EDU291 and EDU395
Corequisite: EDU 492

Credits: 9.00

Exercise Sci/Human Performance

EHP 452 EHP Internship III

This course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a preapproved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires the permission of the instructors and the division chair.

Credits: 6.00

English

ENG 099 Introduction to College Writing

Students are introduced to the major types of college-level papers, along with an emphasis on mechanics, sentence structure, and paragraph organization. Composition is required, with special attention to clarity and conciseness. Required for all students with English ACT less than 19.

Credits: 3.00

ENG 101 English Composition I - C

Students learn to summarize and critique the ideas, theories, and arguments found in college level academic and non-academic articles. Basic research skills and critical thinking skills are also components of the course. Furthermore, the student will recognize the ways in which plagiarism may be prevented through appropriate and accurate documentation of source material. Prerequisite: English ACT 19-27 or ENG 099

Credits: 3.00

ENG 102 English Composition II -C

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Students learn how to draft, revise, and edit multiple-source papers that have reflective analysis, sound argumentation, clear organization, well developed paragraphs, and correct sentences. Furthermore, students will recognize the ways in which plagiarism may be prevented through appropriate and accurate documentation of source material. Prerequisites: ENG101

Credits: 3.00

ENG 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

ENG 201 World Masterpieces I -L

An introduction to some of the masterpieces of world literature through the Renaissance. All works will be read in English. Writers who have been studied include Homer, Sophocles, Wang Wei, Murasaki Shikabu, Dante, Mirabai, and Cervantes. Prerequisite - ENG101

Credits: 3.00

ENG 202 World Masterpieces II -L

An introduction to some of the masterpieces of world literature since the Renaissance. All works will be read in English. Writers who have been studied include Voltaire, Goethe, Ibsen, Yukio Mishima, and Soyinka. Pre-requisite - ENG101

Credits: 3.00

ENG 205 English Literature I -L

A survey of English literature from Old English to the Romantic Period with emphasis on reading, interpretation, and criticism of representative works of major authors, including Chaucer, Shakespeare, Donne, Milton, Swift, and Johnson. Pre-requisite - ENG101

Credits: 3.00

ENG 206 English Literature II -L

A survey of English literature from the Romantic Period to the present with emphasis on reading, interpretation, and criticism of representative works of major authors, including Keats, Shelly, Wordsworth, Tennyson, Arnold, Yeats, Eliot, Joyce, and Woolf. Pre-requisite - ENG101

Credits: 3.00

ENG 210 Introduction to Film Studies -L

Students study the basic elements of film production and meaning, with particular attention paid to defining and interpreting various aesthetic, technological, social, psychological, and philosophical aspects of cinema.

Prerequisites - ENG 101

Credits: 3.00

ENG 215 Film Genres -L

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Students identify and interpret the narrative, visual, and genre conventions of classical Hollywood style. Additionally, students identify and interpret the defining characteristics of the major American film genres.

Prerequisite – ENG101

Credits: 3.00

ENG 218 Introduction to Creative Writing -L

Creative Writing is considered from aesthetic and structural perspectives: students read and discuss contemporary writing in poetry, fiction, creative non-fiction, and/or drama; develop their expressive writing skills through writing assignments; discuss and evaluate concepts related to the aesthetic challenges writers face. Prerequisite - ENG101

Credits: 3.00

ENG 234 Shakespeare and the Devil -L

Shakespeare and the Devil, is an honors course exploring the plays of William Shakespeare within a historical, cultural, and religious context. Specifically, the content of his plays is related to Elizabethan and early Jacobean perceptions of the Christian hell, Satan, and the nature of sins and punishment at the turn of the 16th Century. Special consideration is given to the way that religiosity in 16th Century England informs and influences Christian beliefs in today's world, and the extent to which Shakespeare's works reflect, critique, and anticipate mainstream religious values.

Credits: 3.00

ENG 236 African American Literature

This course will explore readings from four centuries of African-American Literature. Students will read examples of writing by African-Americans across the range of genres and styles-- poetry, fiction, memoir, drama, comedy, drama, romance, adventure, and more. Prerequisite: ENG101

Credits: 3.00

ENG 238 American Literature I -L

A survey of American literature to 1860 with emphasis on reading, interpretation, and criticism of representative works of major authors. Prerequisite - ENG101

Credits: 3.00

ENG 239 American Literature II-L

A survey of American literature from 1860 to present with emphasis on reading, interpretation, and criticism of representative works of major authors. Prerequisite - ENG101

Credits: 3.00

ENG 280 Introduction to Literature -L

Students are introduced to the major genres of literature (fiction, poetry, and drama), as well as their attendant forms, conventions, and contexts. Students are also introduced to techniques for interpreting, analyzing, and commenting on literature, using the vocabulary of literary studies. Prerequisites: ENG101

Credits: 3.00

ENG 300 Independent Study

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Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

ENG 301 Grammar and Syntax

A study of modern English grammar, usage, and sentence structure. Students will identify grammar and syntax structures and apply those principles to their own and others' writing. Prerequisite - ENG102

Credits: 3.00

ENG 308 Creative Writing

Students will develop their skills as creative writers by completing writing assignments and crafting full length imaginative works. Workshops wherein each student's work is critiqued by all members of the class are a major part of this class. *Course may be repeated one time, for additional credit Prerequisite - ENG102

Credits: 3.00

ENG 316 Special Topics in Film

Students investigate and assess specific genres, stylistic movements, historical periods, artistic developments, etc. in cinema. The specific topic focus changes each time the course is offered, and the course may be repeated for credit as long as the topic focus varies each time a student is enrolled. Prerequisite - ENG210

Credits: 3.00

ENG 319 History of the English Language

A study of the origins, changes and reasons for changes in the grammar, sounds and vocabulary of English from the beginnings of the language to modern times. Prerequisite - ENG102

Credits: 3.00

ENG 323 Legends and Mythology

This course is a survey of various myths and legends, both oral and written, told by multiple cultures across the globe. Prerequisite: ENG101

Credits: 3.00

ENG 327 Film Theory and Criticism

Students investigate and assess major critical perspectives narrative cinema, from the journalistic approach to the ideological/theoretical approach. Students distinguish between film reviewing and film criticism and apply what they learn to their own analysis of specific works. Prerequisite - ENG102 and (ENG210 or ENG215)

Credits: 3.00

ENG 328 Theory and Criticism of Literature

In this course, students will study the major schools of literary criticism, focusing on the formal (e.g. – deconstructive, reader-response, psychoanalytic) and the cultural (e.g. – Marxist, New Historicist, African-American, feminist) aspects of theory. Students will apply these theories to assigned works with recognized significance in the field. Students will write short responses to the theory and apply them. They will also

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undertake a major project where they undertake a fuller exploration of the two main approaches to theory (formal and cultural). Prerequisite - ENG280

Credits: 3.00

ENG 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

ENG 390 ENG Internship I

Credits: 3.00

ENG 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

ENG 412 Compositn for Prospective Teachers

This course combines frequent writing practice with discussions of rhetorical theories and strategies for teaching writing. Students will examine how linguistic and rhetorical theories apply to the teaching of writing and how teachers may evaluate student writing constructively. The course also provides information about professional resources and ways to design effective writing courses, assignments, and instructional materials. Several writing assignments give students firsthand experience with instructional techniques; a term project permits students to design a writing course, examine professional issues, or conduct original research. Prerequisite - ENG102

Credits: 3.00

ENG 414 Shakespeare

A study of Shakespeare's comedies, tragedies, and histories, and of his cultural background. Prerequisites - ENG102

Credits: 3.00

ENG 418 Methods of Teaching

A theoretical and practical study of the teaching of English at the secondary level. Not creditable toward the English major or minor.

Credits: 3.00

ENG 440 Humanities Senior Seminar

Students design and create capstone projects and portfolios for the undergraduate English major, in which the program core objectives are synthesized and applied. Prerequisites - ENG102 and Senior Standing

Credits: 3.00

ENG 451 ENG Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires the permission of the division chair.

Credits: 3.00

Equestrian Administration

EQA 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with changes of topic.

Credits: 3.00

EQA 205 Facility Management Practicum I

This course will look at the daily operation, methodology and practice of equine facility management. It will introduce the student to how equine facilities are organized, how they operate and give the student hands-on experience in these areas. Topics related to the equine facility operations will be covered. This course will introduce the student to developing the techniques, working skills and habits of a professional equestrian. Managerial positions require the individual to be a self starter, to have the self discipline to establish and maintain their own work schedule and the perseverance to see the job to its completion. Those skills will be practiced in this class.

Credits: 2.00

EQA 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the department chair.

Credits: 3.00

EQA 312 Equestrian Communication

Students will evaluate and develop a variety of communication techniques for the equine industry. The course includes exposure to innovative communication methods in the field. Prerequisite: ENG102

Credits: 3.00

EQA 320 Equine Event Management

A theoretical and practical approach to managing horse shows, clinics, equine expositions, or events. Students obtain applied experience managing campus horse shows and clinics during the semester.

Credits: 3.00

EQA 390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit three reflective essays that address the student's goals as they

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begin the internship, their evaluation of their experience at the midway point of the internship, and a final essay reflecting on their experience. Requires the permission of the division chair.

Credits: 3.00

EQA 395 Facility Management Practicum II

This course will further the students understanding of the mechanics and techniques of running of a successful equestrian facility. Students will practice hands on application of a variety of facility management skills in several areas. Prerequisite: EQA205

Credits: 3.00

EQA 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires the permission of the instructor and the division chair.

Credits: 3.00

EQA 451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essays reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship.

Credits: 3.00

EQA 452 Internship III

Requires a minimum of 240 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQA major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Students will submit a presentation detailing their experience upon completing the internship. Students are required to present their experience either in a LEAD event format, or as a class presentation or club presentation. Prerequisites: Permission of the division chair

Credits: 6.00

Equestrian Riding

EQR 101 Fundamentals of Horsemanship I

This course is designed for the incoming student who aspires to major in EQS or EQA but who has very limited riding experience. Concepts to be covered include correctly catching and haltering the horse, proper grooming and cooling out, tacking up for Western and English seats, mounting and dismounting, proper aids for halt, walk, and trot, identifying correct posting diagonals, developing correct riding position, general horse safety and ring etiquette, and canter if applicable. Required Riding fee

Credits: 1.00

EQR 102 Fundamentals of Horsemanship II

This course is a continuation of Fundamentals of Horsemanship I which will focus on developing strength and balance in the rider, independent use of the aids, increased stability, canter/lope work including identification of leads, work over ground poles, an introduction to neck reining western horses and an introduction to forward seat in preparation for jumping. Required Riding fee Prerequisite: EQR101

Credits: 1.00

EQR 111 Introduction to Forward Seat

This course is designed for the rider who is new to riding forward seat hunt. It covers basics of riding class protocol in the barn as well as the ring, extensive attention will be paid to fundamentals of position, control on the flat at walk, trot and canter, and important safety procedures leading to position and control over poles. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 112 Introduction to Saddle Seat

This course is designed for the rider who is new to riding Saddle Seat. It covers basics of riding class protocol in the barn as well as the ring. Extensive attention will be paid to fundamentals of position control at the walk, trot, and canter leading up to 5-Gaited riding. This class may be repeated for credit.

Credits: 1.00

EQR 120 Fundamentals of Dressage

The fundamental principles of dressage are addressed in the applied course and are geared toward developing good sport, enjoyment, and safety. Topics include preparing both the rider and horse in basic training, the training center, use and care of dressage equipment, work on the lunge and rider position. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 121 Fundamentals of Hunt Seat

This course covers the basics of riding the hunter type horse. Topics include type and fit of equipment, proper grooming and riding class protocol in the barn as well as the ring, the fundamentals of position, control on the flat and over small fences, and important safety procedures. This course may be repeated for credit. Required Riding fee

Credits: 1.00

EQR 122 Fundamentals of Saddle Seat

This course covers the basics of riding saddle seat. Topics include the type and fit of equipment, proper grooming and cooling out procedures, riding class protocol in the barn as well as in the ring, and the fundamentals of position and control. Students will be introduced to gaited work. This course can be repeated for credit. (Riding fee)

Credits: 1.00

EQR 125 Fundamentals of Western Seat

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This course covers basic western equitation as well as fundamental warm-up techniques, training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. This course may be repeated for credit. Required Riding fee

Credits: 1.00

EQR 200 Introductory Project

Credits: 1.00

EQR 214 Longlining & Driving

An introductory applied course in the methods of long lining and jogging a horse for basic exercise and driving of the light horse in the show ring. Prerequisite: Any applied riding class. (Riding fee)

Credits: 1.00

EQR 220 Intermediate Dressage

This applied course is a continuation of work on rider position with an emphasis on coordination of the aids. Basic schooling exercises and dressage movements are introduced emphasizing horse and rider fitness and the development of the impulsion gained through rhythm, relaxation, and tempo. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 221 Intermediate Hunt Seat

Training of the show hunter, additional school figures, suppling exercises, longitudinal work, lateral work, solving special jumping problems, and riding and showing the hunter over indoor and outdoor courses. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 222 Intermediate Saddle Seat

This course provides for further development of all fundamental skills and introduces the student to the principles of showing saddle seat and the breeds of horses that emphasize this style of riding. Requirements for both performance and equitation classes will be covered. Ring figures, ring generalship, and the use of both artificial and natural aids will be addressed. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 225 Intermediate Western

This course covers horsemanship, specific event warm-up techniques, training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. Students will be provided with opportunities to practice and refine training techniques on young, green, and finished western horses. This course may be repeated for credit. Required Riding fee

Credits: 1.00

EQR 226 Hunter Under Saddle

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This applied riding course will cover instruction in “breed Show” hunter. This is different than forward seat hunt seat. Students will learn to effectively ride stock and saddle type hunters in rail and equitation classes. Emphasis will be placed on learning to show the horse to the best advantage in these classes. Skills such as head set and adjusting gait will be enhanced. Rules for the various governing breed associations will be covered pertaining to this event.

Credits: 1.00

EQR 320 Intermediate/Advanced Dressage

The objective of this course is to develop the rider's kinesthetic awareness and ability to supple the horse with a goal of acceptance and contact with the bit. Riders in this class will be required to participate in at least one show on campus during the semester. This course can be repeated for credit. (Riding fee)

Credits: 1.00

EQR 321 Intermediate/Advanced Hunt Seat

This course provides for further development of all fundamental through introductory knowledge and skills and introduces the philosophy of the hunter ride, hunter/equitation rules and protocol, analyzing course design, gymnastics, bending lines to jumps, rollbacks to jumps, and showing in both hunter and equitation classes over indoor and outdoor courses. This course may be repeated for credit. (Riding Fee)

Credits: 1.00

EQR 322 Intermediate/Advanced Saddle Seat

This course provides for further development of all fundamental through introductory knowledge and skills. Refinement of the rider's use of aids, more complex ring figures, and techniques of obtaining the horse's headset and collection will be accomplished. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 325 Intermediate/Advanced Western Seat

This course covers intermediate advanced horsemanship, specific event warm-up techniques, advanced training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. Students will be provided with opportunities to practice and refine training techniques on young, green, and finished western horses and address retraining the older or ring sour horses. This course may be repeated for credit. Required Riding fee

Credits: 1.00

EQR 327 Intermediate Jumper

This course provides for further development of all fundamental through introductory knowledge and skills and introduces the philosophy of the jumper ride, jumper rules, jumper gymnastics, rollbacks to jumps, jumping angles, jumping at speed, and showing jumpers over small indoor and outdoor courses. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 400 Advanced Projects

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Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chairperson.

Credits: 1.00

EQR 420 Advanced Dressage

This course emphasizes the applied progression of a detailed and systematic approach to the training of both rider and horse in dressage. Topics include an emphasis on riding and training issues related to individual rider/horse goals. Cavaletti work, gymnastic exercises, and school figures are stressed as students develop an advanced independent seat and hand witnessed by the applied abilities to create soft, supple, straight, forward, and engaged movement. Riders in this class will be required to participate in at least one show on campus during the semester. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 421 Advanced Hunt Seat

This course provides for further development of all fundamental through intermediate knowledge and skill, and introduces the use of specialized equipment, additional school figures, additional suppling exercises, additional longitudinal exercises, additional lateral work, riding green or problem horses, the gymnastic of the hunter ride, and showing over bigger indoor and outdoor courses. This course may be repeated for credit. (Riding fee)

Credits: 1.00

EQR 422 Advanced Saddle Seat

This course provides for further development of all fundamental through intermediate skills and introduces the rider to advanced show ring techniques. Riders will have the opportunity to master more difficult horses. This course may be repeated for credit. Required Riding fee

Credits: 1.00

EQR 425 Advanced Western

This course covers advanced horsemanship, specific event warm-up techniques, advanced training methods and show ring strategies for western riders and western horses. In addition, students will have the opportunity to explore riding and training a variety of breeds used in western disciplines. Students will be engaged in training young, green horses and retraining problem horses within the western string as well as addressing specific challenges with young, green and finished horses. Required Riding fee

Credits: 1.00

EQR 427 Advanced Jumper

This course provides for further development of all fundamental through intermediate knowledge and skills and introduces the use of specialized equipment, additional school figures, additional suppling exercises, additional longitudinal exercises, additional lateral work, riding green or problem horses, the gymnastics of the jumper ride, walking and analyzing jumper courses, riding the parallel approach, and showing over bigger indoor and outdoor courses. This course may be repeated for credit. Required Riding fee

Credits: 1.00

Equestrian Science

EQS 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 2.00

EQS 205 Survey of Saddle Seat Training Meth

This course will cover the training methodologies of several Missouri saddle horse trainers. Students will have the opportunity to visit nearby training barns and observe the training methods for themselves. It will be a comparative study of each trainer's approach to preparing a horse for the show ring. Students will also learn about techniques used by trainers throughout the United States by reading the most recent magazine articles.

Credits: 1.00

EQS 208 Survey of Groundwork Techniques

Students will learn groundwork theories and ground training methodologies from popular, Natural Horsemanship trainers and relevant industry trainers. These skills will then be practiced in the lab portion of class with skills including, but not limited to lunging, join up, yielding the hindquarters, yielding the forequarters, dealing with problem horses, handling leg shy horses, clipper training, showmanship training, and more. Corequisite: EQS209

Credits: 2.00

EQS 209 Survey of Groundwork Techniques Lab

Students will practice groundwork theories and ground training methodologies from popular, Natural Horsemanship trainers and relevant industry trainers. These skills will then be practiced in the lab portion of class with skills including, but not limited to lunging, join up, yielding the hindquarters, yielding the forequarters, dealing with problem horses, handling leg shy horses, clipper training, showmanship training, and more. Corequisite: EQS208

Credits: 0.00

EQS 212 Theory of Teaching Techniques I

An introduction to applied riding instruction. Prerequisites: EQU 111 and EQU 118 or permission of instructor

Credits: 3.00

EQS 230 Teaching Techniques II-Dressage

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisite: EQS212, PED 104 and current Red Cross or American Heart Association Adult First aid and CPR certification

Credits: 2.00

EQS 231 Teaching Techniques II-Hunter/Jumpr

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observation, class management and teaching skills, as well as riding student and peer teaching assessment will be practiced.

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Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisite: EQS212, PED 104 and current Red Cross or American Heart Association Adult First aid and CPR certification

Credits: 2.00

EQS 232 Teaching Techniques II-Saddle Seat

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced.

Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisite:EQS212, PED 104 and current Red Cross or American Heart Association Adult First aid and CPR certification

Credits: 2.00

EQS 235 Teaching Techniques II-Western

This course offers a practical teaching approach assisting an instructor with an applied riding class. Observing class management and teaching skills, as well as riding student and peer teaching assessment will be practiced.

Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisite: EQS212, PED 104 and current Red Cross or American Heart Association Adult First aid and CPR certification

Credits: 2.00

EQS 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

EQS 304 Theory Equine Behav & Train Methods

This course will provide the student with a survey of equine behavior and training techniques through videos, research and required reading. The physical and mental processes that contribute to equine behavior will be covered. A variety of methods of working with the foal, haltering, leading, early handling procedures, longeing, long lining, biting and backing the colt will be covered. Prerequisite: Junior/Senior standing or permission of instructor

Credits: 3.00

EQS 306 Practical Equine Anatomy & Conditng

This course primarily focuses on the horse's musculoskeletal system or "the anatomy of movement," although other important points of equine anatomy will be examined. Conditioning programs for these anatomical systems will be studied and integrated in the development of conditioning programs applicable to various performance horses and their specific needs. Digestive physiology and the development of appropriate feeding programs for the modern performance horse will be covered. Overview of proper farrier methods for all horses will be reviewed while the applicable variations of shoeing in the different performance disciplines will be studied. Prerequisite - EQU111 (or EQU 112) and EQU 118

Credits: 3.00

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EQS 311 Tack Construction & Repair

The student will learn basic techniques of the construction and the repair of tack.

Credits: 1.00

EQS 320 Origins of Modern Riding

This course will explore the horse/human relationship from prehistory through modern times and how that relationship has evolved. The development of modern riding will be explored through equestrian literature and artwork.

Credits: 3.00

EQS 328 Equine Evaluation

This course addresses breed/type specifics and form to function in relation to movement and performance requisites. Students will compare and contrast principles of ideal conformation, temperament, serviceability, movement and competitive ability. Prerequisite: EQS 201 or EQS306

Credits: 3.00

EQS 330 Dressage Issues

This course addresses a wide range of topics geared to developing the student's knowledge as it relates to the history, breeding, and selection of the dressage horse. The progressive training scale and development of both national and international issues as they relate to competition and governing associations which address local, regional, national, and Olympic goals will be considered.

Credits: 2.00

EQS 331 Hunter/Jumper Issues

This course is designed to give the student a better understanding of the theories of riding hunt seat and important issues the hunter jumper industry faces today. The course will cover a brief history of hunt in the U.S., theories of riding and training, USEF rules, bits and equipment, shoeing, suitability of horses to the intended use, course design, judging hunters and jumpers, jumping mechanics, and problem solving for the hunters and jumpers.

Credits: 2.00

EQS 332 Saddle Seat Issues

Current issues in riding and showing saddle seat and the breeds of horses that emphasize this style of riding. Topics will include the theories and systems of riding, training theories as they apply to riding, the recent history of the seat and show ring rules and strategies.

Credits: 2.00

EQS 333 History of Breeds and Bloodlines

A historical survey course on the development of the world's horse breeds with emphasis on breeds developed in the United States. Course topics include horse evolution, domestication, the emergence of specific horse "types" leading to actual breeds and the influence that the horse has had on all aspects of human culture. A multifaceted research project of the student's choice will be required.

Credits: 3.00

EQS 335 Western Issues

This class explores current issues and debates within the western horse industry. Various training methods and future trends are discussed. Aspects of the industry will be covered through research and lecture and students will utilize a variety of learning methods including, case studies, presentations, essays and a major research project.

Credits: 2.00

EQS 340 Teaching Techniques III-Dressage

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques II and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 341 Teaching Techniques III-Hunter/Jump

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques II and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 342 Teaching Techniques III-Saddle Seat

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques II and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 345 Teaching Techniques III-Western

A practical teaching class which continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques II and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 351 Teaching Techniques IV-Dressage

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques III and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 352 Teaching Techniques IV-Hunter/Jumpr

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques III and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 353 Teaching Techniques IV-Saddle Seat

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques III and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 355 Teaching Techniques IV-Western

A practical teaching course that continues the development of applied teaching skills. Assistance with an applied riding class will occur. Observation, class management, teaching skills, and riding student and peer teaching assessment will be practiced. Students will meet at the scheduled course time with all teaching techniques students in their discipline and will also serve as a teaching assistant for one applied riding course. Prerequisites: Any Teaching Techniques III and PED104 (must pass & receive Adult First aid and CPR certification)

Credits: 2.00

EQS 376 Equine Anatomy and Physiology

This course is designed to develop an understanding of equine anatomy and physiology. Special attention will be given to the field of exercise physiology as it relates to the equine athlete. Students in this course will investigate the structure and function of the equine musculoskeletal, cardiovascular, respiratory, digestive, nervous and endocrine systems. Equine specific adaptations will be emphasized throughout the course. Prerequisites: EQS306 or (EQU117, EQU118, BIO124/125 and CHM124/125)

Credits: 3.00

EQS 380 Bits and Bridles: History, mechanics and regulations

This course will explore the evolution of controlling the horse as well as types, mechanics and regulations of bits and bridles as they pertain to modern day use and competition.

Credits: 3.00

EQS 390 Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit three reflective essays that address the student's goals as they

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begin the internship, their evaluation of their experience at the midway point of the internship, and a final essay reflecting on their experience. Requires permission of the division chair.

Credits: 3.00

EQS 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chairperson.

Credits: 3.00

EQS 404 Veterinary Medicine & Reproduction

This course is an advanced study of equine veterinary topics. Open only to students with senior standing. Prerequisites: EQU117, EQS 306 and Senior Standing

Credits: 3.00

EQS 412 Advanced Teaching Practicum

This course will provide opportunities for further development of teaching skills through observation of teaching methods and practical teaching experience. May be repeated once for credit. Prerequisites: Teaching Tech IV any discipline

Credits: 2.00

EQS 416 Veterinary Techniques Practicum

Students will explore a variety of veterinary techniques used to manage performance horses as well as routine health management in the classroom and lab setting. Emergency care and treatment will be addressed as well as aftercare. Concurrent enrollment in the Veterinary Techniques Lab is required. Prerequisite: (EQS306 and EQU391) or EQS376 Corequisite: EQS 417 Veterinary Techniques Practicum Lab

Credits: 3.00

EQS 417 Veterinary Techniques Practicum Lab

Students will explore a variety of veterinary techniques used to manage performance horses as well as routine health management in the lab setting. Emergency care and treatment will be addressed as well as aftercare. Prerequisite: (EQS306 and EQU391) or EQS376 Corequisite: EQS 416 Veterinary Techniques Practicum

Credits: 0.00

EQS 451 Internship II

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Prerequisites: Requires permission of Division Chair

Credits: 3.00

EQS 452 Internship III

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Requires a minimum of 240 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of the EQS major. In addition, the student will submit five reflective essays that address the student's goals as they begin the internship, their evaluation of their experience at the midway point of the internship, a final essay reflecting on their experience, their greatest strengths during the internship and finally their greatest weaknesses during the internship. Students will submit a presentation detailing their experience upon completing the internship. Students are required to present their experience either in a LEAD event format, or as a class presentation or club presentation. Prerequisites: Requires permission of Division Chair

Credits: 6.00

Equestrian Studies

EQU 101 Equestrian First Year Seminar

Students will explore the equestrian majors and minors offered at WWU as they relate to employment, graduate school, and other career goals. Developing an equestrian program plan will be a focus of the course with emphasis on identifying suitable careers for each program. An introduction to the required proficiency test sequence and senior portfolio will be presented.

Credits: 1.00

EQU 111 Introduction to the Horse Industry

This course is an introduction to equestrians and horse organizations and their objectives including the extent of horse sport on the national and international level. The role of the horse in today's society will be explored. The four WWU disciplines of Dressage, Hunter/Jumper, Saddle Seat and Western along with their respective practices will be surveyed. Points concerning horse behavior, care of the domesticated horse, developing a professional lexicon and the importance of proper fitting and uses of basic tack will be covered. The course will also explore employment opportunities and practices in the industry.

Credits: 3.00

EQU 117 Theory of Performance Hrs Hlth Mgmt

Students will explore management and treatment protocols for performance horses. Identification and administration methods and dosage for equine drugs and medications associated with the competition or working horse will also be addressed. Equine infectious diseases, injuries, illnesses and complications are a primary focus of the course.

Credits: 3.00

EQU 118 Theory Prfrmnc Horse Hlth Mngmt II

Students will further explore more elements of practical management skills, the normal horse, health issues, lameness, drugs and medications and competitive drug rules. Prerequisite: EQU117

Credits: 3.00

EQU 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced with the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

EQU 201 Horse Management Practicum I

An introduction to applied horse management emphasizing the day to day care of horses. All aspects of the daily care and health management of a string of horses will be practiced. (Required grade of C or higher to satisfy major requirements). Prerequisites: EQU111 & EQU 118

Credits: 3.00

EQU 202 Foundations of Equestrian Teaching and Learning

This course is a comprehensive overview and introduction to teaching methods and learning styles as they apply to an equestrian program and learning environment.

Credits: 2.00

EQU 206 Introduction to Equine Entrepreneurship

Students will explore the many opportunities within the equestrian world for a start-up business. They will learn how to research and collect the data and then turn that into a plan for a startup business focusing on organization, management and the financial requirements.

Credits: 3.00

EQU 211 Survey of Equine-Assisted Services

This course provides an overview of the Equine-Assisted Therapy movement in the U.S. and abroad. Students will learn about Therapeutic Riding, Equine-Assisted Psychotherapy, Equine-Assisted Learning, and other topics pertinent to the rapidly growing field of Equine-Assisted Therapy. Students will explore what it takes to become a PATH International Certified Riding Instructor and will obtain information that will help them through that process, should they want to become certified, Students will also be required to attend regular off-campus labs to gain hands-on experience in the field.

Credits: 3.00

EQU 221 Stable Management

This course focuses on the design and management of safe working equestrian facilities that provide healthy environments for horses and their caretakers. Topics include the behavioral needs of horses and how they influence management methods as well as the design and maintenance of stables and layouts of complete equestrian facilities. Developing management routines for all aspects of the care of the stabled/pastured horse. Identifying skills needed for dealing with machinery, animal waste, emergencies and security. Evaluation of record keeping, hiring of competent employees, and the importance of professionalism in all aspects of your management methods including the working relationship needed with skilled professionals such as your farrier/veterinarian. Prerequisite - EQU111 (or EQU 112) , EQU 113 and EQU 118

Credits: 3.00

EQU 290 Industry Internship

Requires a minimum of 40 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities as they relate to the objectives of their equestrian major as well as a final reflective essay.

Credits: 1.00

EQU 300 Independent Study

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Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the department chair.

Credits: 0.00

EQU 327 Conflicts & Contrvs Equine Indstry

Students will explore ethical and moral dilemmas within the Equine Industry. Issues may include slaughter, euthanasia, unwanted horse solutions, Mustangs, cloning, embryo transfer, federal land use, GMOs, land use regulations. Students expected to form educated opinions on these subjects and be able to respond in a non-emotional way to someone outside the Industry. Major project centered on a bill currently in progress which will impact the industry.

Credits: 3.00

EQU 391 Horse Management Practicum II

An applied management course emphasizing the further development of the skills necessary for the day to day care of horses. All aspects of the daily care and health management of a larger string of horses will be practiced. (Required grade of C or higher to satisfy major requirements - must be taken before student accumulates 90 credit hours.) Prerequisites: EQU 201; passed with C grade or higher.

Credits: 4.00

EQU 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced with the schedule of classes. May be taken three times for credit with change of topic. Requires the permission of the instructor and division chair.

Credits: 0.00

EQU 401 EQS Supervision and Leadership

In this course, students will develop leadership and supervision skills through active practice. Such areas as motivating others, team building, group dynamics and decision making will be explored in the practical environment of the Equestrian Complex. Prerequisites: EQU391 and permission of the instructor

Credits: 2.00

EQU 402 Equestrian Leadership Strategies

Emphasis upon equipping current and prospective leaders in the horse industry with the background and skills to achieve their potential while focusing on the specific nuances of the equine industry. Development, application and reflection of personal leadership capabilities through self-assessments and experiential learning activities. Prerequisites: EQU 111, EQU 117, EQU 118

Credits: 3.00

EQU 403 Equestrian Senior Seminar

Students will engage in the application of the skills and techniques acquired through their equestrian program in a seminar format. Analysis of the industry, characteristics for successful employment and strategies for advancing in the field are a focus of the course. Prerequisite: Successful completion of the proficiency examinations for all declared Equestrian majors

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Credits: 3.00

EQU 405 Equine Business Practices

This lecture course is designed to provide an overview of equine business practices. Three main course elements include: horse transactions (buying, selling, leasing, donating, contracts, etc.), and business management (business plans, personnel management, customer relations, advertising, marketing, legal issues, taxation, insurance, record keeping, book keeping, leadership principles, etc.). Prerequisites: Senior Standing

Credits: 3.00

EQU 410 Applied Digital Media for the Equine Industry

This course offers an overview of the creation and distribution of digital media in the equine industry; students will work with a faculty mentor to create a professional portfolio including examples of digital media such as images, web pages, podcasts, webinars, websites, social media, apps, and online advertising. Technology Requirements: Access to digital cameras/video cameras, high-speed internet. Prerequisite: BUS332 or EQA312

Credits: 3.00

EQU 415 Equestrian Senior Portfolio

Students will complete their required EQA, EQS, and EQGS portfolio during the class. Reflective writing and a thorough understanding of program objectives for the equestrian studies major are a focus of this course. Corequisites: EQU403

Credits: 1.00

Exercise Science

EXS 100 Personal and Community Health

This course will provide essential principles of personal health and provide students the opportunity to assess their current wellness status, investigate current theoretical and evidence based practices that can be applied to a number of health and wellness issues. Students will participate in critical thinking activities and identify action steps available for individuals, families and communities to improve quality of life, reduce risk of health problems and empower people.

Credits: 3.00

EXS 103 Introduction to Human Nutrition

This introductory course will introduce students to basic nutrients, their functions, and the effects of various supply/demand states on physical well-being. Students will take a look at their own nutritional health and identify areas for improvement. Discussion will include the role of carbohydrates, fats, proteins, vitamins, minerals, and hydration on performance and optimal health. Prerequisite: EXS100

Credits: 3.00

EXS 104 First Aid and CPR

This course is designed around the American Red Cross Responding to Emergencies: Comprehensive First Aid/CPR/AED. In this course the student will be educated on proper Cardiopulmonary Resuscitation for the adult, child and infant. Also, the student will be taught how to identify and care for several sudden illnesses, as well as, proper First Aid techniques and procedures for bodily injuries ranging from minor bleeding to severe musculoskeletal conditions. Upon completion of this course, proper demonstration of skills, and meeting

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American Red Cross guidelines the student will receive American Red Cross certification in CPR/AED for Adult, Child, and Infant, as well as certification in First Aid. This certification will last for two (2) years. Physical Requirements: The student will also have to perform several skills that will require them to be in a crouched, kneeling, or squatted position for a minimum of five (5) minutes.

Credits: 2.00

EXS 180 Introduction to Exercise Science

This course will introduce students interested in the Sport Studies to the possible degree plans/concentrations (human performance, pre-athletic training, and pre-physical therapy) and potential employment opportunities each of the concentrations will afford. This course will get students headed in the right direction for appropriate coursework, training and preparation to achieve their future goals

Credits: 1.00

EXS 205 Introduction to Anatomy -N

This course will provide the learner with an overview of the gross anatomy of the human body. The course covers the anatomy of the integumentary, skeletal, muscular, cardiovascular, pulmonary, endocrine, digestive, and reproductive systems. To prepare the learner for progression through the Exercise Science sequence, an emphasis in the course will be placed on musculoskeletal anatomy including hands-on labs

Credits: 3.00

EXS 220 Social Science in Sport

An analysis of the significance of physical activity in society and culture. Motivation and self-concept as applied to play, game, sport, and athletics are examined.

Credits: 3.00

EXS 241 Techniques of Resistance Training and Conditioning

Students will gain an appreciation and understanding of the human body's response to resistance and conditioning exercises, learn proper technique and safety precautions through lecture and laboratory experiences. Students can obtain a certificate in Foundations of Coaching Lifts through the National Strength and Conditioning Association upon completion of essential coursework and skills demonstration Prerequisite: EXS205 Corequisite:EXS242

Credits: 3.00

EXS 242 Techniques of Resistance Training and Conditioning – Lab

Students will gain an appreciation and understanding of the human body's response to resistance and conditioning exercises, learn proper technique and safety precautions through lecture and laboratory experiences. Students can obtain a certificate in Foundations of Coaching Lifts through the National Strength and Conditioning Association upon completion of essential coursework and skills demonstration. Prerequisite: EXS205

Credits: 1.00

EXS 245 Introduction to Exercise Physiology

This course is designed to provide the learner an overview of the function of the human body. The course covers the physiology of the integumentary, musculoskeletal, neuro-endocrine, cardiopulmonary, digestive, and urinary-reproductive systems. This course will place an emphasis on musculoskeletal and cardiopulmonary adaptations to exercise. Prerequisite - EXS205

Credits: 3.00

EXS 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson.

Credits: 3.00

EXS 303 Prevention and Care Athletic Injuries

Prevention and care of athletic injuries is essential for any future professional working with active people and athletes. Coursework is designed to assess status and at-risk individuals, enhance the safety of activity and competition, and care for injury and illness within their future scope of practice Prerequisite: EXS104 and EXS245 Corequisite:EXS304

Credits: 3.00

EXS 304 Prevention and Care Lab

Lab class taken in conjunction with EXS 303 – Prevention & Care of Athletic Injuries. Hands-on learning in basic athletic training techniques. Prerequisite: EXS104 and EXS245 Corequisite:EXS303

Credits: 1.00

EXS 310 Advanced Human Nutrition

Sports nutrition is a broad term used to describe the study of optimal ingestion practices to improve exercise and/or sports performance. Students will take a scientific look at macronutrients, supplementation, nutrient timing, hydration, and more to enhance training for various types of athletes and fitness enthusiasts. Prerequisite: EXS103

Credits: 3.00

EXS 321 Kinesiology

Students will develop a deeper understanding of human anatomy, physiology, and biomechanics as it relates to exercise and sport. This course will help students analyze movement, identify muscle activity, and learn strategies for improving or maintaining muscular strength, endurance, flexibility and overall health. Students will build a foundation of understanding and apply methods for maximizing movement from head to toe. Prerequisite: EXS 205

Credits: 3.00

EXS 322 Exercise Physiology

This course will review basic human anatomy and physiology while advancing the learner's understanding of the body's adaptations to aerobic and anaerobic training as well as environmental factors. Prerequisite: EXS245

Credits: 3.00

EXS 364 Motor Learning and Development

This course will provide the learner with the knowledge of the developmental stages of the neuromuscular system to allow for movement acquisition, how children learn and control new movements, and how this relationship leads to motor planning over a lifespan. Learners will be engaged in hands on learning in which students will be able to blend theory with practice in real life situations. Prerequisite:EXS321

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Credits: 3.00

EXS 365 Exercise Testing and Prescription

This course will provide the learner with proper methods for selecting and performing exercise testing. Exercise testing will also address client safety including modifications for special populations. After performing exercise testing, the will learner will be introduced to prescribing exercise to varying populations based on testing results. Prerequisite: EXS322

Credits: 3.00

EXS 370 Administration in Strength & Conditioning

This course introduces concepts related to creating and maintaining a strength and conditioning facility and establishing facility policies and procedures. The learner will also learn concepts of business administration including legal and ethical practices related human resources and marketing. The course will also address oversight of assessment and strength and conditioning programs. Prerequisite: EXS241

Credits: 3.00

EXS 390 EXS Internship I

Course requires a minimum of 150 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three preapproved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internship activities. The student will also prepare a resume. Requires permission of the instructors and the internship supervisor Prerequisite:EXS104 and EXS241

Credits: 3.00

EXS 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

EXS 401 Sports Psychology

An introduction to the theoretical concepts and current research in the psychology of sport and exercise.

Credits: 3.00

EXS 402 Introduction to Health Professions

This course is designed for students seeking a graduate degree in health sciences. The course will address pre-requisite coursework, application processes, scopes of practice, areas of practice, and continuing professional education. Students will also be required to complete observation hours with a licensed healthcare provider (AT, DC, OT, PT, etc).

Credits: 3.00

EXS 405 Exercise Program Design

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This course will review principles of exercise physiology and exercise testing then introduce the learner to the concept of periodization to maximize client performance through in-season and off-season training. Prerequisite: EXS365

Credits: 3.00

EXS 422 Measurement and Assessment

This course will serve as the capstone for the Exercise Science program. Learners will be immersed in multiple, hands on opportunities to learn the value of performance data, how to collect and analyze the data, and how to make recommendations to improve programs based on its findings. Students will demonstrate knowledge of basic statistical analyses. Students will also analyze and present research projects in three formats: written manuscript, oral presentation, and poster presentation.

Credits: 3.00

EXS 451 EXS Internship II

Course requires a minimum of 150 clock hours in an approved work situation. In addition submitting a log of work activities with dates and times, the student will develop a complete portfolio documenting internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of the instructor and the internship supervisor Prerequisite: EXS390

Credits: 3.00

EXS 452 EXS Internship III

This course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a preapproved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. The student will also prepare a resume. Requires the permission of the instructors and the division chair.

Credits: 6.00

EXS 460 Principles of Strength & Conditioning

This course will review anatomy, physiology, biomechanics, nutrition, exercise physiology, and sport psychology to prepare the learner to sit for the National Strength & Conditioning Association's Certified Strength & Conditioning Specialist (CSCS) certification examination. This course will help the future strength and conditioning professional transition to the profession through professional development opportunities, public speaking, and evidence-based practice. Course Fee: \$475 (CSCS exam registration fee) Prerequisites: EXS405

Credits: 3.00

Digital Filmmaking

FLM 105 Fundamentals of Filmmaking

You will gain some hands-on experience working with the basic elements of visual storytelling. You'll also gain an understanding of basic filmmaking language and workflow.

Credits: 3.00

Geography

GEO 200 Introductory Projects

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Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

GEO 201 Regions & Nations of the World I -D

An introductory survey of the world's geographical regions, focusing on essential characteristics and major problems of the more developed regions, including Europe, the region of the former Soviet Union, Australia, Anglo-America, and Japan.

Credits: 3.00

GEO 202 Regions & Nations of the World II -D

A continuation of GEO 201, focusing on essential characteristics and major problems of the less developed regions including Asia, the Middle East, Africa, and Latin America.

Credits: 3.00

GEO 300 Independent Study

Special one-semester classes and seminars with varying subject matter. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

GEO 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

History

HIS 101 Dawn and Rebirth: A History of the World to 1500

History is not imposed on the world. It is the result of the consequences of an individual's decisions, and the study of history involves analyzing the reasons behind these choices. People are influenced by not only their own beliefs, but also by their society. Despite the vast differences of time and space, common themes continue to emerge throughout the world. This course will trace recurrent historical themes of culture, religion, war, economics, and government. Students will follow the development of the world from the dawn of man into the Renaissance. Topics in this course will include ancient Egypt, classical Greece and Rome, the dynasties of China, the Crusades and the Middle Ages. By using a global focus to examine diverse cultures and societies, students will learn that though history may not repeat itself, it certainly rhymes.

Credits: 3.00

HIS 102 Industry, Ideology, and War: A History of the World since 1500

From the Protestant Reformation to space exploration, the modern world offered changing glimpses and understandings of heaven and earth. Sparked by the Renaissance, this course will trace global advancement from Martin Luther and the Age of Exploration through the World Wars and into the modern day. Framed around the concept of globalization, students will inquire into the changing nature of the world from its new ideas to new

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nations to new technologies. Topics in this course will include the French Revolution, the Cold War, the Meiji Restoration, the rise of Arab nationalism, and imperialism.

Credits: 3.00

HIS 103 Early America and the United States: Colonization, Revolution, and Civil War

This survey inquiries into the development of American history from the pre-Columbian era through the Civil War and its aftermath. It will explore the major social, cultural, political, and economic themes that dominated early American society. The class will illustrate how America was forged by a combination of cultures and beliefs. The goal of the class is to show the progression of America from a collection of European colonies to an independent nation to two countries divided by war and finally its restoration. Students will be introduced to topics such as: exploration, colonization, Native Americans, slavery, the American Revolution, Manifest Destiny, the Civil War, African American rights, and Reconstruction. Continuing themes will include: individual rights, government control, ethics, leadership, nationalism, state's rights, frontier expansion, race, and gender.

Credits: 3.00

HIS 104 Modern US History: From Reconstruction to Superpower

This survey inquiries into the development of American history from the post-Civil War Reconstruction era through the modern day. It will explore the major social, cultural, political, and economic themes that dominated American society. The class will illustrate how America was forged by a combination of cultures and beliefs. The goal of the class is to show the progression of America from two countries divided by war through its emergence as a world superpower. Students will be introduced to topics such as: immigration, industrialization, technology, the Civil Rights Movement, World Wars, the Cold War, foreign relations, peacekeeping and the war on terror. Continuing themes will include: individual rights, government control, ethics, leadership, nationalism, international status, race, and gender.

Credits: 3.00

HIS 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The subject will be announced with the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

HIS 212 The History of Race in America -H

This honors course is an intensive survey of the history of race in the United States and its intersections with class and gender. After exploring several diverse theoretical perspectives on the concept of race, the course will follow the creation and recreation of racial categories in the United States from its colonial period through the twentieth century. The goal of the course is to demonstrate that race is a fluid and contested concept that has changed to meet the needs of its time. To achieve this goal, students will read the work of prominent historians along with primary documents from the periods under study. Over the semester students will learn about the relationship of race with American Slavery, immigration, western expansion, and capitalism.

Credits: 3.00

HIS 215 Native America -H

At least 11,000 years before the first European reached the "New World," the Americas had already been settled. Originally traveling from Siberia, numerous groups of Native Americans established diverse cultures and civilizations across two continents. This course will trace the history of Native America from the migration of

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Paleoindians across Beringia to the modern day, dealing with issues ranging from pre-Columbian society, European encounters, disease, government removal policies, and the creation of reservations. Students will study religion, culture, warfare, etc. from the perspective of the Natives of North and South America. Special attention will be placed on the indigenous people of the Great Plains.

Credits: 3.00

HIS 216 From Slavery to Freedom to Civil Rights: The African American Experience

Until the passage of the thirteenth amendment, the inherent hypocrisy of the Declaration of Independence's phrase "all men are created equal" and the sin of slavery haunted the nation. But freedom did not end the struggle. This course will trace the history of African Americans from their ancestral origins in Africa into the colonial era and through the modern day—exploring issues of race, culture, enslavement, freedom, rights, and discrimination. It will examine the condition of African American slaves and anti-slavery/pro-slavery politics and economics, and ultimately follow the experience of enslaved and free African Americans into the Civil War and Reconstruction, before transitioning to the quest for equal citizenship in the Civil Rights Movement and the modern day. Students will focus on figures including: Olaudah Equiano, Frederick Douglass, Harriet Tubman, Sojourner Truth, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Malcolm X, Jesse Jackson, and the Obamas.

Credits: 3.00

HIS 223 Royal America -H

Before there was a US President, America was ruled by Queens and Kings. Starting with eastern Native American life, the mystery of Roanoke, and the legend of Pocahontas and John Smith this course follows the development of colonial America from the pre-Columbian era through exploration and settlement to the end of the French and Indian War. The class will illustrate how the British North American colonies functioned under a monarchy and were forged by a combination of cultures, beliefs, and interactions. Students will be introduced to specific topics and figures such as: King Philip's War, the Salem Witchcraft Trials, the Mayflower Compact, Bacon's Rebellion, religion (including Puritanism, the Mathers, and Jonathan Edwards), trade, slavery, etc.

Credits: 3.00

HIS 228 A Slaveholders' Rebellion: The American Civil War

More ink has been spilled in writing about the American Civil War than any other event in the history of our nation. From the perspective of Southern rebels, the war was one to preserve the lucrative system of enslaving human beings for the use of their labor. Most northerners entered the war hoping to preserve the Union. By the end of the conflict, four million formerly enslaved men, women, and children enjoyed a hard-won liberation. This course will examine the causes of the Civil War, its prosecution, and the process of Reconstruction that followed.

Credits: 3.00

HIS 236 The Old South: Planters, Yeoman, and the Enslaved

This course will be a sophomore-level general education course that provides a survey of the history of the southern colonies/states up through the Civil War. Crucial to understanding this region and its development is the race-based chattel slavery and the plantations that they supported. A major component of recent scholarship regarding American slavery has been examining its relationship with capitalism, both as it took root in the north in the form of increased industrialization and in the extractive form of staple crop agriculture that helped the southern states produce the largest accumulation of wealth in the nation by middle of the nineteenth century. Contained within the system of slave labor was a significant contradiction, wherein the very liberty so cherished by the extravagantly wealthy planter as well as the lowly yeoman farmers was predicated on the enslavement of a

quarter of the total population. This contradiction would be laid bare by internal class divisions that became magnified by war, the constant threat of slave uprisings, and the competition with the free labor system of the northern states.

Credits: 3.00

HIS 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

HIS 310 Daughters of Liberty, Suffragists, and Feminists: The Story of Women in America

“Remember the ladies,” Abigail Adams wrote her husband John, reminding him to include the rights of women among the goals of the American Revolution. Although often viewed in a more modern context, the quest for women’s rights in America has existed since the nation’s founding. This course will follow the lives of American women from pre-contact Native society through the modern day. It will explore a variety of themes connected to gender, race, and status by observing the lives of women within diverse societies. In doing so, students will learn to view the women’s liberation movement of the 1960s and 70s against the foundations of the nineteenth and early twentieth century suffragists and the Revolutionary-era Daughters of Liberty and Republican Womanhood. From the witches of Salem to Susan B. Anthony to Gloria Steinem, this course overall aims to tell the story of women in America.

Credits: 3.00

HIS 314 Teaching History -H

Depending on the semester, this course covers either American (including Missouri) or World History and is especially designed for education/social studies education majors/minors. Students will receive content and assignments specific to their future career as educators. Furthermore, each student will be required to prepare their own lesson and teach a class.

Credits: 3.00

HIS 328 The Young Republic

This course will be a junior-level course that provides a survey of the history of the United States through an examination of primary documents and secondary literature. This course will help students engage with the tumultuous and uncertain period of the Early Republic when the United States was in its infancy. We will explore the fledgling democratic republic from its founding until the War with Mexico in 1848, chronologically and thematically, to gain a better understanding of the early years of the nation. The key themes of the course include: the on-going struggle over citizenship, the meaning and implications of national manifest destiny, discourses of slavery (and race) and freedom, the emergence of a middle-class language of national virtue, and the evolution of a democratic political economy. The goal is to develop an informed critical perspective on the founding era of the nation.

Credits: 3.00

HIS 353 World War II

The Great War had been fought as “the war to end all wars,” and twenty years later British Prime Minister Neville Chamberlain still promised “peace in our time.” But just six years later, nearly 80 million people were dead. Sparked by the rise of dictatorships, World War II was a clash of nations that represented a global conflict on a

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scale never before imagined. Exploring the perspectives of both the Allied and Axis powers, students will learn how the clash of ideologies and beliefs resulted in conquest, genocide, and, ultimately, liberation. Although traditionally understood as occurring from 1939–1945, this course will start from the war's origins—beginning with the end of World War I through the rise of the Nazi Party to the Japanese invasion of China in 1937. Far from just a military history of war in Europe and the Pacific, this course will examine topics including: the Holocaust, ideologies (democracy, communism, fascism, anti-Semitism, racism, etc.), the A-bomb, world leaders (FDR, Truman, Churchill, Stalin, Hitler, Mussolini, Tojo, etc.), politics, propaganda, crime, the home front, and many more. Concluding with the Nuremberg and Tokyo War Crimes Trials and the start of the Cold War, the class will also examine the war's legacy and aftermath.

Credits: 3.00

HIS 358 **Atlantic Revolutions**

This class will be a junior-level history course that will examine the development of Enlightenment era revolutions along the Atlantic Ocean. The class will consist of a balanced mixture of lectures and discussions based on the students' reading of primary and secondary sources. We will begin with a discussion of the Enlightenment ideology that undergirded the age of revolutions. In this introductory module, students will read excerpts from some key thinkers that provided some of the ideological justifications for disrupting monarchical rule. After delving into social contract theory a bit, we will turn our attention to three Atlantic revolutions: American, French, and Haitian. While we will examine each of these revolutions along with the specific context in which each developed, the goal of the class will be to determine what factors did these revolutions share and what separated them. We will also look at how these revolutions affected class, race, and gender dynamics within their respective countries to help bring about the understanding of the various ways that revolutions played out in this period.

Credits: 3.00

HIS 366 **Interdisciplinary Honors Studies**

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

HIS 390 **HIS Internship I**

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least 3 preapproved objectives. In addition, the student will submit 3 essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

HIS 400 **Advanced Projects**

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced with the schedule of classes. May be taken three times for credit with change of topic. Requires the permission of the instructor and the division chair.

Credits: 3.00

HIS 418 **HIS Methods of Teaching**

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This course examines theoretical and practical study of the teaching of social studies at the secondary level. This course requires five (5) hours of clinical experience.

Credits: 3.00

HIS 451 HIS Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires the permission of the division chair.

Credits: 3.00

HIS 452 HIS Internship III

This course requires a minimum of 240 clock hours in an approved work situation.* In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integration of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology, and value development. *The approved situation would require direct supervision by an individual holding a degree in history. Requires permission of the division chair.

Credits: 6.00

Health

HLT 130 Introduction to Medical Terminology

This course provides an introduction to medical terminology and its application in interdisciplinary settings. Students will become familiar with medical terms used to define body systems and the importance of proper use of these terms. This course is geared towards pre-health professions students and those degrees that will interact with health professionals.

Credits: 3.00

HLT 214 Ethics for Healthcare Professionals

not yet submitted

Credits: 3.00

Humanities

HUM 101 Introduction To The Bible -T

The literature of the Old and New Testaments is examined in the context of developing Judaism and Christianity. Major problems of Judaism and Christianity as reflected in the Bible are explored.

Credits: 3.00

HUM 102 World Religions -D

A study of the origins, development, and principal doctrines of the major living religions of the world. Primary focus is on: Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam.

Credits: 3.00

HUM 113 Career Exploration

This course is designed to introduce students to career development concepts from a strengths-based approach. Students will explore a variety of career-related issues and themes, including identifying career and academic interests, resume writing, job search strategies, interviewing and networking. This course is intended to be an introduction to these concepts and set the foundation for further exploration and development throughout one's college career.

Credits: 1.00

HUM 200 Introductory Projects

Special one-semester classes with varying subject matter. The topic will be announced with the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

HUM 212 Religion and Education -D

A Study of the diversity inherent within religion and education as the two areas collide.

Credits: 3.00

HUM 213 The Bible in Modern Culture -L

This class explores the literary influence of the Bible on the larger culture and how ancient texts have been read and reimaged in music, film, literature, art, architecture, political policy and public debate about social values. We'll survey various approaches to textual interpretation, consider both contested and creative readings of biblical texts and analyze the use and abuse of biblical texts among different reading communities.

Credits: 3.00

HUM 237 Woods Around the World

In this course students will explore a specific country or culture. Over the university's spring break the class will travel to the country of study or an area of the United States where the culture is represented in order to experience the textbook studies as they naturally occur.

Credits: 1.00

HUM 300 Independent Study

Credits: 3.00

HUM 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

HUM 400 Advanced Projects

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Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and division chair.

Credits: 3.00

Information Literacy

IFL 105 Basic Research

Covers the research process, how to effectively evaluate and use information of all types, and current issues related to information, technology and higher education.

Credits: 1.00

IFL 115 Introduction to Information Literacy

In order to be an effective participant of the Information Age, a person must first be able to recognize when information is needed and then be able to locate, evaluate and effectively use the needed information. This set of skills forms the basis for lifelong learning. Upon successful completion of the course, you will be able to locate and critically evaluate information, apply appropriate research results in the completion of the other academic course assignments, as well as jump-start your academic and personal life.

Credits: 3.00

IFL 205 Design Qual Rsch:Literature Review

This is intended to develop the student's ability to demonstrate the use of bibliographies, indexes, dictionaries, encyclopedias, web sites and other sources of information in print and electronic form in the creation of an annotated bibliography related to a specific research goal. Prerequisites: IFL 105

Credits: 1.00

Interpreting Program

ITP 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced with the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

ITP 211 Theory of Interpretation

This course covers the fundamentals of ASL English interpretation and introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of mediating between two languages and cultures. The textbook and lectures will cover theories of communication and models of the interpretation processes, the role, boundaries, and responsibilities of the interpreter and other pertinent issues critical to the field. The primary focus of this course is to develop specific skills necessary for the art of interpreting along with ways to analyze the interpreted work. Prerequisite: ASL145

Credits: 3.00

ITP 217 Comparative Translation

Students will compare and contrast the structure and semantics of ASL and English. Focus will be on preparing accurate translations from ASL to English and from English to ASL while considering semantic use of words/signs,

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culturally laden terminology, in-group meaning, and differences between high and low context cultures. Students are introduced to the linguistic and processing principles of translation and interpretation. Prerequisite: ASL 205 American Sign Language III

Credits: 3.00

ITP 241 Fundamentals of Interpreting

This course focuses on the foundation skills required for effective interpretation. The focus of this course is to develop the cognitive skills for successful interpreting. Students will be introduced to and practice intra-lingual translation and interpretation text analysis techniques through summarization, paraphrasing and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. Prerequisite: ITP 211

Credits: 3.00

ITP 251 Ethics in Interpreting

This course surveys the field of ethics and how we use ethics and values to make decisions in the face of conflicting values. Ethical standards and dilemmas in various professions, including ASL English interpreting, will be explored through discussion, case studies, and role playing. This course includes topics related to working cross- culturally, power relations within and among groups, and ethical standards and statements from a variety of professions and communities.

Credits: 3.00

ITP 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and division chair.

Credits: 3.00

ITP 301 Interpreting I

This course introduces students to the process and practice of interpreting between ASL and English. Class discussion and activities focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will often be interactive, applying consecutive interpreting skills. Prerequisite: ITP211 and ITP217

Credits: 3.00

ITP 302 Interpreting Application and Analysis

Focuses on creating culturally and linguistically dynamic interpretations between ASL and English. Most interpretations will be of unrehearsed source material. There is an emphasis on increasing individual skill throughout the duration of the course. Students will conduct self and peer diagnostics and provide feedback on interpretations to each other. Prerequisite: ITP 211

Credits: 3.00

ITP 310 Interpreting in Advanced Settings I

An upper level course covering various advanced settings of interpreting. This course covers interpreting in medical, mental health, and educational settings. ASL and English vocabulary in specialized areas not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage

the various settings and personnel involved in these types of interpreting. Teaming with a Certified Deaf Interpreter (CDI) will also be covered. Prerequisites: ITP 351 or ITP 302 with a grade of "C" or higher

Credits: 3.00

ITP 351 Interpreting II

This course provides students additional exposure to interpreting between ASL and English texts. Class discussion and activities will focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will be interactive, narrative and expository for analysis and practice. Additional emphasis on unrehearsed interpretations and student's cognitive processing skills in the interpreting process is discussed. Credit hours: 3 Prerequisites: ITP 301 with a grade of "C" or higher

Credits: 3.00

ITP 362 Interpreting in the Performing Arts

Performance interpreting is designed to expose students to the various approaches to interpreting musical and theatrical works. The course exposes students to both frozen and extemporaneous source texts found in music and drama. The course expands students' application of cultural equivalence within the interpreting process, especially the preparation involved in interpreting scripted events. Theatrical performances will also be examined, focusing on zoning and shadow interpreting. Prerequisites: ITP 301

Credits: 3.00

ITP 375 Interpreting III

This course enhances students' skills in creating culturally and linguistically dynamic interpretations. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations. Class discussions include identifying demands and controls for various interpreting settings. Prerequisites: ITP 351 with a grade of "C" or higher

Credits: 3.00

ITP 380 Interpreting IV

This course synthesizes knowledge and skill learned previously in interpreting courses. Students continue to develop skills for linguistic mediation. Simulated interpreting events are provided for practice throughout the semester. There is an emphasis in the practice of preparing for interpreting assignments. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations. Class discussions include current issues in the field of interpreting. Prerequisites: ITP 375 with a grade of "C" or higher

Credits: 3.00

ITP 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced with the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and division chair.

Credits: 3.00

ITP 410 Interpreting in Advanced Setting II

An upper level course covering various advanced settings of interpreting. This course covers interpreting legal information, VRS/VRI work, religious settings, and interpreting for deafblind individuals. ASL and English

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vocabulary in specialized areas, including explicit language, not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of situations. Prerequisites: ITP 351 or ITP 302 with a grade of "C" or higher

Credits: 3.00

ITP 450 Senior Capstone

This course is the capstone to the major and prepares students to enter the ASL English interpreting profession as a general practitioner. Students will investigate current issues facing the field, prepare for written certification exam(s), career development, and ethical decision making. This course is conducted in seminar format where students will apply demand-control schema, time-management, business practices, code of professional conduct and ethical decision-making, certification and quality assurance, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for internship and future employment. Prerequisites: ITP 302 or 351 with a grade of "C" or better

Credits: 3.00

ITP 451 Field Practicum I

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences. Requires permission of division chair. Prerequisite: ITP450 with grade of 'C' or higher

Credits: 3.00

ITP 452 Field Practicum II

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences. Requires permission of division chair. Prerequisite: ITP450 with grade of 'C' or higher

Credits: 3.00

Leadership

LDR 201 Concepts in Leadership

This course introduces students to a variety of leadership concepts and serves as a foundational course for more advanced study in leadership. Topics include but are not limited to motivating others, management communication, training and development, team building and improving leadership qualities within each person.

Credits: 3.00

LDR 215 Introduction to Organizational Leadership

In this course, students will develop perspectives on leadership in the organizational context. They will examine the models and theories of leadership with reference to organizational vision, goals, strategies, culture, and ethical standards. They will learn leadership practices to support and enhance organizational effectiveness and efficiency. Through case studies, reflective and experiential projects, they will develop the leadership skills required to

effectively lead individuals, groups, and teams. Students will build a sound grasp of leadership knowledge and competencies that they can apply to actual, real-life organizational and business problems.

Credits: 3.00

LDR 220 Adaptive Leadership

In this course, students will develop their ability to lead in complex, dynamic and often fast-changing environments. Students will analyze leadership as it is practiced and evaluate the personal dangers leaders often face when they practice leadership. This course is based on the research of Ronald Heifetz, Dean Williams and Marty Linsky.

Credits: 3.00

LDR 230 Psychology of Leadership -S

This course covers the new psychology of leadership, which considers the social relationship between leaders and followers. Processes such as how leaders work with followers to create, represent, advance and embed a sense of shared social identity will be explored. Real-world examples will be drawn upon to discuss leadership in historical, organizational, political and sporting contexts.

Credits: 3.00

LDR 231 Philosophy of Leadership -T

This course aims to develop rational skills and evaluative abilities useful to students seeking leadership roles. There will be three main areas of study: 1) Philosophical perspectives on the role and value of leaders, including the works of Plato, Nietzsche, Machiavelli, Marcus Aurelius, and Confucius. 2) Reflection on the individual student's motivation for pursuing a leadership role. 3) Game theory and rational choice theory to give future leaders a foundation to better evaluate and form effective strategies and plans.

Credits: 3.00

LDR 330 Global Leadership

An advanced level study that challenges students to investigate and analyze the attributes of effective global leadership. The United Nation's (UN) Global Compact and its ten principles will be studied and used to measure globally responsible leadership and how good leadership impacts the issues facing global leaders today. Case studies will be used to illustrate each on the ten principles in actual contextual situations. The case studies allow the student the opportunity for thinking through the issues and seeing how leaders facing the same problems actually addressed them.

Credits: 3.00

LDR 350 Change Leadership

This course is designed to introduce students to the challenges of leading an organization during change. Students will investigate theories and best practices of change leadership/leading at the organizational and personal level. Topics include but are not limited to leading and facilitating communication during change, decision-making during crisis, managing resistance to change and creating appropriate environments to facilitate change. Prerequisite: LDR 201

Credits: 3.00

LDR 450 Ethics in Leadership

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This course investigates the important role ethics plays in leading. In this course, students will develop an understanding of their own character development and its impact on followers as well as gaining insights into leading the self. Students will explore, analyze and investigate topics such as normative ethics' role in leadership, servant and steward leadership, as well as sense making, satisficing and decision-making from an ethical leader perspective. Prerequisite: LDR201

Credits: 3.00

LDR 475 Leadership Theory

This course introduces student to leadership theory at an advanced level. Through the exploration, analysis and critique of such theories, students will develop a deeper understanding of leadership and leading. Topics covered in this course include but are not limited to historical perspectives of leadership, transformational and transactional leadership, charismatic leadership, dysfunctional leadership, power and political leadership.

Prerequisite: LDR201

Credits: 3.00

LDR 499 Leadership Studies Capstone

This is the culminating course in the Management and Leadership program. As such, students will integrate the knowledge gained throughout their major program of study. This will be accomplished with case study analysis and the completion of a research project focused on leadership in organizations. Prerequisite: BUS 351, BUS 421, LDR 220, LDR 450 and LDR 475

Credits: 3.00

Mathematics

MAT 098 Introduction To Mathematics

Review of the basic fundamentals of mathematics. Topics include operations on whole numbers, fractions, decimals, percents, ratios/rates/proportions and fundamental concepts of statistical analysis. Real-world applications are integrated throughout the course. Pre-requisite: ACT Math test score of less than 18.

Credits: 3.00

MAT 099 Basic Algebra

Introduction to the fundamental concepts of algebra. Review of fraction, decimals, and integers. Methods for solving linear equations, linear inequalities and systems of linear equations. Other topics include various operations and polynomials and a thorough investigation of graphing equations and line sin the coordinate plane. Real-world applications are integrated throughout the course. Pre-requisite: ACT Math test score of 18-21 or must have passed the MAT 098 course with a grade of C or higher.

Credits: 3.00

MAT 112 Survey Of College Mathematics -M

An introduction to discrete mathematics. Focus on applications in economics, political science, decision theory, and biology. Specific topics typically include: voting systems, fair division, circuits and scheduling, exponential growth, fractal geometry, elementary probability and statistics. Prerequisite: MAT 099 or equivalent.

Credits: 3.00

MAT 114 Elementary Statistics -M

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A pre-calculus introduction to statistics. Topics include: elementary probability, measures of central tendency and variation, normal distributions, sampling, confidence intervals, estimation, hypothesis testing, regression and correlation. Emphasis on the use of graphing calculators and the utility of mathematics as a problem-solving tool. Extensive discussion of applications in natural science, social science, and business. Prerequisite: MAT 099 or equivalent.

Credits: 3.00

MAT 118 **College Algebra -M**

A more rigorous and in-depth treatment of the material of MAT 099. Emphasis on the use of graphing calculators and the utility of algebra or modeling language for solving real-life problems. Prerequisite - MAT 099 or equivalent

Credits: 3.00

MAT 124 **Calculus I -M**

An introduction to the concepts of limits, continuity, differentiation of elementary functions, definite and indefinite integrals, and the Fundamental Theorem. Emphasis on use graphing calculators and the utility of mathematics as a problem solving tool. Extensive discussion of applications in natural science, social science, and business. Prerequisite: MAT 118 or MAT 120

Credits: 5.00

MAT 200 **Introductory Projects**

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times with change of topic.

Credits: 3.00

MAT 214 **Calculus II**

A continuation of MAT 124. Further techniques of differentiation and integration, the calculus of exponential, logarithmic, trigonometric, and probability distribution functions, as well as elementary differential equations. Requires extensive use of graphing calculators. Applications to biology, economics, and physics are studied throughout. Prerequisite: MAT 124

Credits: 4.00

MAT 215 **Linear Algebra**

A study of the techniques used in solving linear systems of equations, the properties and theorems associated with vector spaces, determinates and eigenvalues, and linear transformations. Prerequisite: MAT 124

Credits: 3.00

MAT 224 **Calculus III**

A continuation of MAT 214, including solid analytic geometry, vector spaces, matrices, determinants, partial differentiation, multiple integration, and vector calculus. Prerequisite - MAT 214

Credits: 4.00

MAT 231 **Understanding Mathematics for Tchrs**

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This course will address the mathematical knowledge, skill, and processes taught in K-8 classroom settings. The course will focus heavily on both the content and process standards developed by the National Council of Teachers of Mathematics and will use the six principles of mathematics as a guide.

Credits: 3.00

MAT 300 **Independent Study**

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson.

Credits: 3.00

MAT 304 **Biological Statistics**

A study of statistics intended for biology majors, focusing on practical applications of the use of statistics in research. Technology will be used to aid in computations. The student need not have had any prior statistics to enroll in the course. This course will not meet the Common Studies requirements for mathematics. Prerequisite : MAT 118 or MAT 124

Credits: 3.00

MAT 312 **Differential Equations**

A study of ordinary differential equations and the following topics: boundary-value problems, Fourier series, and the Laplace transform. Prerequisite - MAT 124

Credits: 3.00

MAT 313 **Math Probability and Statistics**

A calculus-based introduction to the mathematics of probability and statistics. A study of discrete and continuous probability distributions and their application to areas of statistical inference, including estimation and hypothesis testing. Prerequisite: MAT 124

Credits: 3.00

MAT 314 **Higher Geometry**

A study of Euclidean and projective geometries as axiomatic systems, from both the synthetic and analytic approach, and an introduction to non-Euclidean systems. Prerequisite - MAT 124

Credits: 3.00

MAT 324 **Formal Logic**

An introduction to elementary deductive logic to include propositional logic and first-order quantification theory with identity. Emphasis on natural deduction techniques. Some discussion of computability and other topics in the foundations of mathematics and philosophy of logic. Prerequisite - MAT118

Credits: 3.00

MAT 325 **Introduction to Numerical Analysis**

This is the first course in numerical analysis covering fundamental concepts, theoretical foundations of numerical methods, error analysis and practical computer implementations using Software. An integral part of this course is

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a series of computational projects designed to illustrate and emphasize the course material. Prerequisite - MAT124

Credits: 3.00

MAT 366 **Interdisciplinary Honors Studies**

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

MAT 400 **Advanced Projects**

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

MAT 418 **MAT Methods of Teaching**

A study of curricular issues, instructional methods and materials used in the teaching field. Credit will not apply to a major or minor in mathematics.

Credits: 3.00

MAT 422 **Modern Algebra**

A study of the properties and theorems associated with groups, rings, integral domains, and fields. Prerequisite: MAT 224

Credits: 3.00

MAT 423 **Theory of Numbers**

A study of divisibility, congruencies, quadratic reciprocity, number theory functions, Diophantine equations, simple continued fractions and algebraic numbers. Prerequisite: MAT 224

Credits: 3.00

Military Science

MIL 200 **Introductory Project**

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

MIL 301 **Application of Military Leadership**

Challenges students to study, practice, and evaluate adaptive leadership skills they are presented with the demands of preparing for Officer Candidate School and commissioning. Challenging scenarios related to small unit tactics are used to develop self-awareness and critical thinking skills. Students receive systematic and specific feedback on their leadership abilities. Primary attention is given to leadership values, attributes, skills, and actions. This course meets one of the requirements for the Leadership Studies Minor. Prerequisite: LDR201 or Experiential

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Learning credit (Previous or current National Guard, Reserve, or Active Duty military service may qualify for experiential learning). Corequisite: MIL311

Credits: 3.00

MIL 302 Advanced Military Leadership

Classroom and field exercises designed around advanced military tactics and operations. Students will learn the Army Operations Order process, Troop Leading Procedures, land navigation, advanced leadership, the Army writing style, and physical training. Activities include field training exercises with other universities and leading students in offensive and defensive missions. Prerequisite: MIL301 Corequisite: MIL303

Credits: 3.00

MIL 303 Advanced Military Leadership Lab

The lab will focus on scenarios designed around advanced military tactics and operations. Students will apply the information gained in MIL 302 to controlled military training scenarios. Corequisite: MIL302

Credits: 0.00

MIL 311 Application Military Leadership Lab

The lab will focus on scenarios designed around advanced military tactics and operations. Students will apply the information gained in MIL 301 to controlled military training scenarios. corequisite: MIL301

Credits: 0.00

MIL 350 Officer Candidate School (OCS) I

Advanced training for contracted GOLD candidates. Successful completion of this course meets partial requirements for commission as an officer in the United States Army. Prerequisite: MIL301 & MIL302 or Experiential Learning credit (Current or previous National Guard, Reserve, or Active Duty may qualify for experiential learning)

Credits: 3.00

MIL 360 Officer Candidate School (OCS) II

Advanced training for contracted GOLD candidates. Successful completion of this course meets partial requirements for commission as an officer in the United States Army. Prerequisite: MIL350 or Experiential Learning credit (Current or previous National Guard, Reserve, or Active Duty may qualify for experiential learning)

Credits: 3.00

MIL 400 Advanced Project

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

Management Information Systems

MIS 100 Cloud Computing

Through digital collaboration, this course will introduce the student to Web 2.0 tools by integrating and utilizing these tools in a business settings. Students will examine the theory of online business, simulations and other

pedagogical implications while considering the social, interpersonal, cultural and technical implications of Web 2.0 in a business sense. (Students will be required to have Webcam & mic/headset)

Credits: 3.00

MIS 125 Productivity Tools

Students will learn basic skills involving the applications of word processing, database, spreadsheet, presentations, and e-mail using the Office 2013 suite. Students will be exposed to employment considerations and new administrative features. Several of the specific components will include: Word, Excel, PowerPoint, Access, and Outlook.

Credits: 3.00

MIS 225 Database Management Systems

This course prepares student to develop application programs in the database environment. Models of data, data structure and file organization are covered.

Credits: 3.00

MIS 250 Networking

The features of centralized, decentralized, and distributed systems are explored. Special emphasis placed on LAN (Local Area Network) technologies.

Credits: 3.00

MIS 325 Website Development

This course is designed to instruct the student in the proper design and analysis of website development. Students will learn the basics of HTML, CSS, website portals, content management systems, web hosting and domain name construction. A final project will require the student to maintain a website, host and domain name. Although there is no textbook associated with the class, students will be required to purchase a web hosting package of approximately \$70. This will allow the student to develop a website for the class.

Credits: 3.00

MIS 350 Project Management

This course is an examination of the knowledge sets, skills, tools and techniques of project management, with an emphasis on how project management contributes to the strategic goals of the organization. The course focuses on the role of information technology as an integration tool in project management. Topics: Microsoft project, work breakdown, structure development, resource scheduling, developing a project network, project organization, time management, and performance measurement and evaluation. The course also examines the managerial competencies required to organize and lead a project.

Credits: 3.00

MIS 403 MIS Internship III

Management Information Systems internships provide students with the opportunity for hand-on application of the theories and applications they have learned in the classroom. For each credit hour obtained in the internship, the student is required to work 40 hours in an approved organization. A 2 credit hour internship = 80 hours, 3 credit hours = 120 hours, etc. Requires approval of the division chair. Prerequisite: Approval of the division chair and 2.5 or higher GPA in the major.

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Credits: 3.00

MIS 415 Advanced Productivity Tools

Student will learn advanced skills involving the applications of spreadsheets, databases and word processors. Students will be exposed to PivotTables, Vlookup, Match & Index functions, Goal Seeker and Solver, PMT function, data tables, SQL queries, Macros, Sorting, forms, linked objects and more. Prerequisite: MIS125 & ACC 240

Credits: 3.00

MIS 425 Enterprise Systems

This course analyzes and assesses the managerial applications of Internet technology for a successful Web-based competitive organization. The application of management principles to business-to-consumer, business-to-business, and intra-business commercial ventures are examined. Topics: Electronic business models; the forces driving the widespread implementation of EC; the critical success factors for on-line retailing; proactive strategies for EC operations; on-line consumer trends and behaviors; web advertising and promotion strategies; EC and service industries; business-to-business electronic commerce models; electronic payment systems; EC strategy implementation; and environments that impact electronic commerce.

Credits: 3.00

MIS 450 Systems Analysis

The Systems Analysis course is a study of the methods for structured analysis and design of Information Systems. Topics include data definition, flow charting, data flows and more.

Credits: 3.00

MIS 475 Mngmnt Information Systems/Capstone

This course is designed to prepare the student for a role in the management of information field. Topics covered will include systems development, acquisition, control, organization and the computer processing environment. Students will partner with a business in developing and/or maintaining an information systems challenge project. Prerequisite: MIS major with Senior standing

Credits: 3.00

Military Sci & Ldrshp (ROTC)

MSL 010 Foundations of Officership

Introduces issues and competencies that are central to a commissioned officer's responsibilities; establishes a framework for understanding officership, leadership, and Army values and addresses "life skills" including fitness and time management; and designed to give an accurate insight into the Army Profession and the officer's role within the Army.

Credits: 1.00

MSL 022 Tactics and Officership

Introduce basic tactical principles; examine the roots of national and Army values; apply principles of ethical decision making; examine the legal and historical foundations, duties, and functions of officers; analyze the role officers played in the transition of the Army; teach basic soldier skills and squad level tactical operations.

Credits: 2.00

MSL 100 Foundations of Officership

Introduces students to issues and competencies that are central to a commissioned officer's responsibilities. Establish framework for understanding officership, leadership, and Army values followed and "life skills" such as physical fitness and time management.

Credits: 1.00

MSL 101 Heritage and Values of the United States Air Force

A survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force.. Applies communicative skills. Leadership lab.

*To be completed at University of Missouri Columbia - AERO1100

Credits: 2.00

MSL 102 Heritage and Values of the United States Air Force

Continues introducing students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. Applies communicative skills. Leadership lab. *To be completed at University of Missouri Columbia - AERO1200

Credits: 2.00

MSL 110 Intro Military Science Lab I

Field application of skills taught in MIL_SC 1100, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisites: MIL_SC 1100.

Credits: 1.00

MSL 120 Basic Leadership

Establishes foundation of basic leadership fundamentals such as problem solving, communication, briefings and effective writing, goal setting, techniques for improving listening and speaking skills and an introduction to counseling.

Credits: 1.00

MSL 130 Intro Military Science Lab II

Field application of skills taught in MIL_SC 1120, to include leadership, land navigation, tactical skills and basic soldier skills. Prerequisites: MIL_SC 1120.

Credits: 1.00

MSL 201 Team and Leadership Fundamentals

A survey course that focuses on laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab. *To be completed at University of Missouri Columbia – AERO2100

Credits: 2.00

MSL 202 Team and Leadership Fundamentals

Continues laying the foundation for teams and leadership. The topics include skills that will allow cadets to improve their leadership on a personal level and within a team. The courses will prepare cadets for their field training experience where they will be able to put the concepts learned into practice. The purpose is to instill a leadership mindset and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. Applies communicative skills. Leadership lab. *To be completed at University of Missouri Columbia – AERO2200

Credits: 2.00

MSL 301 Leading People and Effective Communication

Focuses on teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab. *To be completed at University of Missouri Columbia – AERO3100

Credits: 3.00

MSL 302 Leading People and Effective Communication

Continues teaching cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills and communication. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. Leadership lab. *To be completed at University of Missouri Columbia – AERO3200

Credits: 3.00

MSL 401 National Security Affairs/Preparation for Active Duty

Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership lab. *To be completed at University of Missouri Columbia – AERO4100

Credits: 3.00

MSL 402 National Security Affairs/Preparation for Active Duty

Designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The final semester provides information that will prepare the cadets for Active Duty. Leadership laboratory. *To be completed at University of Missouri Columbia – AERO4200

Credits: 3.00

Music

MUS 101 Music Fundamentals -A

The introduction of fundamentals in music reading, including treble and bass clef, signatures, scales, time signatures, and rhythm in conjunction with interval singing and aural identification.

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Credits: 3.00

MUS 103 Music Appreciation -A

An introduction to the elements of music and the use of these elements in various musical styles including masterpieces of Western music, popular and folk music, as well as music of other cultures.

Credits: 3.00

MUS 111 Jazz, Pop and Rock -A

An examination of the various "popular" music genres. This course aims to develop listening ability and comprehension while tracing the development of these styles in the 20th century.

Credits: 3.00

MUS 171 Music History I -A

Study of music from Ancient Greece through the Baroque periods. Composers, musical styles and musical forms will be discussed.

Credits: 3.00

MUS 200 Introductory Projects

Credits: 3.00

MUS 211 Applied Piano I

Beginning to intermediate individual piano instruction. One 30-minute session per week. Beginning students learn notes, rhythm, simple musical fundamentals and apply these to the keyboard. Intermediate students express greater musical progression with appropriate literature. Course is repeatable for credit up to eight times. Course Fee

Credits: 1.00

MUS 212 Applied Piano II

Advanced individual piano instruction. One 60-minute session per week. Concentration on expanding repertoire, intensified musical expression and complete musical production. Prerequisite: audition required and permission of the instructor. Course is repeatable one time. Course Fee

Credits: 2.00

MUS 221 Applied Voice I

Individual beginning vocal instruction. One 30-minute session per week arranged with the vocal instructor. Student learns basic concepts of the vocal instrument focusing on breathing, pitch, vowel placement and intonation. Student applies learned techniques to appropriate literature. Course is repeatable for credit up to eight times. Course Fee

Credits: 1.00

MUS 222 Applied Voice II

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Individual advanced vocal instruction. One 60-minute session per week arranged with the vocal instructor. Student learns more advanced concepts of the voice and applies learned techniques to more advanced vocal literature. Prerequisite: Audition with and permission of the instructor. Course is repeatable one time. Course Fee

Credits: 2.00

MUS 241 **Jameson Singers**

A vocal ensemble concentrating on the balancing and blending of voices. SATB or SSA (depending of enrollment) No audition required. However participant must be able to sing in order to stay in the ensemble.

Credits: 2.00

MUS 271 **Music History II -A**

Study of music from classic through the contemporary periods. Composer, musical styles and musical forms will be discussed.

Credits: 3.00

MUS 300 **Independent Study**

Credits: 3.00

Nursing

NUR 301 **Transition to Professional Nursing**

This course facilitates the development and implementation of strategies to enable the synthesis of professional development for the nurse. The course enables students to engage in a thoughtful process of inquiry to more intentionally and consciously develop their knowledge and nursing practice, develop their confidence and ability to act in alignment with their nursing values, and to navigate the complexities of contemporary health care settings as they care for patients and families. Prerequisite: Admission to the BSN or BSN completion program for registered nurses.

Credits: 3.00

NUR 310 **Nursing Research**

This course will prepare the students to understand and critically evaluate nursing research. The student will be able to apply the principles of the research process and apply these principles to health disciplines. This course will begin the process of research inquiry and prepare the student for NUR 410. Prerequisite: MAT114 and Admission to the BSN or BSN completion program for registered nurses.

Credits: 3.00

NUR 320 **Health Assessment**

This course provides the students with the knowledge and skill necessary to perform a comprehensive nursing health assessment utilizing the skills of history taking, inspection, palpation, percussion, and auscultation. Normal assessment findings across the lifespan as well as frequently seen variations from normal expected results and cultural differences will be presented. Prerequisite: Admission to the BSN or BSN completion program for registered nurses.

Credits: 3.00

NUR 350 Nursing Informatics

This course provides a basic understanding of nursing science, computer science, and information science to prepare students to effectively and efficiently use technology to identify, collect, process, and manage health care information. A focus on technology based health applications which support clinical, administrative, research, and educational decision-making to enhance the efficacy of nursing is provided. Prerequisite: Admission to the BSN or BSN completion program for registered nurses.

Credits: 3.00

NUR 360 Individual and Family Assessment

Applying a family centered approach, this course focuses on health promotion, acute and chronic health conditions, and rehabilitative needs of individuals and family units. Emphasis is placed on developmental, physiological, psychosocial, cultural, and spiritual care of the individual within the family unit. Using the nursing process, strategies are formulated for promoting and maintaining optimal functioning of the individual-family unit and for enhancing the strengths of the family unit. Prerequisite: Admission to the BSN or BSN completion program for registered nurses

Credits: 3.00

NUR 370 Issues in Rural Health Nursing

Rural health issues and the unique challenges faced by nurses will be examined. Topics to be covered include access to health care, FQHCs, funding issues, staffing, and population health. Critical thinking and inquiry will be introduced in addition to problem solving skills. Prerequisite: Admission to the BSN or BSN completion program for registered nurses

Credits: 3.00

NUR 410 Advanced Research and Scholarly Writing

This course builds upon basic research skills. The student will apply the principles of the research process and apply these principles to health disciplines. The student will apply the principles of dissemination through both verbal and written presentations. Prerequisite: NUR310

Credits: 3.00

NUR 450 Advanced Leadership and Management

This course provides students with the knowledge and skills for a beginning leadership position (team leader, module leader and primary nurse), applicable to the care of patients in a health care environment. This course provides students with opportunities to synthesize their nursing knowledge and collaborate with their clinical mentor in preparation for their professional nursing role. Clinical experience of 48 hours is required. Prerequisite: NUR301

Credits: 3.00

NUR 470 Special Topics in Nursing

This course will serve the Rn-to-BSN completion program by having a course that is flexible enough to serve students in the program with particular topics, like mental health, family and community nursing, or other topics

that might arise at a deeper level than our existing coursework. This can only be taken for a maximum of 3 credit hours. Prerequisite: 9 hours in the program.

Credits: 3.00

NUR 480 Evidence Based Practice

Examination of how evidence-based research influences nursing practice. Critical examination and reflection of qualitative and quantitative evidence and interpretation of the results will be emphasized. Prerequisite: Admission to the BSN or BSN completion program for registered nurses

Credits: 3.00

NUR 490 Community/Public Health Capstone/Clinical

This course examines the theoretical and practicum basis for community-oriented population nursing practice. Promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies with vulnerable persons and populations. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings. Clinical experience of no less than 48 hours is required. Prerequisite: Admission to the BSN or BSN completion program for registered nurses. This course is to be taken the final semester of the degree program

Credits: 4.00

Physical Education

PED 108 Outdoor Adventure Activities

Students will benefit from this class by being asked to participate in many different learning experiences that include outdoor activities such as fishing, kayaking, sand volleyball, archery, camping, and Treasure Hunting/Geocaching. Students will also explore how to work together as a team by completing low ropes team building activities. This course blends lifetime activities with valuable leadership and communication skills. No prior experience is needed and equipment will be provided. Activity course.

Credits: 2.00

PED 113 Fitness

An activity course to develop healthy lifestyles through diet, aerobic and anaerobic activities, and lifelong exercise.

Credits: 1.00

PED 123 Folk and Square Dancing

Credits: 1.00

PED 135 Team Sports

An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of team sports.

Credits: 1.00

PED 136 Individual and Dual Sports

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An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of individual and dual sports.

Credits: 1.00

PED 137 Flexibility and Stretching

An activity course to develop an understanding of the strategies, rules, equipment, facility needs, coaching and fundamentals of a variety of team sports.

Credits: 1.00

PED 142 Beginning Golf

The basics of the game of golf will be taught in this introductory course. Students will learn the rules, basic grip, swing dynamics, and all aspects of the game, etiquette, and history of this lifetime sport. Activity course.

Credits: 1.00

PED 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

PED 250 History and Philosophy of Teaching Physical Education and Movement Concepts

This course will provide students the opportunity to see how teaching physical education and movement concepts has evolved over time. This course will also teach students the skills necessary to become better teachers of movement based concepts through knowledge of instructional lesson design and delivery methods. Students will engage in both direct instruction and hands on activities including individual/dual sports, fitness and teamwork concepts, and team sports.

Credits: 3.00

PED 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

PED 307 Methods of Teaching PE K-5

This course is a study of teaching methods and techniques unique to children in Pre K – 4 developmental stages of learning. Instructional methodology, curriculum development, lesson planning and implementation and sequential skill instruction will be included in this course.

Credits: 3.00

PED 308 Creative Movement

This course includes lecture, laboratory experiences, experimentation, and research in order to provide the student with a wide variety of knowledge and material for using creative movement.

Credits: 3.00

PED 350 Adapted Physical Education

Adapted Physical Education explores topics that relate to understanding exceptional students and athletes of all ages in order to promote differentiated instruction in all areas of activities. Students will immerse themselves in discussion of how Adapted Physical Education started, analyze laws that have been created, identify and demonstrate fitness skill modifications and physical fitness testing modifications. These skills will allow for students in all disciplines to better understand the exceptional athlete and how to design programs that will help them reach their goals.

Credits: 3.00

PED 352 Instrctnl Techniques in Health K-12

To develop an understanding and competency in teaching health, nutrition, and safety in the elementary grades. Required for K-12 Physical Education, Early Childhood, and Elementary Education majors.

Credits: 3.00

PED 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

PED 401 Thry Coaching Baseball and Softball

This course deals with teaching the fundamentals of the offensive and defensive aspects of baseball and softball, techniques in scouting and officiating being considered. *This course does not meet the requirements of a degree in Physical Education.

Credits: 2.00

PED 402 Thry Coaching Track/Field & Crs Cnt

This course deals with teaching the fundamentals of Track & Field and Cross Country, techniques of all events and officiating will also be considered. *This course does not meet the requirements of a degree in Physical Education.

Credits: 2.00

PED 403 Theory of Coaching Football/Soccer

This course deals with teaching the fundamentals of the offensive and defensive systems in football and soccer, techniques in scouting and officiating being considered. *This course does not meet the requirements of a degree in Physical Education.

Credits: 2.00

PED 404 Theory of Coaching Basket/Volleybll

This course deals with teaching the fundamentals of the offensive and defensive aspects of basketball and volleyball, techniques in scouting and officiating being considered. *This course does not meet the requirements of a degree in Physical Education.

Credits: 2.00

PED 418 Methods of P.E. (6-12)

A theoretical and practical study of the teaching of Physical Education at the secondary level. Relevance will be placed on instructional methods and materials used in the teaching field.

Credits: 3.00

Philosophy

PHL 105 Intro to Philosophy -T

An examination of the scope, methods, and content of philosophy through a study of major thinkers and issues in the western tradition. Topics to include: free will versus determinism, the mind-body problem, justification of religious beliefs, limits of human knowledge, personal immortality, and the meaning of life.

Credits: 3.00

PHL 107 Critical Thinking -T

An examination of the distinction between correct and incorrect reasoning. Instruction and practice in strategies for presenting, analyzing, and evaluating argumentation and reasoning. Prerequisites: MAT 099 and ENG 099 or equivalent.

Credits: 3.00

PHL 116 Biomedical Ethics -E

An introduction to the moral issues, arising from recent developments in medicine and the biological sciences. Topics to include: abortion, care of defective newborns, genetic counseling and screening, experimentation on human subjects, allocation of scarce medical resources, euthanasia, population control, and feeding the world's hungry. Emphasis on training students to analyze, evaluate, articulate, and defend logical positions on issues.

Credits: 3.00

PHL 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

PHL 212 Ethics -E

An historical introduction through reading of the great moral philosophers in the western tradition, with a focus on theories of value, obligation, and responsibility. Particular topics include: hedonism, utilitarianism, egoism, relativism, subjectivism, emotivism, nihilism, naturalism, intuitionism, divine command ethics, and contract theories. Figures include: Plato, Aristotle, Hobbes, Bentham, Kant, Mill, and Nietzsche.

Credits: 3.00

PHL 228 Philosophy of Religion

Critical examination of the principal concepts and doctrines of the Judeo-Christian-Islamic tradition. Topics to include: religious experience, proofs of God's existence, faith versus reason, mysticism, critiques of religion, evil, atheism, miracles, immortality, and myth. Readings from classical and contemporary sources. Prerequisites: PHL 105 or PHL 221

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Credits: 3.00

PHL 300 **Independent Study**

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson. (Lab fee)

Credits: 3.00

PHL 366 **Interdisciplinary Honors Studies**

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

PHL 400 **Advanced Projects**

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

Physics

PHY 201 **Physics I -N**

An introductory physics course covering the topics of mechanics, thermodynamics, vibrations, and wave motion with an emphasis on critical thinking and problem solving. Computing software is used to provide interactive instruction and develop connections to the mathematical principals involved. Regular in-class demonstrations are performed and discussed in order to enhance conceptual understanding. Concurrent enrollment in PHY 202 required. (Lab Fee)

Credits: 4.00

PHY 202 **Physics I Lab**

The laboratory component of Physics I which reinforces and expands on concepts taught in the lecture. While conducting experiments, students will make observations about physical systems and collect numerical data. Emphasis is placed on identifying patterns and relationships in physical parameters. Students develop hypotheses in order to make predictions and verify presumptions. Formal lab reports are used to summarize relevant findings. Corequisite: PHY 201

Credits: 0.00

PHY 203 **Physics I Lab for transfer students**

Includes laboratory exercises selected to reinforce and augment the physics lecture course that students earned credit for at a previous institution. Available only to students with posted transfer credit for PHY201 at time of enrollment.

Credits: 1.00

PHY 212 **Physics II -N**

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A continuation of the introductory physics sequence which covers topics in electrostatics, magnetism, optics, and modern physics. Fundamental concepts from Physics I are described in greater complexity. Students are expected to apply their understanding of energy, mass, force, and inertia to more advanced problems involving atomic systems. Demonstrations and computational simulations are used to increase conceptual understanding. Concurrent enrollment in PHY 213. (Lab Fee) Prerequisite: PHY 201.

Credits: 4.00

PHY 213 Physics II Lab

The laboratory component of Physics II which reinforces and expands on concepts taught in the lecture. Group experiments are conducted in order to analyze the behavior of physical systems. Emphasis is placed on interpretation and inference as students are expected to use knowledge from the previous course to explain physical phenomena. Computational interface equipment and graphing software are used extensively. Students design and construct their own experiment on two occasions. Corequisite: PHY 212

Credits: 0.00

PHY 315 Modern Physics

An upper-division physics course exploring selected topics in contemporary physics, including: quantum physics, atoms, molecules, condensed matter, nuclei, relativity, and elementary particles. Prerequisite: PHY212 and PHY213

Credits: 3.00

PHY 318 Mathematical Methods in Physics

This course provides an overview of applied mathematics in the sciences. Common mathematical functions, transforms, and operations are presented in the context of advanced physics problems. Students will develop a computational framework and a practical problem-solving approach which will assist them throughout the remainder of the major coursework.

Credits: 3.00

PHY 321 Classical Mechanics

This course presents an advanced treatment of Newtonian mechanics. Specific emphasis will be placed on developing the Lagrangian and Hamiltonian formalisms. Students will learn to establish complex expressions for potential and kinetic energy terms in order to solve sophisticated equations of motion.

Credits: 3.00

PHY 360 Thermodynamics & Statistical Mchncs

This course provides a description of thermal energy on the atomic scale. Boltzmann statistics are used to represent averaged physical properties for individual atoms. The relationship between macrostates and microstates is explore in the contest of quantifiable measurements. Students will develop additional thermodynamic variables, such as enthalpy, in the framework of classical thermal physics.

Credits: 3.00

PHY 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

PHY 381 Electrostatics & Magnetism

This course develops an advanced treatise of stationary charged particles. Emphasis is placed on time-independent Maxwell's equations, specifically Gauss' Law, and the static relationship between electric and magnetic fields. Vector operations, such as the divergence and curl, are utilized in representing field lines, strength, and contours. Students will expound on their understanding of classical electrostatic properties, such as resistance and potential, on an atomic scale.

Credits: 3.00

PHY 382 Electrodynamics

This course develops an advanced treatise of dynamic charged particles. Emphasis is placed on time-dependent Maxwell's equations, specifically Faraday's Law, and the variational relationship between electric and magnetic fields. Partial differential operators, such as the Laplacian and D'Alembertian, are utilized in representing oscillations. Students will expound on their understanding of classical electrodynamic properties, such as current and flux, on a subatomic scale.

Credits: 3.00

PHY 421 Quantum Mechanics I

A foundational course presenting quantum mechanical descriptions of common systems, Students will develop a quantum formalism associated with specific operators. They will solve for eigenvalues and eigenstates, construct wave functions, and explore the meaning of Heisenberg uncertainty and expectation value. Specific emphasis will be placed on finding solutions to the quantum states in the Hydrogen atom.

Credits: 3.00

PHY 422 Quantum Mechanics II

An applied course relating the fundamental theories of quantum mechanics to specific physical systems, including subatomic particles. Special emphasis will be placed on solutions of the time-dependent and time-independent Schrodinger equations. Perturbation theory and other variational methods will be applied to heavy atoms and solids.

Credits: 3.00

PHY 450 Advanced Laboratory Methods

An advanced laboratory course with an emphasis on student-designed experiments. Students will learn additional laboratory techniques which will assist them in designing, constructing, and performing experiments to measure fundamental physical constants. Students will be expected to use oscilloscopes and bread boards to develop custom circuitry. Programmable interfacing software will be used to acquire, process, and analyze data.

Credits: 3.00

PHY 460 Optics

An advanced treatment of light, with specific emphasis placed on its wave-like behavior. A framework will be developed to describe electromagnetic waves using advanced theorems of electromagnetism. Students will investigate the prediction and description of electromagnetic radiation given by Maxwell's equations. Common

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diffraction patterns and their corresponding transforms will be studied along with Fresnel coefficients and the interaction of light with matter.

Credits: 3.00

PHY 480 Numerical Methods

A computational physics designed to help students become proficient with numerical methods commonly used in the sciences. Foundational programming concepts, including iterative and selective execution, data types, and variable declaration will be covered along with specific algorithms. Approaches for simulating physical systems will be presented in the context of solving analytic and approximate equations. Special emphasis will be placed on solving differential and undetermined equations.

Credits: 3.00

PHY 490 Senior Research Practicum

A capstone experience designed to finalize student research conducted throughout the course of the physics program. Students will be guided through the preparation of a senior thesis and will present their findings to a group of their peers. The course will also provide information pertaining to post-graduate career options and graduate degrees in physics or a related field.

Credits: 3.00

Political/Legal Studies

PLS 105 Politics and Government -S

An introduction to the field of political science, including a review of political institutions, political action, theory and practice. The American system of Government will be emphasized.

Credits: 3.00

PLS 110 American Legal System -S

An introduction to the American legal system including sources of law, the court systems and fundamental legal principles in several substantive areas of law.

Credits: 3.00

PLS 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

PLS 210 Law, Ethics and Morality -E

This course takes a critical look at codes of ethics that guide the legal profession and contemporary moral and ethical problems that comprise much of the debate over current legal issues such as abortion, euthanasia, and capital punishment. These topics are examined through the lens of various ethical theories including utilitarianism, categorical imperative, divine command theory and cultural relativism.

Credits: 3.00

PLS 213 Critical Thinking About Politics -T

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This course will introduce you to the use of critical thinking skills to understand and evaluate political speech and action. The course will be structured around the political principles contained in the Declaration of Independence and the United States Constitution. We will use the tools of critical thinking to engage in analysis and discussion of concepts contained in these documents including the meaning of justice, liberty, equality and freedom. We will then critically evaluate the use of these terms by current political figures and organizations by looking at political speech, proposals, platforms and actions that utilize these terms.

Credits: 3.00

PLS 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chairperson.

Credits: 3.00

PLS 303 American Jurisprudence

An introduction to the American legal system through the study of philosophy and theories of law and justice.

Prerequisite: PLS110

Credits: 3.00

PLS 304 American Political Theory

An examination of the political philosophies expressed in the Declaration of Independence and the United States Constitution. Considers the viability of these philosophies in the context of contemporary American society and politics.

Credits: 3.00

PLS 312 International Law and Politics

This course will explore international political and legal issues. Discussion will include international courts and legal standards, such as the Hague Convention, International Criminal court and various treaties on human rights as well as the political structure of countries by comparison with the US system.

Credits: 3.00

PLS 325 Advocacy

The substance of law and politics is persuasive communication. This course will explore how this type of communication is utilized in both judicial and political settings. The course will include the theory of argument as well as hands-on application. Law-related advocacy will focus on opening and closing statements; direct and cross examinations; jury instructions; courtroom demeanor; and appellate argument. Political communication will focus on structured debate and formal argument.

Credits: 3.00

PLS 329 Conflict & Dispute Resolution

In-depth examination of theory and application of judicial and non-judicial forms of dispute resolution, including litigation, mediation, and arbitration. Analysis of impact on individuals and society, including economic, social and moral costs.

Credits: 3.00

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PLS 390 **PLS Internship I**

Course requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

PLS 400 **Advance Projects**

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

PLS 415 **Senior Seminar**

A capstone course which promotes integration and connections between general education and the major; fosters integration and synthesis within the major; and promotes integration and connections between the major and the field. To give students the opportunity to review, connect and integrate the knowledge, skills and values developed from the Juvenile Justice, paralegal or political/legal studies major programs; to apply disciplinary theory and methods in independent learning, creativity, and collaborative problem solving; and to link general education learning and major program learning to career development and/or graduate or professional study options. Allow students to demonstrate the practical application of the liberal arts approach to the study of law utilizing the techniques of legal research, analysis and composition to prepare an in-depth research paper.

Credits: 3.00

PLS 417 **Writing and Research in Public Policy**

Students will conduct statistical research and utilize appropriate legal or political research methodology for the purpose of proposing, supporting, and advocating for a legal or political policy. May include a service-learning component. Prerequisite: PLS105 and PLS110 (A statistics course is recommended)

Credits: 3.00

PLS 445 **Constitutional Law**

A case study approach to the allocation of power within the branches of the federal government and between state and federal governments, due process, equal protection, rights of the criminal defendant and the freedoms of speech, religion and privacy. Prerequisite: PLS105 and PLS110

Credits: 3.00

PLS 450 **Political Studies Capstone**

Students must apply for admission to the Political Studies Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the faculty in the Political Studies Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service-learning component. Prerequisites: A statistics course, PLS105 and PLS110

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Credits: 3.00

PLS 451 Internship II

Course requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

PLS 452 Internship III

Course requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a pre-approved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair.

Credits: 6.00

PLS 455 Prelaw Certificate Capstone

Students must apply for admission to the Prelaw Certificate Program in the sophomore year. The Certificate program credit will be granted in the student's senior year upon successful completion of the student's portfolio. The student will be expected to work with the facility in the Prelaw Certificate Program to identify and engage in appropriate activities which indicate a strong commitment to public policy and political participation. May include a service learning component. Prerequisites: A statistics course, PLS105 and PLS110

Credits: 3.00

Paralegal Studies

PRL 302 Law and Paralegalism

This introductory course is designed to introduce students to the practical aspects of working within the paralegal field and will include examination of the American legal system, paralegal skills and competencies such as legal analysis, interviewing, investigating, legal research and writing and, regulatory and ethical issues facing paralegals, and career options for the paralegal.

Credits: 3.00

PRL 304 Electronic Legal Research

This course explains the what, how, and why of legal research. Students will learn Boolean searching and formation of queries in order to facilitate the location of primary legal authority and secondary sources. The skills learned in this course will allow students to research paid legal databases and the Internet for substantive and procedural law and to think critically while moving through the steps to locate statutes and case law in order to assist the attorney in representing a client and their legal issue.

Credits: 3.00

PRL 306 Civil Practice

This course introduces the process of civil practice (procedural rules) and the law that governs it (substantive law) and to the skills of investigating and fact gathering which includes interviewing of clients and witnesses. Students

will gain practice in drafting the documents necessary for civil matter to proceed through the legal system from filing through trial and post-trial.

Credits: 3.00

PRL 309 Ethics and the Law Office

This course includes an overview of the ethical organization and management of the modern law office. Topics include: client billing, responsibilities concerning client funds, case management systems, law office technology and the Code of Professional Responsibility and Ethical Guidelines for both lawyers and non-lawyers. Rules, statutes and case law governing unauthorized practice of law will be covered. Students will analyze, evaluate, articulate and defend positions on ethical questions.

Credits: 3.00

PRL 311 Evidence and Fact Gathering

This course examines the rules governing the admission, exclusion, and presentation of evidence in judicial proceedings. Topics covered in this course include relevancy, authentication, the "Best Evidence" rule: categorical rules of exclusion; character and habit evidence; competency of witnesses; examination and impeachment of witnesses; opinion and expert testimony; presentation of evidence, privilege; the hearsay rule and its exceptions, presumptions and burdens of proof and the scope of judicial notice. Additionally, the course covers strategies for fact-finding, investigation and interviewing techniques for gathering information. Also includes investigative techniques for determining what information is needed and finding, organizing, verifying and documenting the information. Prerequisite: PLS110 and PRL304

Credits: 3.00

PRL 315 Family Law

A study of the law of marriage, annulment, dissolution, guardianship, adoption, custody, legitimacy of children, and issues within the juvenile courts, with emphasis on development of skills pertinent to the paralegal function. Prerequisites: PLS110 and PRL304

Credits: 3.00

PRL 318 Criminal Practice

This course will provide a basic understanding of the substantive and procedural criminal law including due process, probable cause, statutory and case law authorities governing criminal law and the rules of criminal procedure. Students will also review the structure of the criminal courts system. This course provides application of the substantive law and procedural safeguards to a case study in representing either the state or a defendant in a criminal law proceeding. Prerequisites: PLS110 and PRL304

Credits: 3.00

PRL 321 Administrative & Federal Procedure

This course presents basic concepts of administrative law and procedure in federal and state agencies. Students will learn advocacy techniques for representing a client in an administrative process. Substantive topics will include administrative delegation of power, rulemaking, agency discretionary powers, remedies, and judicial appeals. Federal law will focus on procedure in Federal courts and applicable state rules. Prerequisites: PLS110 and PRL 304

Credits: 3.00

PRL 420 Probate and Estate Planning

This course presents basic concepts of estate planning, elder law issues, and probate law. Students will learn how to assist clients in planning, procedure and conflict resolution related to testamentary and other advanced planning documents; the probate process, and special issues related to aging including minors and adults with physical and/or mental disabilities. This course will include both substantive and procedural law as applied through a hands-on problem-solving format.

Credits: 3.00

PRL 430 Contracts

Will provide a basic understanding of the substantive law of contracts. The course focus is on both common law and the uniform commercial code in regard to the basic elements of contract formation and will involve practical research assignments to explore the practical application of the principles of contracts. Prerequisites: PRL302 and PRL304

Credits: 3.00

PRL 450 Torts Law

Tort law is the area of law that provides a remedy for harms to private individuals. Tor law includes intentional torts and unintentional torts. This course will introduce students to the theory that forms the basis for society's interest in assigning blame and the economic distribution of liability.

Credits: 3.00

PRL 475 Practicum and Capstone

The capstone/practicum course is the final course in the paralegal studies program. This course will provide students with an opportunity to demonstrate proficiency as a paralegal in two ways. First, through the practicum, students will demonstrate the ability to apply coursework in an actual law office setting, similar to participating in a virtual internship. Second, students will demonstrate their proficiency in legal reasoning through the capstone research and writing assignment.

Credits: 6.00

Psychology

PSY 101 General Psychology I -S

An introduction to psychology as a scientific discipline surveying the biological basis of behavior, motivation, learning, sensation, perception, memory, thinking and language.

Credits: 3.00

PSY 102 General Psychology II -S

An introduction to psychology as a scientific discipline surveying interpersonal behavior, personality development, intelligence, psychopathology, assessment, treatment, and research methodology.

Credits: 3.00

PSY 105 Honors General Psychology (Adler to Zimbardo)

A more advanced introduction to psychology as a scientific discipline surveying interpersonal behavior, personality development, intelligence, psychopathology, assessment, treatment, and research methodology.

Credits: 3.00

PSY 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

PSY 221 Educational Psychology -S

The study of the psychological principles that support the foundation of educational theory and practice. The student will be able to understand and apply the psychological principles that form the basis of educational theory and practice.

Credits: 3.00

PSY 225 Careers in Psychology

In this course, students will explore the career paths available to students who major in psychology. Individuals will work on developing career goals and specific plans of action for gaining employment in the field of psychology. Areas of graduate study will also be discussed as well as the job opportunities available to students who pursue advanced degrees.

Credits: 3.00

PSY 226 Child and Adolescent Development -S

The purpose of this course is to provide an overview of the typical development of a child from birth through emerging adulthood. Biological, cognitive and social development and the influencing factors will be covered. Students will be expected to apply the theories discussed in the course to improve child welfare.

Credits: 3.00

PSY 285 Psychology of Personality -S

A survey of the field of personality, emphasizing modern theoretical approaches, basic methods of investigation and current research findings.

Credits: 3.00

PSY 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

PSY 310 Social Psychology

The purpose of this course is to provide students with an understanding of how the social world affects individuals' lives. Students will learn key theories that explain the power of a situation in shaping our thoughts, attitudes, and behaviors. Course issues include perception, prejudice, attitudes, conformity, group dynamics, attraction, aggression, and prosocial behaviors. Students will be expected to apply social psychology theory to social situations. Prerequisite - PSY102 or PSY105

Credits: 3.00

PSY 312 Lifespan Development

The purpose of this course is to provide an overview of the development of the individual across the lifespan. Students will learn how biological, social and psychological processes impact development. Students will be expected to apply developmental concepts to situations occurring in everyday life. Prerequisite - PSY102 or PSY105

Credits: 3.00

PSY 313 Statistics for the Social Sciences

This course focuses on descriptive and inferential statistics in the design, analysis and interpretation of data in psychological research. Students will learn to effectively present data. Practical application is emphasized. Prerequisites: SWK313

Credits: 3.00

PSY 324 Cognitive Psychology

The purpose of this course is to provide students with an understanding of how the human mind processes information. Students will gain a deep appreciation for the mind and how it is able to accomplish day-to-day tasks and what happens when something goes wrong. Course issues include sensation and perception, attention, memory, imagery, language, problem-solving and decision-making. Prerequisite: PSY101 and (PSY102 or PSY105) (Students are strongly encouraged to complete SWK 313 and PSY 313 prior to enrolling in PSY 324)

Credits: 4.00

PSY 326 Psychology of Intimate Relationships

The purpose of this course is to provide students with an understanding of how psychological theory can be applied to intimate relationships. Students will develop an understanding of how relationships are formed, maintained and dissolved. Course issues include attraction, attachment, sexuality, conflict, love, equity, communication, fidelity and jealousy, and relationship violence. Students will be expected to apply their knowledge of how psychological processes influence relationships to their own lives. Prerequisites: PSY102 or PSY105 (Students are strongly encouraged to complete PSY 310 prior to enrolling in PSY 326.)

Credits: 3.00

PSY 336 Multicultural Psychology

The purpose of this course is to provide students with an understanding of themselves and others as cultural beings in the context of psychology. Students will develop cultural awareness and sensitivity in preparation for a future career with diverse individuals, groups, and communities. Course issues include multicultural competence, racial identity, and evidence-based practices of working with various diverse groups.

Credits: 3.00

PSY 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

PSY 390 PSY Internship I

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Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three pre-approved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

PSY 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

PSY 406 Psychology and the Law

An overview of the psychological study of the legal system. This course will present an overview of how psychological constructs affect jury selection, interview techniques, eyewitness testimonies, crime scene investigations and the evaluation and punishment of criminals.

Credits: 3.00

PSY 411 Abnormal Psychology

The study of the factors which lead an individual to pathological behavior, the types of abnormal behavior, and the current methods of therapy. Prerequisite - PSY102 or PSY105

Credits: 3.00

PSY 412 Counseling

A comparison of various theories of counseling and psychotherapy with a focus on practical counseling techniques. Emphasis is placed on individual and group techniques which can be directly applied to educational and everyday settings. Prerequisite - PSY102 or PSY105

Credits: 3.00

PSY 413 Advanced Research Project

This course will allow students to complete a research project in an area of psychology. Students will be guided through the research process including the review of literature, methodology and data analysis. This course is repeatable for credit. Students will be able to repeat this class for credit. Prerequisite: SWK313 and PSY313

Credits: 3.00

PSY 450 Psychology Seminar

This is a capstone course integrating prior learning and exploring leading research and controversial issues in psychology. This course is based on individual student curricular needs and interests. Students employ skills of analysis, synthesis, and evaluation on topics inherent to the psychology major. Prerequisite - PSY101 and PSY102

Credits: 3.00

PSY 451 PSY Internship II

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Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

Reading

RDG 099 College Reading

This course is to help students develop reading skills strategies for comprehending texts that may be above their current reading level. Students will be expected to demonstrate reading skills competencies using actual texts from their other college sources.

Credits: 3.00

Sociology

SCA 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

SCA 245 Ethics in Social Science -E

In this course we will analyze a variety of ethical issues of contemporary social concern. Among the issues are: abortion, physician-assisted suicide, the death penalty, privacy, pornography and censorship, social justice and affirmative action, gender issues, genetic engineering, cloning, and reproductive technology, environmental ethics and treatment of animals. The principal focus of the course will be on a careful study and critical examination of arguments and the application of those arguments to current events, issues in research specific to the disciplines and practice issues in Sociology and Social Work. The design of the course is to familiarize you with the tools needed to make more and ethical decisions that go across both disciplines. Sociology is a discipline that looks at society as a group and involves social ethics, legal ethics, environmental ethics, gender ethics, family ethics, bioethics, racism and sexism issues as well as personal and practical ethics. We will answer the questions of, what are our moral obligations to others? How can moral disagreements be rationally settled? What rights must a just society accord its citizens? What constitutes a valid excuse for wrong-doing?

Credits: 3.00

SCA 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

SCA 353 Race and Ethnicity -D

A comprehensive study of minority group relations. Attention is given to the social history of racial and ethnic minorities, the social nature and consequences of ethnic differentiation, patterns of inter-ethnic contacts, inequality, assimilation, ethnic and racial conflict and accommodation.

Credits: 3.00

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SCA 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

SCA 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

Science

SCI 130 Foundations of Science -N

An introductory science course which includes fundamental topics in chemistry, earth science, and astronomy. Emphasis is placed on developing essential problem-solving skills as sample problems are often solved in small groups while strategies and techniques are discussed. Computing software is used to provide interactive instruction and develop intuition about the presented formulas. Regular in-class demonstrations are performed in order to enhance conceptual understanding. Co-req: SCI131 Foundations of Science Lab.

Credits: 4.00

SCI 131 Foundations of Science Lab

The laboratory component of Foundations of Science which reinforces and expands on concepts taught in the lecture. An emphasis is placed on following the scientific method as students apply the pattern of observing, developing hypotheses, collecting data, and testing theories. The process of writing a formal lab report is also established as students document, summarize, and draw conclusions from their findings. Co-req: SCI130 Foundations of Science

Credits: 0.00

SCI 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

SCI 205 The Scientific Enterprise -N

An exploration of the multi-faceted nature of science and its impact on history, from Galileo to Pasteur and beyond. Emphasis is placed on scientific approaches and historical development. The role of science in society is addressed and the important consequences of various discoveries are discussed. The evolution of science from early natural philosophy to the familiar scientific method is examined in the context of contributions made by individual scientists.

Credits: 3.00

SCI 223 What is Life? - N

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Inspired by Jay Phelan's "What is Life?", this four-credit online-only course will explore the foundations of biological science. As a part of their fulfillment of the Natural Science General Education Objectives, students will develop knowledge in the interdisciplinary nature of all natural sciences by integrating physical and chemical theories into explanations of how life works. Students will be expected to apply some of the content discussed in this class to their local environments, apply quantitative reasoning, and produce cogent writing samples in a scientific manner. Concurrent enrollment in SCI224 is required.

Credits: 4.00

SCI 224 What is Life? Lab

What is life Lab. Concurrent enrollment in SCI223 is required.

Credits: 0.00

SCI 230 Earth Science Lecture -N

A study of the various physical aspects of the earth, including the atmosphere, the biosphere and the geomorphology. There are required field trips. (Special Fee)

Credits: 3.00

SCI 240 Introduction to Astronomy -N

Introduction to Astronomy is a course intended to introduce or broaden student knowledge of the core sciences through an application to astronomy and astrophysics. Topics covered will include the Sun, the Moon, the Solar System, exoplanets, astrobiology, astrophysics, stars, galaxies, and cosmology. Students will gain a deeper understanding of the Universe we live in and how observation and scientific analysis can reveal the inner workings of the cosmos. Prerequisite:MAT099 (or ACT Math sub score of 22 or higher or SAT math sub score of 520 or higher) Corequisite: SCI241

Credits: 4.00

SCI 241 Introduction to Astronomy Lab

The laboratory component of Introductory to Astronomy is an introduction to the world of astronomical observation by doing simple observations and computer lab exercises with other students. In this course the student will experience astronomy by doing astronomy. Experiment observations will consist of naked eye, telescope, and computer-based simulated programs which include: learning how to identify constellations, observing changes in lunar phases, plotting a light curve for a variable star, classifying stars and measuring the expansion of the Universe. Corequisite:SCI240

Credits: 0.00

SCI 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair. (Lab fee)

Credits: 3.00

SCI 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

Sports Management

SMG 100 Introduction to Sport Management

This course is an introduction to the field of sport management (SMG). A survey of SMG topics, including key issues, career development & critical thinking will be presented.

Credits: 3.00

SMG 117 Sports Ethics -E

The purpose of this course is to develop a problem solving approach to current ethical problems in leisure, physical education, and sport. Emphasis will be on training students to analyze, evaluate, articulate, and defend logical positions on issues related to sport.

Credits: 3.00

SMG 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. Course topics will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

SMG 310 Sport Law

This course is an exploration of the relationship of the law and various sport industries. Future sport professionals will be provided practical examples & opportunities to research content areas ranging from negligence, to licensing to labor unions among others.

Credits: 3.00

SMG 321 Sports Marketing

This course will analyze how sport is used to market various non-sport products, the marketing of products used in sport, the marketing of the participants of sport, & the marketing of sport itself. Prerequisites: SMG100

Credits: 3.00

SMG 330 Event & Facility Management

This course will address the management principles and techniques of facility and event management operations, including but not limited to communication, risk management, planning and personnel management. Students will also analyze the various trends in facilities and events across the sport landscape. Prerequisite: SMG100

Credits: 3.00

SMG 390 SMG Internship I

This first internship in Sport Management (SMG) is designed to offer students the opportunity to learn more about various SMG professions, as well as gain experience by transferring in-class content into the real world. Students must complete a minimum of 120 contact hours with their internship supervisor.

Credits: 3.00

SMG 400 Advanced Projects

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Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 0.00

SMG 406 Management of Athletics

This course will advance student knowledge & understanding of various management aspects & requirements within the sporting community.

Credits: 3.00

SMG 410 Global Sport Environment

This course will address the vast nature of sport beyond the borders of the US. Content areas will include international sport governing bodies, the production and consumption of sport on the world stage (e.g. Olympics, World Cup), the process of the global expansion by leagues in the US and how international sports have pushed through the US borders. Prerequisite: SMG100

Credits: 3.00

SMG 412 Economic and Financial Management of Sport

This course will advance student knowledge & understanding of the financial & economic aspects of various sport settings. Prerequisites: SMG100

Credits: 3.00

SMG 450 Sport Management Senior Seminar

Taken during the last semester within the Sport Management (SMG) program, this course will recap the various SMG content areas relevant to the future interest areas of the enrolled. Extended career & personal development will be emphasized through cover letter & résumé building. Students will culminate their semester with a project to be presented during the Senior Showcase

Credits: 3.00

SMG 451 SMG Internship II

This second internship in Sport Management (SMG) is designed to offer students an off-campus opportunity to refine more specific skills gained previously during their first internship & academic career with a mentor/supervisor. Students must complete a minimum of 120 contact hours with their internship supervisor.

Credits: 3.00

SMG 452 SMG Internship III

This third internship in Sport Management (SMG) is designed to offer students the extended opportunity to refine more specific skills gained previously during their prior internships & academic career with a mentor/supervisor. Students must complete a minimum of 240 contact hours with their internship supervisor. May be substituted for SMG 451 or taken separately as a third internship.

Credits: 6.00

Spanish

SPA 101 Elementary Spanish I -D

Functional skills approach for beginning students, focusing on developing the ability to communicate as well as an awareness and appreciation of Hispanic culture.

Credits: 3.00

SPA 102 Elementary Spanish II -D

Further development of communication skills. Continued study of Hispanic culture, new linguistic structures, and vocabulary to enable students to express and defend opinions, to narrate, and to describe. Prerequisite - SPA 101 or 2 years of high school Spanish.

Credits: 3.00

SPA 110 Introduction to Hispanic Cultures

This is an introductory course for students interested in understanding Hispanic culture from general concepts of culture to different art expressions. How does a major geographical area come to be defined as Hispanic? What diverse elements merge together to form an identity? How are the concepts of culture, nation, language, geography, and power understood, invented or defined in our contemporary world? The course will address these topics, among others, through an organized focus of four fundamental elements: FAMILY (organization of the household, gender roles and personal interrelations); ETHNIC DIVERSITY (contributions to culture according to ethnicity); BELIEF SYSTEMS (religions, supernatural and superstitions –including holidays and practices); and ENTERTAINMENT (sports, telenovelas, secular celebrations).

Credits: 3.00

SPA 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

SPA 203 Intermediate Spanish I

Emphasis on communication, pair and group work and learning in context. Continued promotion of development of listening, speaking, reading, and writing skills. Further study of Hispanic culture and civilization. Prerequisite - SPA 102 or 4 years of high school Spanish.

Credits: 3.00

SPA 204 Intermediate Spanish II

Continued opportunities to improve listening, speaking, reading and writing skills. Review of grammar and introduction of additional vocabulary needed to express ideas and opinions related to Hispanic culture and literature. Prerequisite: SPA 203

Credits: 3.00

SPA 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

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Credits: 3.00

SPA 303 Advanced Spanish Conversation

Continued practice with Spanish language needed to survive in situations in which Spanish must be used. In addition students will have the opportunity to discuss contemporary issues through newspaper and magazine articles and cultural readings. Prerequisite - SPA 204

Credits: 3.00

SPA 351 Introduction to Hispanic Literature

Selected reading from important works of Hispanic literature designed to give the student an introduction to the most important writers of the Hispanic world. Prerequisite: SPA 204 or permission of the instructor.

Credits: 3.00

SPA 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

SPA 377 Spanish Civilization

An introduction to Spanish culture and civilization as it has developed over the centuries. Prerequisite: SPA 204 or permission of instructor.

Credits: 3.00

SPA 381 Advanced Grammar and Composition

A systemic study of Spanish grammar and syntax. Oral and written exercises are designed to develop proficiency both in spoken and written Spanish. Prerequisite: SPA 204

Credits: 3.00

SPA 390 SPA Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three preapproved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of the division chair.

Credits: 3.00

SPA 400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of instructor and the division chair.

Credits: 3.00

Social Studies

SST 150 Human Sexuality

This course is a one-credit hour seminar on various topics in human sexuality with several experts as guest lecturers. It is intended to cultivate the student's ability to identify various parts of human anatomy accurately; to examine the role gender plays in human communication; to analyze the components of love, intimacy and sexuality; to examine the causes of domestic violence and coercive or aggressive sexual behavior.

Credits: 1.00

Social Work

SWK 100 Careers in Social Work

This course is designed for students new to the social work major or those considering transfer to the major. The course explores a variety of human service careers and how one might assess his/her suitability for the field. Students will examine their interest in social work and other human service professions and learn the career possibilities within their interest area. In addition, the course will explore various social issues and problems the social work profession addresses. This course will serve as a primary means of socialization into the professional BSW program.

Credits: 1.00

SWK 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

SWK 203 Aging in America - A New Generation

This course examines the affects of aging on individuals, groups, social institutions, and society. Issues of the aging are examined with special attention to work, retirement, leisure, health, self-conceptualization, and living environments. Social Work practice with the elderly will constitute a significant focus of the course with opportunity for experiential learning.

Credits: 3.00

SWK 215 Social Welfare -S

This introductory course examines historical and contemporary efforts to address human needs, in American society. Students will participate in open discussions to explore the conservative, liberal and radical political ideologies that underpin social policies today. Discussion topics will include human diversity, religion, poverty, child welfare, criminal justice, health care, mental health, developmental disabilities, housing, homelessness, community development and aging. Students will have the opportunity to learn about and interact with professional social workers, through class activities, guest speakers and job shadowing experiences. Guest speakers will also include multidisciplinary professionals, such as attorneys, educators, law enforcement officers and medical personnel, who partner with social workers in meeting human needs.

Credits: 3.00

SWK 230 Interaction Skills

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This course serves as a foundation course for our social work program and is the first in our practice series (practice I). The course focuses on the core communication skills essential to beginning Social Work practice and the problem-solving process. Students are introduced to the generalist practice model and gain experience to basic listening and assessment skills within the context of social work values and knowledge and ethics. The generalist perspective along with exposure to cultural diversity and populations at risk are emphasized throughout the course as well. Students videotape various role play scenarios to gain practice skills engagement, assessment, goal planning, intervention, evaluation and termination.

Credits: 3.00

SWK 273 Crime Victimization in America

This course focuses on issues unique to individuals and groups that have been victimized by violent crime. Course content includes examination of the victim's historical role within the criminal justice system, the victim's movement, and current issues most relevant to victims and service delivery. Theoretical consideration and practice interventions are examined in relation to specific crimes and vulnerable populations. In conjunction with area agencies, students develop a community project to be implemented during National Crime Victims Rights Week.

Credits: 3.00

SWK 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

SWK 304 Domestic Violence Theories & Interv

An examination of the historic and current legal policies that impact the legal response to domestic violence. The legal impact on women, juvenile offenders, divorce, and the criminal justice system will be explored.

Credits: 3.00

SWK 312 Intervention Strategies Indiv/Famil

This course provides a framework for the Generalist Model for social work practice with individuals and families. Emphasis is on learning to develop professional relationships that are characterized by mutuality, collaboration, and respect for the client. Content focuses on examination of client strengths and problems in the interactions among individuals and between people and their environments as well as social work knowledge, values, and skills that are employed to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. The problem solving methods is also a major component of the course as well as learning the skills for practice with clients from differing social, cultural, racial, religious, spiritual, and class backgrounds.

Prerequisite: SWK316

Credits: 3.00

SWK 313 Research Methods

This course examines the application of basic concepts of research methodology to social work, including problem formulation, design of research, measurement, sampling, and data analysis. It includes the role of research in social work and the interpretation and critical analysis of research reports in social work. This course provides the foundation to equip students to be consumers of published research and to engage in building knowledge to enhance practice and service delivery through the use of scientific methods. Emphasis throughout the course is

placed on preparing students to identify research findings that assist them in being more effective practitioners as well as producers and consumers of research.

Credits: 3.00

SWK 314 Group Dynamics & Interventions

This course provides a framework for the Generalist Model for social work practice with groups. It is the second in the series of Social Work Practice courses and includes the same focus as Social Work Practice I but applied to groups. Students learn how to enhance the intellectual, emotional, and social development of individuals through group activities. Different techniques and objectives are explored and include groups that focus on: socialization, information exchange, curbing delinquency, recreation, changing socially unacceptable values, and helping to achieve better relations between cultural and racial groups.

Credits: 3.00

SWK 315 Community & Organizational Developm

This course provides a framework for the Generalist Model for social work practice with communities and organizations. It is the third in the series of Social Work Practice courses and includes the same focus as Social Work Practice I and II but applied to communities and organizations. Content focuses on macro practice which is professionally directed intervention designed to bring about planned change in organizations and communities.

Credits: 3.00

SWK 316 Human Behavior in the Environment I

Birth-Adolescence. Human Behavior and the Social Environment I and II are taught in a two part course format and serves as foundation sequence in the Social Work Program. SWK316, Human Behavior and the Social Environment I is a review of the biopsychosocial theories of development from birth to adolescence, while SKW317, Human Behavior in the Social Environment II covers theories of biopsychosocial development of adolescence through end of life. This course sequence is based upon the philosophy that human behavior is shaped by many interacting factors and specific theories from the biological, psychological, social and cultural theory base are presented in order to address the complexity of human functioning. At the same time, human behavior is conceptualized as following a developmental sequence with age-specific characteristics and needs. In order to present this knowledge base, selected theories are applied to each life cycle stage. In each state, special attention is given to the impact of oppression, discrimination, privilege, and the consequences of gender, socioeconomic status and minority group membership. These dimensions are viewed as interactional influences on individual behavior and the person as a member of a small group, community and of the large society and culture. This course uses general systems theory with an ecological focus to provide the organizing base to explore lifespan development.

Credits: 3.00

SWK 317 Human Behavior in Environment II

This course continues the study of human behavior with an emphasis on psychosocial development and ethnic sensitive social work perspectives. Attention is given to the interaction and influences of the psychological and sociocultural dimensions of human behavior. These dimensions are viewed as interactional influences on individual behavior and the person as a member of a small group, community and of the large society and culture. Part II also emphasizes the multicultural component that is significant in social work practice.

Credits: 3.00

SWK 322 Addictive Behaviors & Substance Abuse

This course will focus on the following areas: drug pharmacology and its effects on the user and will include examination of such topics as classifications of drugs, synergistic effects on the body, drug tolerance and dependence and the over-the-counter pharmacology industry. A study of the special problems of the adolescent substance abuser. Emphasis will be on the identification and section as key components in initiating intervention strategies. An examination of the correlation between substance abuse and criminality. Analyzing the theoretical models of the substance abuse/ crime relationships and its implication. Topics to be explored will include drugs and street crime, DUI, intervention strategies, urinalysis testing, and substance abuse and family violence. We will attend substance abuse counseling sessions to view the process for mandated clients. Major theoretical counseling orientations are examined with an emphasis on how each of these theories applies to the treatment of substance use disorders. Theories considered include: Freudian Theory, Client-Centered Theory, Gestalt Theory, Reality Therapy, Rational Emotive Therapy, social learning theory and other Cognitive-Behavior Theoretical approaches.

Credits: 3.00

SWK 338 Social Welfare Policy

This course focuses on the basic concepts inherent in the development, analysis, and implementation of social welfare policy. Course content includes examination of these concepts from micro, mezzo, and macro perspectives that emphasize the relationship between policy and direct practice. Historical influences, consequences, and current initiatives are reviewed, and various models and considerations for analysis are examined. Students may have the opportunity to observe legislative sessions at the State Capitol.

Credits: 3.00

SWK 340 Child Abuse and Neglect

This course presents an in-depth examination of the dynamics of, relationship between, and causes of child abuse and neglect. Family roles and their subsequent consequences are analyzed. This course builds on practice skills in identification and intervention with families in which child abuse and neglect occur. Special attention is given to substance abuse and domestic violence and how they impact child abuse and neglect.

Credits: 3.00

SWK 374 Mental Health Services and Policies

This course is designed to teach students about the dynamics of mental health history, services, policies and special considerations for populations at risk. An interdisciplinary approach to understanding, assessment, treatment, case management and legal process will be covered. The history of mental health services as it applies to contemporary issues and policies will be explored. The varying causes, signs and symptoms, risk factors, cost and treatment of mental illness will be examined extensively. This course is designed for students preparing for professions working with individuals, families, organizations and policies. The class is particularly targeted at students majoring in social work, deaf human services, juvenile justice, psychology or legal studies.

Credits: 3.00

SWK 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

SWK 406 Working with Juvenile Offenders

An overview of causes and types of offenses by juveniles and an exploration of the legal issues and enforcement procedures in the short-term detention and long-term incarceration of juveniles. Prevention programs such as Juvenile Court, legal system intervention programs and services, court ordered probation, detention, group home care, institutional care and community programs (community service, restitution and social skill development) are all examined as responses to juvenile offending.

Credits: 3.00

SWK 450 Senior Field Practicum I

Field Practicum I is a required course that affords senior level students the opportunity to observe and begin practicing social work knowledge, values, ethics and skills. Students are assigned to a social service delivery system under direct supervision from a trained social work Field Educator. The overall objectives are for the student to acquire and demonstrate social work competencies through direct practice experiences. These competencies are set forth by the Council on Social Work and the WWU Social Work Program. The student is required to complete 250 hours in the social service delivery system. The emphasis in Field Practicum I is acclimation to organization structure, clientele, direct practice skills, interventions, documentation, agency and social welfare policies and community resources. Field Practicum I is the first practicum course in a concurrent sequence.

Credits: 4.00

SWK 451 Senior Field Practicum II

Field Practicum II is a required course for senior students and is a continuation of Field Practicum I. The student remains in the same social service delivery system and continues to observe and practice social work knowledge, values, ethics and skills. The overall objectives are for the student to acquire and demonstrate social work competencies as set forth by the Council on Social Work and the WWU Social Work Program. As the student has gained social service delivery experience from Field Practicum I, the student in this course will function with more professional autonomy. The emphasis is on the student consistently demonstrating all social work competencies. The student is required to complete 250 hours in the social service delivery system. Field Practicum II is the capstone course that concludes the sequence of the BSW degree. Prerequisite - SWK450

Credits: 4.00

SWK 452 Senior Field Seminar

Senior Field Seminar is a required course taken in conjunction with SWK 450 during the senior year. The course provides a platform for students to identify social work competencies experienced in the social service delivery system. The emphasis in the Field Practicum I experience is acclimation to organization structure, clientele, direct practice skills, interventions, documentation, agency and social welfare policies and community resources. Students will demonstrate acquisition of these competencies through research, presentations, documentation, processing and problem-solving. Discussion of experiences in the classroom setting allows students to develop and strengthen a sense of professional self. Senior Field Seminar is the first seminar course in a concurrent sequence.

Credits: 2.00

SWK 453 Senior Capstone Seminar

Senior Capstone Seminar is a required course for senior students and is a continuation of Senior Field Seminar I and taken in conjunction with SWK 451 during the senior year. The course provides a platform for students to

continue identifying social work competencies experienced in the social service delivery system. An emphasis is placed on more professional autonomy. Through research, presentations, documentation, processing and problem-solving, the student examines competency development in relation to direct practice experiences. Discussion of experiences in the classroom setting allows students to develop and strengthen a sense of professional self. Senior Field Seminar II is the capstone course that concludes the sequence of the BSW degree. Prerequisite: SWK450

Credits: 2.00

Theatre

THA 110 Introduction to Theatre -A

A historical overview of performing arts including discussions of the organization, responsibilities and importance of the creative artists in dance, music, and theatre.

Credits: 3.00

THA 115 Theatre Dance: Jazz and Tap

Designed to teach students jazz and tap dance style. May be repeated up to 3 credit hours.

Credits: 1.00

THA 116 Theatre Dance: Modern

Designed to teach students modern dance styles. May be repeated up to 3 credit hours.

Credits: 1.00

THA 117 Theatre Dance: Ballet

Designed to teach students ballet dance styles. May be repeated up to 3 credit hours.

Credits: 1.00

THA 120 Introduction to Stagecraft

Designed to give the student a basic competence with the tools, techniques and materials used in technical theatre. This course is required for all students entering the practicum series.

Credits: 1.00

THA 125 Costuming Practicum

A production experience for students to work on the costuming for all division productions. Prerequisite: THA 120

Credits: 1.00

THA 126 Technical Practicum

A production experience for students to work on scenery, lighting, sound and properties for all division productions. The course may be repeated for credit four times. Prerequisite: THA 120

Credits: 1.00

THA 151 Theatre Performance Practicum

A performance experience for students taking roles and performing in mainstage theatre productions.

Credits: 1.00

THA 200 Introductory Projects

Special one-semester classes and seminars with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

THA 210 Dance Movement I -A

Designed to train performers in movement, period styles and how the two are related. Emphasis will be placed on the integration of vocal technique and performance technique with bodily action and posturing. Other topics include an effective warm-up for performance as well as movement to increase versatility, expressiveness and flexibility.

Credits: 3.00

THA 211 Dance Movement II -A

Continues the study of Dance/Theatre movement started in Dance Movement I. Prerequisite: THA 210

Credits: 3.00

THA 231 Makeup for Stage and Film

Elementary study and work in the art of makeup design and application for the actor. Required production laboratory.

Credits: 3.00

THA 232 Stage/Set Management

An introduction to the organization and methods of stage management in the production, audition, rehearsal, technical/dress rehearsal, performance and post-production stages. Required production laboratory.

Credits: 3.00

THA 234 Stagecraft

An introduction to the physical theatre and stage technology. Special emphasis is placed on set design and technical drawing. Required production laboratory.

Credits: 3.00

THA 240 Stage Combat -A

A class designed to teach actors the fundamentals of stage combat, dueling, fencing, fighting, stunt work, and choreography. A heavy emphasis on safety will be stressed in all engagements and situations.

Credits: 3.00

THA 250 Survey of American Musicl Theatre -A

This course traces the history of the American Musical theatre from its beginnings to its most current trends on Broadway. The structure of the musical and how it has evolved over the years, musical styles, production values and biographies of the men and women who have contributed to the growth of the genre will be discussed.

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Credits: 3.00

THA 255 Acting I Basic Skills -A

Covers stage movement and voice production. Practical work in characterization, improvisation and scene work are required.

Credits: 3.00

THA 300 Independent Study

Individually directed study on a topic not covered by regular course offerings. Requires permission of the instructor and the division chair.

Credits: 3.00

THA 310 Acting for the Camera

This course is an introduction to adapting acting techniques specifically for the camera. Students will read the text and will participate in discussions comparing acting techniques for stage and screen, working on a role, tools needed for camera work, the machinery of film and tape, and film/tape careers. A hands-on approach of on-camera exercises will accompany discussions. Students will be responsible for participation in class discussions, performances of two monologues and two duet scenes, written character analyses and scores for each monologue and scene, a vocabulary exam, a paper critiquing the acting styles and techniques of each theatre department production of the semester and various films / television programs as assigned, and keeping a journal.

Prerequisite: THA255

Credits: 3.00

THA 331 Lighting for Stage and Set

Explores in detail the theories and methods of lighting design. Special emphasis is placed on lighting instruments, dimmers, technical drawing and design. Required production laboratory.

Credits: 3.00

THA 332 Stage Costuming

This class will cover the basic elements of costume design, including character/script analysis, collaboration, research, visual design ideas and techniques, budgeting and time management as well as both hand sewing skills. Knowledge of fabrics and materials as well as costume history and careers in costume design will also be explored.

Credits: 3.00

THA 354 Acting II: Scene Study

A continuation of Acting I focusing on character development and analysis, acting technique and auditioning. Practical work in scene work and auditioning are required. (Prerequisite: THA255)

Credits: 3.00

THA 362 Theatre History I

An overview of theatre history from classic Greek theatre to approximately 1700.

Credits: 3.00

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THA 363 Theatre History II

A continuation of the study of theatre history from 1700 to the current post-modern period.

Credits: 3.00

THA 366 Interdisciplinary Honors Studies

The course allows students to focus on a narrow topic, examining it from two diverse academic disciplines. Topics will vary. (The course is open to honors program participants)

Credits: 3.00

THA 390 THA Internship I

Requires a minimum of 120 clock hours in an approved work situation. The student must submit a log documenting the work dates and times and describing the work activities according to at least three preapproved objectives. In addition, the student will submit three essays describing and evaluating each of the following: the role of the on-site supervisor, the quality of the work environment, and the usefulness of extended internships. The student will also prepare a resume. Requires permission of the division chair.

Credits: 3.00

THA 400 Advanced Projects

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 3.00

THA 418 THA Methods of Teaching

A theoretical and practical study of the teaching of speech and theater at the secondary level.

Credits: 3.00

THA 451 THA Internship II

Requires a minimum of 120 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will develop a complete portfolio illustrating internship activities and outcomes, with brief explanatory texts. The student will also prepare a resume. Requires permission of division chair.

Credits: 3.00

THA 452 THA Internship III

Requires a minimum of 240 clock hours in an approved work situation. In addition to submitting a log of work activities with dates and times, the student will submit a substantial essay according to a preapproved outline that will describe the relationship or integrations of theory (curriculum) and practice (internship). The discussion of theory and practice should cover knowledge, methodology and value development. Requires permission of division chair.

Credits: 6.00

THA 454 Acting III: Period Style

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Explores the acting styles, movement and behavior of characters from selected periods of dramatic literature. Duet scene work will be a major portion of this class.

Credits: 3.00

THA 470 Directing

A study of the basic principles, skills and techniques underlying directing for the theatre. The course will cover a brief history of directing followed by the production process and script analysis.

Credits: 3.00

THA 491 Broadway Play Analysis

Choosing to focus as either a Director, Actor or Designer, the student will explore advanced script analysis, research and conceptualization techniques used by New York/Broadway Professionals.

Credits: 3.00

THA 499 Senior Project

The capstone course for all theatre majors. A senior may choose to perform a one person show, design a show, direct a production, or write a major research paper. To be taken the final semester of the senior year.

Credits: 3.00

WWU

WWU 020 Introductory Projects

Special one-semester classes with varying subject matter. The topic will be announced with the schedule of classes. May be taken three times with change of topic.

Credits: 3.00

WWU 090 Introduction to Computer Literacy

Effective participants of the Information Age are able to use computers and related technology to access information, communicate, solve problems, and produce content. This course is an introduction to common hardware, file management, the Internet, electronic communication, and data storage. These skills are components of information literacy and lifelong learning, and they are applicable to academic, personal, and professional use. Upon successful completion of this course, students will be able to demonstrate basic computer skills and apply those skills to diverse technology needs. Prerequisite: Required for all incoming students who do not test out through the Computer Literacy Survey.

Credits: 3.00

WWU 101 Connections

This course is designed to help students be academically successful, make connections with peers, staff and faculty, and work with life skills necessary for transition into the university experience.

Credits: 1.00

WWU 102 Connections for Honors

This course is designed to help students be academically successful, make connections with peers, staff and faculty, and work with life skills necessary for transition into the university experience. This course is designed

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specifically for students enrolled in the honors program and includes an introduction to the requirements of the honors program.

Credits: 1.00

WWU 105 Student Success Strategies

This course is designed to ease the transition for the incoming college student in areas of study habits, personal responsibility and self-awareness. This classroom-based, guided experience teaches students a quantifiable decision-making process that will help them envision and plan for a productive academic future. Content of this course will include: basic research skills; awareness of emotions and learning style, awareness of others emotions and needs, interdependence skills, and a sense of personal responsibility for their education. The course will include assignments combined with small-group activities, journal writing, and informal class presentation.

Credits: 2.00

WWU 150 Intro to Research/Scholarship

This course acquaints honors students to their first-year learning community, programs, activities, and other essential offices at WWU. In addition to orientation goals, students will develop literature research and expository writing skills in various disciplines within and out of their major fields of interest. Roughly, this course is separated into four units: (1) orientation to WWU, followed by research techniques in (2) humanities, (3) scientific, and (4) applied disciplines (e.g. education and business).

Credits: 2.00

WWU 200 Introductory Project

Special one-semester classes with varying subject matter. The topic of the course will be announced in the schedule of classes. May be taken three times for credit with change of topic.

Credits: 3.00

WWU 400 Advanced Project

Special one-semester classes and seminars with varying subject matter designed for majors at the junior and senior level. The topic will be announced in the schedule of classes. May be taken three times for credit with change of topic. Requires permission of the instructor and the division chair.

Credits: 0.00

WWU 401 Senior Seminar

Senior seminar provides students with the opportunity to focus on their final projects, share research, and prepare for graduate school and/or employment. The seminar also requires students to reflect on the effectiveness of their leadership and service to the campus and greater community. (The course is open to honors program participants with senior standing)

Credits: 1.00

WWU 475 Honors Thesis I

This is an Honors-only supervised thesis seminar. Under the guidance of an appointed faculty member within their major fields, students will undertake a substantial research/creative project during the final year of study. At regular intervals students will present drafts of curated research materials, data, completed artwork or creative writing, and related scholarship to demonstrate adequate progress towards thesis completion by April of the

following semester. It is expected that prior to the official start date of this course, students will have presented and received approval (from the Honors Committee) of a prospectus describing the content and activities involved in the year-long thesis project.

Credits: 3.00

WWU 476 Honors Thesis II

This is a continuation of the Honors Thesis project. Each student is expected to complete a research/creative project (begun with Thesis I or earlier), produce a scholarly manuscript or portfolio of publishable quality (the thesis), and successfully defend its conclusions before the Honors Committee and the University Community in general.

Credits: 3.00

Graduate Instructional Schedules and Formats

Graduate Degree Programs

The Master Degree

William Woods University confers the following Master degrees: Master of Arts (MA), Master of Business Administration (MBA), the Master of Education (MED) in Athletic Administration, Elementary or Secondary Administration, Curriculum and Instruction, Equestrian Education, and Teaching and Technology, the Master of Healthcare Administration (MHA).

The MA, MBA, MED, and MHA degrees are designed for students who have successfully completed an academic program at the baccalaureate level and who desire to continue study at a higher level. The degree generally requires a higher level of responsibility and independence from the student. This is reflected in course projects, research in the field, working with teams, individual projects, and the successful completion of capstone presentations and field experience. The degree requires a high level of understanding of the theoretical foundations of the discipline, a specificity of focus on a specific area of knowledge, as well as the ability to apply theory to practice. The degree also demands a high level of critical thinking and evaluation skills.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

The Education Specialist Degree

William Woods University offers the Education Specialist degree (Ed.S.). The Ed.S. is a master plus thirty-hour program that builds upon the skills developed in the MED degree. The degree is designed for advanced leadership training for those who desire to become leaders for change in the classroom or in the administration of a school district. In general, this degree has all of the expectations of the Master Degree with more emphasis on critical problem solving in a K-12 setting. In addition, the degree requires a deeper understanding of the legal and ethical issues facing K-12 education. This program meets state and national standards.

Degree programs can be completed in 2 years if students remain continuously enrolled at full-time status.

The Doctorate of Educational Leadership Degree

At William Woods University, the degree Doctor of Educational Leadership is awarded to students who have successfully completed all requirements for the degree. In general, the doctorate level of study requires the student to research the latest theories in educational leadership, determine how those theories apply to current leadership issues, and contribute to the field of educational leadership. The doctorate requires independent motivation, the ability to evaluate the literature related to the area of research, and the completion of a dissertation that is successfully defended before a committee of graduate faculty.

Degree programs can be completed in 2.5 years if students remain continuously enrolled at full-time status. Students must complete and defend their dissertation within 5 years after passing the Comprehensive Exam.

Graduate Majors

Adult Learning EDD

The Online EdD in Adult Learning Program responds to the needs of higher education administrators, K-12 educators, adult education instructors, adult education curriculum developers, corporate trainers, and instructional designers by offering a real-world program of study. The online program is designed to equip professionals with the essential instructional and training strategies necessary for adults working in industry, education, healthcare, and non-profit organizations. Based on a rigorous and meaningful program of study that culminates in a research-based dissertation, doctoral students will acquire knowledge in adult learning theory and practice; learn to develop programs that specifically respond to the learning needs of adults; and master leadership and management skills that address the dynamic changes in organizations and the global challenges impacting the current adult workforce.

Note: The EdD does not provide the necessary coursework for students to obtain advanced certification. The EdD program is not an avenue for principal or superintendent certification.

Dissertation Handbook

http://www.williamwoods.edu/academics/graduate/docs/dissertation_handbook.pdf

Core Credits: 48.00

Course Code	Course Description	Credit Hours	Required / Elective
ALE 710	Adult Learning: Theory and Practice	3.00	Required
ALE 730	Adult Learning Methods	3.00	Required
ALE 760	Developing Adult Learning Programs	3.00	Required
ALE 770	Leadership for Adult Learning	3.00	Required
ALE 775	Improvement of Adult Instruction and Training	3.00	Required
ALE 780	Adults as Critical Thinkers	3.00	Required
ALE 785	Adult Program Evaluation	3.00	Required
ALE 790	Adult Learning and the Digital Age	3.00	Required
ALE 795	Research in Adult Learning	6.00	Required
ALE 798	Applied Doctoral Project	6.00	Required
ALE 799	Applied Doctoral Project Continuation	1.00	Required
EDU 710	Aspects of Leadership	3.00	Required
EDU 740	Exploration of Qualitative Research	3.00	Required

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EDU 750	Organizational Learning & System Change	3.00	Required
RSH 720	Quantitative Analysis II	3.00	Required
RSH 740	Exploration of Qualitative Research	3.00	Required

Education Leadership EDD

The William Woods Educational Doctorate is designed to be an academically rigorous, yet attainable, doctoral degree for students who aspire to enhance their leadership skills, research ability, and professional stature. Our students are primarily from the K-12 environment, but we do have some students who are currently working in higher education, non-profits, or industry. William Woods is proud of our requirement of a traditional individual dissertation, but we offer extensive help throughout the process. Completion of an EdD at William Woods has opened the door to professional advancement in school districts, career opportunities teaching in higher education, as well as personal goal attainment. With on ground cohorts throughout Missouri and online classes beginning every eight weeks there is an option to meet your professional goals.

Note: The EdD does not provide the necessary coursework for students to obtain advanced certification. The EdD program is not an avenue for principal or superintendent certification.

Dissertation Handbook

http://www.williamwoods.edu/academics/graduate/docs/dissertation_handbook.pdf

Core Credits: 31.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 710	Aspects of Leadership	3.00	Required
EDU 730	Effective Educational Systems	3.00	Required
EDU 740	Exploration of Qualitative Research	3.00	Required
EDU 750	Organizational Learning & System Change	3.00	Required
EDU 760	Program Evaluation & Strategic Plan	3.00	Required
EDU 780	Dissertation Proposal Seminar	3.00	Required
EDU 781	Dissertation Seminar	3.00	Required
EDU 792	On-site Dissertation Workshop 1	0.50	Required
EDU 793	On-site Dissertation Workshop 2	0.50	Required

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EDU 799	Research Seminar	2.00	Required
RSH 720	Quantitative Analysis II	3.00	Required
RSH 740	Exploration of Qualitative Research	3.00	Required
RSH 780	Dissertation Proposal Seminar	3.00	Required

Educational Leadership EDS

Effective school leadership, at the building and district level, requires an advanced and diverse skill set focused on leadership, collaboration, financial, facilities and human resource management, law, student achievement and educational equity. The William Woods University Education Specialist in Educational Leadership program is designed to develop these skills and prepare you for DESE certification expectations. NOTE: Three years of DESE approved principal experience is required to be granted a superintendent/district-level certificate; three years of teaching experiences is required to be granted a building-level/principal certificate; other DESE specific requirements also apply. Students seeking building-level principal certification through the EdS route must take 500-level coursework; other DESE certification requirements applicable.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 600	Issues in School Superintendency	3.00	Required
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 620	Effective School- Community Relation	3.00	Required
EDU 640	Human Resources in Education	3.00	Required
EDU 650	School District Finance	3.00	Required
EDU 653	School Plant & Facilities Development/Safety & Security	3.00	Required
EDU 673	Educational Reform and Urban Educational Issues	3.00	Required
EDU 680	Advanced School Law and Policy Development	3.00	Required
EDU 690	Differentiated & Supplemental Program	3.00	Required
EDU 697	Superintendent Field Experience and Capstone	3.00	Required

William Woods University Academic Catalog

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Concentrations

Building Level K-12

Core Credits: 9.50

Course Code	Course Description	Credit Hours	Required / Elective
EDU 572	Managerial Leadership	3.00	Required
EDU 573	Instructional Leadership	3.00	Required
EDU 583	Performance Assessment for Aspiring Building Level Administrators	0.50	Required
FLD 501	Field Experience I	1.00	Required
FLD 502	Field Experience II	1.00	Required
FLD 503	Field Experience III	1.00	Required

District Level K-12

Core Credits: 3.00

Course Code	Course Description	Credit Hours	Required / Elective
	District Level Field Experience - 3 Credits		
EDU 657	Field Experience	1.00	Elective
EDU 699	Independent Field Experience	3.00	Elective

Bldng Lvl K-12 w/SpEd Dir

*Must complete FLD501, FLD502, FLD503 and 3 Credits of EDU591.

Core Credits: 18.50

Course Code	Course Description	Credit Hours	Required / Elective

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EDU 537	Special Education Administration	3.00	Required
EDU 538	Leadership and Management of Instructional Curriculum in Special Education Programs	3.00	Required
EDU 572	Managerial Leadership	3.00	Required
EDU 573	Instructional Leadership	3.00	Required
EDU 583	Performance Assessment for Aspiring Building Level Administrators	0.50	Required
EDU 591	Field Experience Special Education	3.00	Required
FLD 501	Field Experience I	1.00	Required
FLD 502	Field Experience II	1.00	Required
FLD 503	Field Experience III	1.00	Required

Educational Leadership - Principal/Sup EDS

Interested in seeking both a principal and superintendent certificate? Effective school leadership, at the building and district level, requires an advanced and diverse skill set focused on leadership, collaboration, financial, facilities and human resource management, law, student achievement and educational equity. The William Woods University Education Specialist in Educational Leadership program (principal and superintendent) is designed to develop these skills and prepare the student for DESE certification expectations.

NOTE: Three years of DESE approved principal experience is required to be granted a superintendent/district-level certificate; other DESE specific requirements also apply. The coursework provides a pathway to both building-level and district-level school leadership.

Core Credits: 42.50

Course Code	Course Description	Credit Hours	Required / Elective
EDU 557	School Leader Field Experience	3.00	Required
EDU 572	Managerial Leadership	3.00	Required
EDU 573	Instructional Leadership	3.00	Required
EDU 583	Performance Assessment for Aspiring Building Level Administrators	0.50	Required

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EDU 600	Issues in School Superintendency	3.00	Required
EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 620	Effective School- Community Relation	3.00	Required
EDU 640	Human Resources in Education	3.00	Required
EDU 650	School District Finance	3.00	Required
EDU 653	School Plant & Facilities Development/Safety & Security	3.00	Required
EDU 657	Field Experience	1.00	Required
EDU 673	Educational Reform and Urban Educational Issues	3.00	Required
EDU 680	Advanced School Law and Policy Development	3.00	Required
EDU 690	Differentiated & Supplemental Program	3.00	Required
EDU 697	Superintendent Field Experience and Capstone	3.00	Required

Education Specialist - Curriculum Leadership EDS

Qualifications:

1. Bachelor and/or Master Degree from a regionally accredited college or university;
2. Grade point average of 3.0 or higher on a 4.0 scale.

ADMISSION PROCEDURES

No candidate will be considered for admission until the following are submitted and assessment is completed.

1. Graduate Application <https://williamwoods.secure.force.com/form?formid=217780>

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2. Official transcripts showing Bachelor and/or Master degree. Only transcripts received in a sealed envelope directly from the sending school will be considered official.

Documents should be submitted to:

Mail

Graduate College

William Woods University

One University Ave.

Fulton, MO 65251

Or

Email

Graduateadmissions@williamwoods.edu

Fax 573.592.1164 The Ed.S. in Curriculum Leadership requirements are not aligned with any DESE certification. This degree program is not an avenue for principal or superintendent certification.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 603	Curriculum Auditing & Mapping	3.00	Required
EDU 605	Issues in Curriculum Leadership	3.00	Required

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EDU 610	Utilizing Statistical Procedures in Educational Research & Evaluation	3.00	Required
EDU 635	Curriculum Leadership	3.00	Required
EDU 645	Application of Learning Frameworks	3.00	Required
EDU 655	Instruction and Assessment Design	3.00	Required
EDU 674	Urban Issues in Curriculum and Instruction	3.00	Required
EDU 681	Advanced School Law for Teachers	3.00	Required
EDU 691	Supplemental Programs Supporting Instruction	3.00	Required
EDU 696	Curriculum Leadership Practicum	3.00	Required

Business Administration MBA

The MBA program provides students with the knowledge and techniques needed to make an impact in a variety of business settings. The skills you gain will include the ability to take calculated risks and build smart, agile teams that deliver results.

Core Credits: 36.00

Course Code	Course Description	Credit Hours	Required / Elective
BUS 500	Management and Leadership	3.00	Required
BUS 517	Human Resources & Organizational Behavior	3.00	Required
BUS 524	Economics For Managers	3.00	Required
BUS 538	Accounting For Managers	3.00	Required
BUS 539	Legal Environment of Business, Government and Society	3.00	Required
BUS 542	Finance	3.00	Required
BUS 545	Managerial Ethics	3.00	Required
BUS 564	Data Analytics for Business	3.00	Required
BUS 566	Financial Decisions	3.00	Required
BUS 580	Management Systems	3.00	Required

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BUS 585	Integrated Studies in Business Administration	3.00	Required
ORL 577	Strategy Development and Implementation	3.00	Required

Educational Leadership MED

Day-to-day administration of an elementary, middle or secondary school presents unique challenges in organizational management and instructional leadership. As a teacher or administrator with leadership as a career goal, you will develop the skills needed to meet these challenges through the combination of coursework, preparation for certification, and hands-on field experience. This degree includes all coursework required by the Missouri Department of Elementary and Secondary Education (DESE) building level/principal certificate, emphasizing the leadership domains of vision, instruction, management, relations, and innovation. This program of study prepares students for K-12 building level certification, and/or SPED Director Certification (with added SPED micro-credentials required) in Missouri. (Note: Three years of DESE approved teaching experience required for K-12 building level/principal certification).

Core Credits: 33.50

Course Code	Course Description	Credit Hours	Required / Elective
EDU 500	Current Issues In Education	3.00	Required
EDU 568	Action Research	3.00	Required
EDU 569	Visionary Leadership	3.00	Required
EDU 570	Supervision	3.00	Required
EDU 572	Managerial Leadership	3.00	Required
EDU 573	Instructional Leadership	3.00	Required
EDU 580	Educational Technology	3.00	Required
EDU 583	Performance Assessment for Aspiring Building Level Administrators	0.50	Required
EDU 585	School Law	3.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required
EDU 597	School Leadership- Building Level Capstone	3.00	Required
FLD 501	Field Experience I	1.00	Required

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FLD 502	Field Experience II	1.00	Required
FLD 503	Field Experience III	1.00	Required

Concentrations

Bldng Lvl K-12 w/SpEd Dir

Core Credits: 9.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 537	Special Education Administration	3.00	Required
EDU 538	Leadership and Management of Instructional Curriculum in Special Education Programs	3.00	Required
EDU 591	Field Experience Special Education	3.00	Required

Equestrian Education MED

William Woods University, a nationally recognized institution within the field of Equestrian studies, offers an advanced degree to compete in the 21st century. With an emphasis in equestrian education, the online Masters of Equestrian Education program is ideal for the working professional in today's field. As the first degree of its kind, this program offers the foundation for the modern day equestrian with a focus on skills for many avenues especially to teach in a college level program. Individuals will have an advantage within the fields of equine education services, national equestrian organizations, undergraduate instruction and industry leadership. The flexibility that this program offers is well suited for anyone looking to be a sustainable leader in the horse industry.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 543	Teaching and Learning in the New Digital Landscape	3.00	Required
EQE 530	Equestrian Academic Instruction	3.00	Required
EQE 546	Applied Instructional Theories	3.00	Required
EQE 550	Equestrian Curriculum Development	3.00	Required

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EQE 562	Equestrian Educational Events & Competitions Management	3.00	Required
EQE 574	Management of Facility & Resources	3.00	Required
EQE 576	Development of Instructional Resources	3.00	Required
EQE 582	Current Issues in Equestrian Education	3.00	Required
EQE 587	Equestrian Education Capstone Project	6.00	Required

Reading Instruction MED

The William Woods University Master of Education (MED) in Reading Instruction program is designed especially for current K-12 teachers who desire to develop extensive skills in the area of effective reading instruction. Students enrolled in this innovative online Master of Education program will develop a deep understanding of the acquisition of language, current issues in reading and writing, theoretical models of literacy, analysis and correction of reading disabilities, curriculum development, assessment and effective intervention. Students earning the Master of Education in Reading Instruction degree will be literacy experts equipped to support literacy instruction in grades K-12 as Reading/Literacy Specialists, Coaches and Interventionists.

Core Credits: 30.00

Course Code	Course Description	Credit Hours	Required / Elective
EDC 500	Current Issues in Reading and Writing	3.00	Required
EDC 510	Analysis and Correction of Reading Disabilities	3.00	Required
EDC 520	Evaluation of Abilities and Achievement	3.00	Required
EDC 530	Theoretical Models in Literacy	3.00	Required
EDC 540	Language Acquisition and Literacy	3.00	Required
EDC 550	Literacy Across A Variety of Genres	3.00	Required
EDC 560	Classroom Communities for the Enhancement of Student Learning	3.00	Required
EDC 580	Counseling Techniques	3.00	Required
EDC 590	Elementary Reading Practicum	3.00	Required
EDC 591	Secondary Reading Practicum	3.00	Required

Education -STEM Curriculum MED

The online STEM program will consist of four courses that focus on practical learning and implementation design around the following four STEM education topics; Overview of STEM Pedagogy and Research, Engineering Design in the Classroom, Citizen Science, and STEM Technology in the Classroom. Through discovery, discussions, and unit development, teachers will leave each course ready to implement what they have experienced in their own classrooms.

Core Credits: 0.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 520	Research Design	3.00	Required
EDU 543	Teaching and Learning in the New Digital Landscape	3.00	Required
EDU 558	Digital Tools for Academic Programs	3.00	Required
EDU 564	STEM - An Introduction	3.00	Required
EDU 565	STEM: Engineering Design	3.00	Required
EDU 566	STEM: Technology and Coding	3.00	Required
EDU 567	STEM: Citizen Science Project Based	3.00	Required
EDU 586	Action Research Capstone	6.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required

Education- Athletics/Activities Admin MED

The Master of Education degree program in Athletic/Activities Administration is intended to provide the student with the advanced skills necessary for effective administration of athletic and activity programs on the interscholastic and intercollegiate levels. Only one of a handful of such programs offered in the nation, this unique degree examines all levels: middle school through collegiate. The student will develop these skills: formulating effective practices involving program management; recruiting of athletes, coaches and officials; time management; maintaining amateurism; sports law; facilities management and scheduling; fiscal management; and public relations and marketing of the athletics/activities program. The program is designed to prepare the student for national certification as an athletic/activities administrator on the secondary and/or intercollegiate levels.

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
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EDU 503	Sports Law	3.00	Required
EDU 508	Practical Aspects of Athletic/Activities Administration	3.00	Required
EDU 509	Athletic Admin Field Experiences	3.00	Required
EDU 521	Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration	3.00	Required
EDU 523	Supervision of the Athletics/Activities Program	3.00	Required
EDU 524	Current Issues/Common Challenges in Athletics/Activities Administration	3.00	Required
EDU 525	Foundations of Educational Administration	3.00	Required
EDU 526	Athletics/Activities Administration: Developing Character & Citizenship	3.00	Required
EDU 527	Athletics/Activities Program Promotion	3.00	Required
EDU 528	Financing the Athletics/Activities Program	3.00	Required
EDU 544	Digital Tools in the Athletic/Activities Environment	3.00	Required

Education- Teaching and Technology MED

The Master of Education degree in Teaching and Technology is intended to provide the student with the advanced skills necessary to plan and deliver the most effective instructional unit through the integration of technology in teaching and learning. Aligned to the National Board of Professional Teaching Standards (NBPTS) and the International Society for Technology in Education Teacher Standards (ISTE-T), the degree program incorporates instructional design with technology, integrating academic application, and multimedia production with the latest applied theories of learning.

Credentialed Learning Credit Available:

Students entering the MED Teaching and Technology program with current Google Certified Educator Certification, current Microsoft Educator Certification, current CK-12 Certification, or current Comprehensive eMints or eMints4All Certification; can potentially receive Credentialed Learning credits for up to 9 credit hours. Contact your Academic Advisor or the Program Manager for more information

Core Credits: 30.00

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Course Code	Course Description	Credit Hours	Required / Elective
EDU 520	Research Design	3.00	Required
EDU 543	Teaching and Learning in the New Digital Landscape	3.00	Required
EDU 558	Digital Tools for Academic Programs	3.00	Required
EDU 559	Current Issues in Teaching and Learning	3.00	Required
EDU 561	Instructional Design With Technology	3.00	Required
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00	Required
EDU 571	Integration of Multimedia Production and Curriculum	3.00	Required
EDU 589	Teaching and Technology Capstone Project	6.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required

Education Curriculum and Instruction MED

The C & I program is intended to provide the student with the opportunity to implement in her/his own classroom an appropriate pedagogical response to the major cultural, demographic, technological, and value oriented issues involved in restructuring education. The ability to utilize advanced learning theories and educative design to adjust curriculum and instruction in response to current research, educational trends, and knowledge of assessment procedures is emphasized.

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 500	Current Issues In Education	3.00	Required
EDU 520	Research Design	3.00	Required
EDU 530	Improvement Of Instruction	3.00	Required
EDU 540	Literacy Instruction	3.00	Required
EDU 550	Curriculum Construction	3.00	Required
EDU 585	School Law	3.00	Required
EDU 590	Appraisal Of Student Learning	3.00	Required

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	Technology Elective - 3 Credits		
EDU 580	Educational Technology	3.00	Elective
EDU 581	Integrating Technology into the Curriculum	3.00	Elective
	Learning Theories Elective - 3 Credits		
EDU 510	Advanced Learning Theories	3.00	Elective
EDU 563	Applied Instructional Theories and Strategies Using Technology	3.00	Elective
	Action Research Elective - 6 Credits		
EDU 586	Action Research Capstone	6.00	Elective

Health Administration MHA

Delivered online to fit your schedule, location and convenience, the William Woods University Master of Health Administration program will prepare you for this growing need with the leadership and administration skills needed to manage in the health administration field.

In this program, you will learn to:

Plan, direct, and coordinate medical and health services, manage a facility, clinical area, or department.

Analyze ethical and legal issues in health administration policies and develop recommendations for improvement.

Evaluate health facilities' culture and underlying structure to develop effective management and leadership strategies.

Analyze the effects of decisions on the financial position of the facility.

Core Credits: 36.00

Course Code	Course Description	Credit Hours	Required / Elective
HLT 505	Healthcare Administration	3.00	Required
HLT 510	Population Health Management and Global Health	3.00	Required
HLT 519	Policy, Legal, and Ethics Aspects of Healthcare	3.00	Required

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HLT 527	Human Resources in Healthcare and Organizational Development	3.00	Required
HLT 555	Healthcare Systems Financial Management	3.00	Required
HLT 570	HC Marketing and Consumer Engagement	3.00	Required
HLT 571	Healthcare Operations Management	3.00	Required
HLT 575	Healthcare Information Management Systems	3.00	Required
HLT 583	Healthcare Administration Leadership and Change Management	3.00	Required
HLT 590	Healthcare Quality Management	3.00	Required
HLT 595	Healthcare Strategic Planning	3.00	Required
HLT 598	Integrated Studies in Health Administration	3.00	Required

Organizational Leadership MA

The Master of Arts in Organizational Leadership is one of the most sought after degrees for candidates who aspire to reach an executive or top-level position in their organization. Through this program, students will gain a deeper understanding of how to build effective leadership practices to manage 21st-century organizations. This skill-based, academically rigorous program aims to prepare leaders for diverse work settings and broad career opportunities across industries including public, private and not for profit organizations. The program offers a highly practical and hands-on curriculum. Students will not only learn to develop their leadership potential but will also learn to develop highly effective teams and a culture of collaboration within the organization.

Core Credits: 24.00

Course Code	Course Description	Credit Hours	Required / Elective
ORL 505	Fundamentals of Organizational Leadership	3.00	Required
ORL 520	21st Century Organizations	3.00	Required
ORL 525	Human Behavior and Learning	3.00	Required
ORL 530	Ethics and Corporate Social Responsibility	3.00	Required
ORL 540	Organizational Communication	3.00	Required

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ORL 570	Leadership Development	3.00	Required
ORL 580	Research for Decision Making	3.00	Required
ORL 590	Organizational Leadership Capstone	3.00	Required

Concentrations

Global Leadership Conc

Core Credits: 12.00

Course Code	Course Description	Credit Hours	Required / Elective
ORL 546	Global Systems and Issues	3.00	Required
ORL 556	Leading Teams	3.00	Required
ORL 566	Negotiation and Conflict Management	3.00	Required
ORL 576	Cross Cultural Communication	3.00	Required

Organizational Development

Core Credits: 12.00

Course Code	Course Description	Credit Hours	Required / Elective
ORL 548	Organizational Development Theory and Application	3.00	Required
ORL 558	Developing Human Capital	3.00	Required
ORL 568	Leadership Coaching	3.00	Required
ORL 578	Training and Development Programs	3.00	Required

Organizational Management

Core Credits: 12.00

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Course Code	Course Description	Credit Hours	Required / Elective
ORL 547	Strategic Planning and Decision Making	3.00	Required
ORL 557	Organizations - Operations and Design	3.00	Required
ORL 567	Business Environment	3.00	Required
ORL 577	Strategy Development and Implementation	3.00	Required

Strategic Innvtn & Change

Core Credits: 12.00

Course Code	Course Description	Credit Hours	Required / Elective
ORL 549	Organizational Change and Transformation	3.00	Required
ORL 559	Strategic Foresight	3.00	Required
ORL 569	Innovation and Creative Thinking	3.00	Required
ORL 579	Globalization and Business	3.00	Required

Psychology MA

This program will offer students advanced courses in the major areas of psychology as well as a strong foundation in research design and statistical analysis. This generalist approach will provide students with a broad knowledge base that they can apply to a variety of settings. Students will be prepared for career opportunities as well as for PhD programs in psychology or related fields.

Core Credits: 33.00

Course Code	Course Description	Credit Hours	Required / Elective
EDU 520	Research Design	3.00	Required
PSY 510	Advanced Developmental Psychology	3.00	Required
PSY 520	Biological Bases of Behavior	3.00	Required
PSY 525	Advanced Cognition	3.00	Required

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PSY 530	Advanced Psychopathology	3.00	Required
PSY 535	Contemporary and Ethical Issues	3.00	Required
PSY 550	Psychological Testing and Assessment	3.00	Required
PSY 570	Diversity and Multicultural Issues	3.00	Required
PSY 580	Advanced Statistics	3.00	Required
PSY 590	Thesis I	3.00	Required
PSY 591	Thesis II	3.00	Required

Graduate College Course Number System

Course Numbering	Degree Level
500-599	Master Level Coursework
600-699	Specialist and Doctorate Level Coursework
700-799	Doctorate Level Coursework

Graduate Course Descriptions

Adult Learning

ALE 710 Adult Learning: Theory and Practice

Understanding adult learning begins with considering its historical and theoretical roots, and current and past methods. This course focuses on the theoretical and philosophical foundations, approaches, assumptions, lived experiences, theories, and applications that has given voice to adult learning as a vibrant field of study and its efficacy in diverse adult educational and professional settings. Learners will apply the vast literature on adult learning theory and practice to real-world scenarios in various workforce and educational settings.

Credits: 3.00

ALE 730 Adult Learning Methods

Adults learn best from leaders, managers, educators, and trainers who possess a clear understanding of the learning needs and professional objectives of adult learners. In this course, learners will explore the theoretical underpinnings, real-world approaches, modalities, instructional design, learning environments, assessment, and evaluation necessary in adult learning situations. Learners will also examine their philosophical orientations and teaching/learning styles to better understand the role they have as instructors of adults.

Credits: 3.00

ALE 760 Developing Adult Learning Programs

Leaders and managers in education, industry, military, business, health and social sectors, and non-profit organizations improve organizations by implementing training that consists of critical elements in adult education: learner needs, learner readiness, educational setting, modality, capacity for self-direction, real-world application, and human resource development. In this course, learners will explore how to incorporate these elements when planning programs in disparate professional settings.

Prerequisite: ALE710 and ALE730

Credits: 3.00

ALE 770 Leadership for Adult Learning

Effective leadership skills are crucial for 21st century organizations. Today's leaders and managers must possess leadership competencies that address the unique learning needs of adult learners and inspire them toward further self-direction in their own leadership and professional development. In this course, learners explore the specific leadership skills necessary to lead and inspire adult learners to advance organizational change, promote diversity, implement collaborative thinking, and explore ethical considerations.

Credits: 3.00

ALE 775 Improvement of Adult Instruction and Training

Effective adult trainers and educators promote and embrace the essential adult education concept and practice of lifelong learning. The pursuit of excellence in adult instruction and training should be a personal and professional goal. In this course, learners will use self-directed learning approaches to explore how they look to their own continual learning and development through emerging adult learning methods and practices. Prerequisite: ALE760 & ALE770

Credits: 3.00

ALE 780 Adults as Critical Thinkers

Critical thinking has rightly emerged as a crucial skill and disposition for the adult professional. The lateral coordination of organizations and teams, the realities of the global economy, and the need for ethical leadership, has reinforced the call for adults to become expert critical thinkers. In this course, learners will explore the theories, definitions, and skills of critical thinking. Learners will explore the effective ways critical thinking promotes positive adult learning situations and enhances adults' listening, problem-solving, dialogic, and question-asking skills. Prerequisite: ALE760 & ALE770

Credits: 3.00

ALE 785 Adult Program Evaluation

An essential component of any adult education program is its assessment and evaluation. The evaluative process of an adult educational or training program includes the content, instruction, setting, and agreed upon outcomes. Moreover, educators and trainers of adults must be able to assess and evaluate the preparation, execution, and results of the programs, professional development, or training sessions. With adult learning theory and practice as the source and guide, learners will attain knowledge of the key elements that are involved in effective and authentic adult program evaluation. Prerequisite: ALE760 & ALE770

Credits: 3.00

ALE 790 Adult Learning and the Digital Age

Both adult educators and learners must recognize the ubiquitous nature of technology and its importance in adult learning. This course focuses on the ways adult educators and learners leverage current and emerging technologies in educational and working environments. Learners will explore how information and communication technologies (ICTs) enhance key adult learning concepts, to include self-directed learning, learner autonomy, and motivation. Prerequisite: ALE760 & ALE770

Credits: 3.00

ALE 795 Research in Adult Learning

In this course, learners will work with their professor on the process of the capstone project for the EdD in Adult Learning. As an action research project, learners will identify a problem or challenge in their organization, place of work, or career area. Techniques for researching peer-reviewed research in an APA formatted paper that details background of the organization, the emerging or current problem or challenge, literature/research/data behind the problem or challenge, the solution and deliverable, follow-up, and evaluation of the deliverable will be covered. Prerequisite:RSH720, RSH740, and ALE790

Credits: 6.00

ALE 798 Applied Doctoral Project

The Applied Doctoral Project (ADP) for the EdD in Adult Learning is a real-world, action research project. Learners would identify a problem or challenge in their place of work or career field. The intent is for the project to interact with real-world challenges in the workplace. Through this educational experience, learners become scholar-practitioners committed to discovering solutions and recommendations to challenges in work environments. The ADP would consist of three parts: a research paper, personal reflection, and presentation. The ADP would be completed by the end of ALE 798 or ALE 799.

Prerequisite: ALE795

Credits: 6.00

ALE 799 Applied Doctoral Project Continuation

A continuation of ALE 798. ALE 799 is a repeatable course. Waived if student has met program requirements by the end of ALE 798 Prerequisite:ALE798

Credits: 1.00

Business Administration

BUS 500 Management and Leadership

This course provides an overview of management and leadership theory necessary to be successful in management positions. Students will analyze classic and emerging theories in management and leadership and apply them to practice.

Credits: 3.00

BUS 517 Human Resources & Organizational Behavior

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This course provides an overview of individual and group behavior within the context of an organization. The course will follow the basic outline of reviewing organizational behavior from a human resources perspective.

Prerequisite: BUS500

Credits: 3.00

BUS 524 Economics For Managers

This course will provide students with a general overview of basic economic concepts and their practical application to issues confronting them as managers, business leaders, business owners, employees, voters, and consumers in the marketplace. Throughout this course, students will practice the economic way of thinking by analyzing both micro and macro economic concerns of society as a whole. Prerequisite: Undergraduate Economics (3 Credits) and BUS500

Credits: 3.00

BUS 538 Accounting For Managers

A study of financial statement preparation and analysis, accounting information systems and accounting principles as they apply to managers with emphasis placed on operations, investing and financial functions within the enterprise. Prerequisite: Undergraduate Accounting (3 Credits) and BUS500

Credits: 3.00

BUS 539 Legal Environment of Business, Government and Society

This course will provide the opportunity for students to explore the legal environment of business and government. Students will analyze elements of the law pertaining to business and evaluate managerial issues confronting organizations from a legal perspective. Prerequisite: BUS500

Credits: 3.00

BUS 542 Finance

The course will introduce and reinforce basic finance principles such as time value of money, internal rate of return on a project and capital structure. Students will also focus on the interpretation of financial statements from the perspective of a manager. Prerequisite: BUS500

Credits: 3.00

BUS 545 Managerial Ethics

This course is designed to immerse the student in organizational ethical decision-making processes and issues, as well as an introduction to basic leadership theory and its role in ethical decision-making within organizations. This course is designed as an application-oriented ethics course. Prerequisite: BUS500

Credits: 3.00

BUS 550 Introduction to Global Business

The purpose of this course is to acquaint the student with the characteristics of globalization, how major international institutions facilitate globalization and the overall arguments for and against globalization. An analysis will be conducted of the methods that could be implemented to positively affect people who are negatively affected by globalization. Prerequisite: BUS500

Credits: 3.00

BUS 552 Business Strategies

This course provides students with the knowledge needed to guide organizational actions and advance management innovation. Students will examine near and long-term strategic planning concepts, engage in strategic decision-making processes, and create implementation plans. Prerequisite: BUS500

Credits: 3.00

BUS 560 Statistics and Research Methods

Students will be introduced to topics such as statistical analysis, hypothesis testing, correlations and regression analysis. Quantitative and Qualitative research methods will also be explored to inform business decision-making. Prerequisite: BUS500

Credits: 3.00

BUS 563 Management in Cross-Cultural Contexts

This course examines the influence of culture in organizations. Students will consider cultural differences and similarities found across diverse work groups. Issues and challenges confronting global managers will be explored. Prerequisite: BUS500

Credits: 3.00

BUS 564 Data Analytics for Business

This course introduces the fundamental concepts of data analytics and prepares students to gather, describe, and analyze data, to support important business decisions. Students will learn to use advanced statistical tools and analytics methods to synthesize, analyze, and visualize data covering different business scenarios and problems. Topics include introduction to business intelligence, data science & analytics, descriptive analytics, data visualization, predictive analytics, statistical modeling, prescriptive analytics, big data concepts and practices.

Credits: 3.00

BUS 566 Financial Decisions

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The purpose of this course is to understand and utilize quantitative methods for financial decision-making within the firm. Students will analyze issues in capital budgeting, capital structure and working capital management.

Prerequisite: BUS500, BUS538 and BUS542

Credits: 3.00

BUS 569 Marketing Decisions

Students will analyze the implications of marketing decisions such as product design, promotional methods, and distribution on business outcomes. Students will explore marketing decisions faced by new and emerging businesses and implement strategic marketing plans. Prerequisite: BUS500

Credits: 3.00

BUS 573 International Business & Marketing

This course begins by providing material describing the institutions and the operations of businesses operating internationally. With this descriptive material as a background, the salient features of the international economy- and of selected individual countries-will be highlighted as determining the environment of international operations. Next, specific managerial policies and practices-in the areas of planning, etc.-will be examined and expanded or modified to meet the new, broader, international situation. Finally, the problems-and opportunities- of operating in different cultures will be confronted. Prerequisite: BUS500

Credits: 3.00

BUS 580 Management Systems

This course will provide an overall vision, framework and pedagogy to understanding information systems in the workplace. It will provide students an essential core of guiding Information Systems principles to use as they face the career challenges ahead. The application of these principles to solve real-world problems is driven home throughout each class. The ultimate goal of the course is to develop effective, thinking, action-oriented employees by instilling them with principles to help guide their decision- making actions. In addition, the course will give students exposure to a number of online Web 2.0 tools. The goal is to allow students the opportunity to experience first- hand how these tools could be effective communication devices for collaboration in business today. Prerequisite: BUS500

Credits: 3.00

BUS 581 Business Planning and Design

This course will help students perceive and define problems and opportunities important to new business models and to devise plans for solutions and implementation. This course emphasizes the need for and development of viable business strategies. Prerequisite: BUS500

Credits: 3.00

BUS 585 Integrated Studies in Business Administration

As the culminating course of the MBA program, students will be required to demonstrate comprehensive knowledge of the theories, concepts and practical applications presented throughout their course of study. Students will analyze and prepare a comprehensive solution to complex business issues. Prerequisite: Completion of all core MBA courses.

Credits: 3.00

BUS 590 Applied Case Project for Small Business

In this course, students will develop their business proposals into a final, viable business plan. Students will defend their business plan to a panel of business professionals. Prerequisite: Completion of all core MBA courses.

Credits: 3.00

Education

EDC 500 Current Issues in Reading and Writing

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are facing the literacy community, i.e. students, teachers, schools and our nation as a whole. This course will focus on a lively discourse and reflection of many issues currently facing public education, literacy instruction, and teacher reform, etc. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational process and the real world classroom, teaching, learning, and technology. By discussing educational issues, changes, and emerging trends, it is hoped to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.

Credits: 3.00

EDC 510 Analysis and Correction of Reading Disabilities

This course is designed to provide reading educators with an understanding of various literacy assessment methods and tools. This course will also focus on using information gained from the assessment to provide targeted intervention instruction for struggling readers. Students will be expected to administer literacy assessments and plan instruction based on student needs. Prerequisite:EDC500, EDC520, EDC530, EDC540,EDC550, EDC560 and EDC580

Credits: 3.00

EDC 520 Evaluation of Abilities and Achievement

This course is designed to explore individual diagnostic procedures, including formal and informal assessment, the interpretation of assessment (cognitive, academic and behavioral) results, and development of educational programs and instruction based on the student's individual strengths and needs. Students will become familiar with the content, administration and scoring of commonly used academic assessments, as well as curriculum-based measures. Standardized procedures, ethical practice and confidentiality are also emphasized in this course.

Credits: 3.00

EDC 530 Theoretical Models in Literacy

This course is designed to provide educators a survey of various models of reading, including information processing, interactive, transactional, psycholinguistic, socio-cognitive, and other prominent models of reading. Students will be expected to compare and contrast models in order to identify the strengths of each model and the model's impact on current literacy instruction practices. Prerequisite: EDC500, EDC520, EDC540 and EDC550

Credits: 3.00

EDC 540 Language Acquisition and Literacy

Students in this course will learn how a child's language proficiency impacts literacy development. There will be an emphasis on creating a literate classroom environment and diverse opportunities for the learner to interact with language and literacy (speaking, listening, reading, and writing).

Credits: 3.00

EDC 550 Literacy Across A Variety of Genres

This course will provide educators an increased understanding of various text structures in multiple genres. Students will learn to utilize mentor texts to teach students to comprehend and produce text in a variety of genres. They will also learn about the significance of the reciprocity between reading and writing.

Credits: 3.00

EDC 560 Classroom Communities for the Enhancement of Student Learning

This course will provide educators an overview for supporting student learning in a positive environment specifically focusing on evidence based strategies to maximize classroom productivity and implement effective structures of a comprehensive literacy model. Study of student support will include classroom organization, expectations and reinforcement of appropriate behavior.

Credits: 3.00

EDC 580 Counseling Techniques

This course addresses the basic counseling techniques commonly used in the helping professions. The topics include the helping relationship, recognizing communication patterns, responding to cognitive content, responding to affective content, conceptualizing problems, and using counseling strategies and interventions.

Credits: 3.00

EDC 590 Elementary Reading Practicum

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This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving elementary readers to progress. During this course, the student will select one (kindergarten through fifth grade) student who is currently reading below grade level expectations. The student will administer/analyze pre-assessments, design/implement a series of intervention tutoring sessions, and administer/analyze post-assessments to make teacher/parent recommendations. Students will analyze ongoing assessment data and reflect after each session to drive future instruction. A minimum of 12 tutoring hours will be completed for this practicum. Prerequisite: EDC500, EDC540, EDC520, EDC580, EDC550, EDC530, EDC560 and EDC510

Credits: 3.00

EDC 591 Secondary Reading Practicum

This practicum experience provides for the study of instructional strategies for literacy intervention and application of these strategies for the benefit of supporting striving secondary readers to progress. During this course, the student will select one (sixth through twelfth grade) student who is currently reading below grade level expectations. The student will administer/analyze pre-assessments, design/implement a series of intervention tutoring sessions, and administer/analyze post-assessments to make teacher/parent recommendations. Students will analyze ongoing assessment data and reflect after each session to drive future instruction. A minimum of 12 tutoring hours will be completed for this practicum. Prerequisite: EDC500, EDC540, EDC520, EDC580, EDC550, EDC530, EDC560, EDC510, and EDC590

Credits: 3.00

Education

EDU 500 Current Issues In Education

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current issues that are faced by educators, trainers, and their learning institutions. The course will focus on a lively discourse and reflection related to contemporary topics and issues relevant to the specific student track. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational/training process and the realities of a variety of learning institutions (classrooms, schools, professional training, etc.). The goal of this process is to expand and enlighten the practitioner's outlook, thought processes, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with those issues.

Credits: 3.00

EDU 503 Sports Law

This course will focus on laws, rules and regulations for sports and sporting competitions and related activities. Middle school to intercollegiate athletics and activities programs will be examined in relation to their embedded risk management, human resources, safety standards, compliance to the Americans with Disabilities Act, Title IX, student dress codes, conduct codes; plus embedded issues related to sexual harassment, hazing, drug testing and scholarship of athletic/activities program participants.

Credits: 3.00

EDU 507 Org, Middle School Curri&Instr

Credits: 3.00

EDU 508 Practical Aspects of Athletic/Activities Administration

Meeting participant eligibility standards, maintaining amateurism status, institutional contracts and planning for athletics contests, and the development of student athlete and coaching manuals will be covered through practical application activities in this course. Other applications include scheduling, delegation of tasks, conflict resolution and procurement of equipment and personnel. A major, final project will be the development of a comprehensive tournament plan or major activity event/conference plan (e.g. sport competition at the district or regional/state level, conference breakouts and workshops).

Credits: 3.00

EDU 509 Athletic Admin Field Experiences

This capstone course for the program will require completion of 90 hours of clinical field experiences in the form of a student internship, a program professional portfolio in electronic format and a comprehensive Athletics/Activities Administrator Coaches Manual. All three culminating projects will be required to be submitted for evaluation as a graduation requirement. Prerequisite: All other program courses (EDU509 is a final capstone course)

Credits: 3.00

EDU 510 Advanced Learning Theories

This is an advanced learning and instructional theory, process, and structure course that introduces and reintroduces educators to the basic foundational theories, principles, and modern thought of human learning and cognition. This course will also provide for professional educative practice and application of these concepts for all learners in the academic community (birth to adult). This course also presents and compares contemporary theories of learning and addresses their application to learning. There are multiple theoretical perspectives in this course that include: behaviorism, cognitive learning processes, information processing, cognitive development, and social cognitive learning. These foundational concepts have been applied to more modern thought through the process and structure of instructional and learning practices in today's schools that have not yet been recognized as a theory per se. Modern theory, structures, and processes that will be investigated from current educational environments in this class will include such topics as: brain-based research, multiple intelligences, learning styles, cooperative learning, adult learning processes, and systems thinking. Class learning methods will emphasize cooperative learning through collaborative inquiry teams as well as individual assignments to achieve individual and collective proficiency over stated learning outcomes. Application of these learning processes are focused not only on individual learner, but also as they apply to the role of an instructional leader in the position of a principal and/or curriculum leader role.

Credits: 3.00

EDU 511 Educational Psychology

Credits: 3.00

EDU 512 Modern Educational Thought

Modern Educational Thought addresses the work of fifty of the twentieth century's most significant contributors to the debate on education.

Credits: 2.00

EDU 520 Research Design

This course is designed for all emphasis majors in the M.Ed. It emphasizes knowledge of various issues and simple statistical procedures used in educational research and program evaluation. Equal emphasis is given to qualitative and quantitative techniques. Experimental, quasi-experimental and non-experimental designs will be used that include historical, naturalistic study and/or ethnography. Processes to determine and use basic statistical data through computations will also be introduced. May be repeated with different areas of focus (administration, curriculum and instruction, teaching and technology, athletic administration, STEM).

Credits: 3.00

EDU 521 Introduction to Interscholastic/Intercollegiate Athletics/Activities Administration

This course will examine the philosophical and organizational approaches to various athletic and activity programs; ranging from those starting at the middle school level to intercollegiate programs. Topics will include organizational structures, program budgeting, communications and leadership techniques. This course will also focus on organizational rules, services and membership of athletics associations such as the NCAA, the NAIA and the National Federation of State High School Activities Associations.

Credits: 3.00

EDU 523 Supervision of the Athletics/Activities Program

This course will explore all facets of the athletics/activities supervision process as it pertains to managing and maintaining facilities; evaluating coaches and support staff; supervising and managing athletic contests, including techniques of spectator management.

Credits: 3.00

EDU 524 Current Issues/Common Challenges in Athletics/Activities Administration

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This course will provide athletics/activities directors with a broad understanding and better perception of current issues and common challenges they will face in the local and state educational community, as well as those evolving issues on the national and global levels. These include gender equity, emergency/crisis planning as well as issues regarding co-curricular and extra-curricular activities.

Credits: 3.00

EDU 525 Foundations of Educational Administration

This course is designed to offer prospective school leaders a balanced approach to the study of educational administration. The course examines the theoretical foundations of school organization and explores the multidimensional roles of the school administrator as educator, leader, manager, and reflective practitioner. Course content focuses on fundamental organizational principles; leadership and decision-making; local school district culture and communication; policy and governance, human resource management; and the values and ethics of school leadership. In learning content, heavy emphasis is placed on collaboration and problem-solving using cases or vignettes. The cases and vignettes were developed to enhance the ability of students preparing for school leadership positions to encounter new situations in educational administration, assess relevant factors, and decide on effective courses of action.

Credits: 3.00

EDU 526 Athletics/Activities Administration: Developing Character & Citizenship

This course will aid the athletics/activities administrator in building positive character and citizenship traits for participants in athletics and activities programs. Course content will focus on developing the traits of respect, responsibility, trustworthiness, integrity, sportsmanship, collaboration and fairness. In addition, issues on student motivation, cheating and characteristics of adolescent behavior will be examined.

Credits: 3.00

EDU 527 Athletics/Activities Program Promotion

This course will focus on how to share the vision and mission of the program with future participants and community stakeholders. The course will emphasize developing positive relations with the public, speaking in public, communicating with various public media and raising money using fund development methods. Learners will also examine how to encourage community and student involvement with the program.

Credits: 3.00

EDU 528 Financing the Athletics/Activities Program

This course will involve the study of department/school finance, program budgeting, profit/loss formulas, bookkeeping, bidding processing for equipment and services procurement, plus the basics of contractual agreements and compensation for officials.

Credits: 3.00

EDU 530 Improvement Of Instruction

Students will utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Through a focus on the concepts of rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. The students will design/enhance an instructional plan for implementation in her or his classroom, environment or program.

Credits: 3.00

EDU 537 Special Education Administration

This course is designed to provide the student with a comprehensive overview of the multi-faceted role of the special education administrator. Starting with an historical perspective, students will become familiar with the journey toward educational access for all students, especially those with special needs. This journey includes the discussion of equality, equity, and litigation, Focused on instructional leadership, this course will introduce model frameworks to support inclusive practices, culturally responsive education, and socially just education. In a collaborative leadership approach, students will learn to develop partnerships with educational professionals and families. Students will be introduced to the importance of creating a system-wide, effective multi-tiered system of support (MTSS), where students are ensured a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Students will also review evaluation systems and emerging trends. This course will also provide instruction designed to prepare the aspiring special education administrator to effectively perform program management tasks in compliance with local, state, and federal regulations. Among these tasks are compliance with the State Plan and Standards and Indicators, program budgeting and fiscal responsibility, human relations functions, evaluation, and public relations.

Credits: 3.00

EDU 538 Leadership and Management of Instructional Curriculum in Special Education Programs

This course is designed to provide the student with a knowledge and understanding of targeting, developing, training, and monitoring special education instructional results in district's instructing setting. Curricula programs, including differentiated and parallel curriculum for students with special needs will be reviewed. The student will have a knowledge and understanding of facilitating professional development for special education teachers.

Credits: 3.00

EDU 540 Literacy Instruction

This course focuses on enabling teachers to implement a thoughtful, balanced approach to teaching reading and writing across the disciplines. Focus on current resources in the field of literacy will be an integral part of the teaching/learning experience. Public school classroom practice of these techniques is expected.

Credits: 3.00

EDU 543 Teaching and Learning in the New Digital Landscape

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This is an overview course to set the stage for the Teaching and Technology Master's program of study. This course is designed to introduce practitioners to 21st Century learners and the implications for the teaching/learning environment. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, investigate emerging technologies, and develop the skills necessary to become Google Certified Educators Level 1

Credits: 3.00

EDU 544 Digital Tools in the Athletic/Activities Environment

This course will focus on the practical application of digital tools and mobile apps within the athletic/activities environment. Students will investigate available digital tools and mobile apps to support program administration and provide efficiency within various programs, consider available productivity tools to support program administration, gain experience using software applications to enhance functionality and skill development within athletic/activities programs, independently investigate how mobile apps can be leveraged to provide support for such programs, and develop the skills to utilize video to enhance/support the athletic/activities environment. Access to a mobile device such as a tablet or smartphone, video editing software, and an applications package such as Office 365 or Google Apps will be essential for the course.

Credits: 3.00

EDU 550 Curriculum Construction

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum structures, philosophical bases of curriculum development, social and cultural issues, and future trends.

Credits: 3.00

EDU 555 Interpersonal Relations

This course focuses on a consistent overall approach to interpersonal relations translated into skills.

Credits: 2.00

EDU 557 School Leader Field Experience

This course is designed to provide the student with the opportunity to practice the attitudes, skills and behaviors necessary to develop positive leadership in an elementary, middle, or secondary school. During the experience, the student will be required to participate in three hundred (300) hours of field experience at both the K-8 Elementary and 7-12 Secondary levels. Each student will select a major and minor level as they select their activity hours. (200 hours in their major area, 50 in their minor level, and 50 discretionary hours in either level)(EDU557 is a pass/fail course) Corequisite: EDU568 or EDU610 (should be completed prior to or concurrent with first semester of EDU557)

Credits: 3.00

EDU 558 Digital Tools for Academic Programs

This course is designed to equip the student with a robust arsenal of digital tools and instructional techniques that can be used to enhance learning outcomes in your classroom or training environment. Rather than a collection of short assignments, this course is comprised of a series of extended projects that are intended to serve as resources for the classroom. The weekly actions and activities will culminate into meaningful resources for students to use in their school or training environment as well as prepare the student to take the Google Certified Educator Level 2 exam. Prerequisite: EDU543

Credits: 3.00

EDU 559 Current Issues in Teaching and Learning

This course is designed to provide educators and non-educators with a broad understanding and better perspective of current and emerging issues that are faced by educators, trainers, and their learning institutions. The course will focus on issues related to curriculum, instruction, assessment, technology in education/training, innovation, and the big ideas on the horizon that could impact learning institutions. This course seeks to expand and enlighten the practitioner's outlook, thought process, understanding, and repertoire of knowledge, attitudes, skills, and strategies when faced with a variety of issues that impact out learning environments.

Credits: 3.00

EDU 561 Instructional Design With Technology

This course is designed to provide educators/trainers with a survey of various systems/models of instructional design with a focus on the integration of eLearning and technology as a component of the design process. Development of an instructional Design Plan will include reflecting on Instructional Design Models, conducting a needs analysis, designing instruction around goals and objectives, and defining instructional methods and strategies enhanced with technology to guide the teaching/learning process.

Credits: 3.00

EDU 563 Applied Instructional Theories and Strategies Using Technology

This course is designed to provide educators with strategies that can be applied to the learning environment. A key component of the course will be a focus on how to integrate technology into a variety of instructional strategies. Students will review recent research on effective instruction and explore instructional strategies that are designed to enhance instructional effectiveness. The course will review a number of research-based instructional elements that are related to improved instructional outcomes and students will learn to implement instructional strategies with technology to address each of these elements. Students will broaden their instructional skills and learn to deliver the most appropriate instructional strategies for specific circumstances.

Credits: 3.00

EDU 564 STEM - An Introduction

This first course in the STEM program will focus on the research and pedagogy that makes STEM learning successful. Participants will discover and discuss the different methodology and engagement necessary for true STEM learning. STEM learning is a true integration of Science, Technology, Engineering and Math. This shift in teaching requires thorough understanding of the STEM system of learning.

Credits: 3.00

EDU 565 STEM: Engineering Design

An important component of STEM education is Engineering Design. However, this part of STEM is often misunderstood or disconnected from the other three components. This course will use discovery, activities, and discussions that will allow the participant to become comfortable with engineering design so that it can be easily integrated into almost every unit in their classroom.

Credits: 3.00

EDU 566 STEM: Technology and Coding

One of the most obvious pieces of STEM is often difficult to do implement in a meaningful way-technology. Most classrooms use technology but it does not always enhance learning. This course will focus on exciting ways to engage students in problem solving using technology. Participants will explore apps and coding technology that is available free of charge to any classroom. After discovering and practicing what you have learned, a coding unit will be designed.

Credits: 3.00

EDU 567 STEM: Citizen Science Project Based

The STEM process is most successful when students see a relevant connection or meaning to their learning. The course on citizen science will show participants low-stress ways to get students involved in real STEM research that is actually helping scientists. A variety of citizen science opportunities will be explored and time will be devoted to creating a unit with an embedded citizen science component.

Credits: 3.00

EDU 568 Action Research

Students will become familiar with the role of school leaders in school improvement and learn to use action research to solve instructional problems related to school improvement. Students will also utilize recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Students will develop expert instructional skills and learn to diagnose and deliver the most appropriate instructional strategies for a variety of learning environments. Focusing on rigor and relevance, students will develop the ability to significantly enhance instructional opportunities for their learners. In this course, students will also begin the initial planning and writing steps of the certification required performance assessment. The student will collaborate with Field Experience

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(EDU557) university supervisor and on-site supervisor/mentor to review relevant educational data to identify an instructional problem to address through action research. Students will research, design and present an instructional plan for implementation in the appropriate educational environment.

Credits: 3.00

EDU 569 Visionary Leadership

This course is designed to offer a balanced approach to the study of educational leadership. The course examines the theoretical foundations of school organization with a focus on the basic administrative theories, decision making processes and concepts applicable to school leadership at the building level. It explores the multidimensional roles of the administrator as educator, leader, manager, and reflective practitioner. Course content focuses on the importance of the leader as a visionary and guides the prospective school leader through the process of creating a mission and vision. Through this process, prospective school leaders will learn how vision relates to the school culture and the importance of stakeholder communication and involvement. Prospective school leaders will also demonstrate how multiple sources of data are connected to mission, vision, core values and the legal and ethical handling of information. In addition, the Missouri Leadership Development System (MLDS) Aspiring Leader lessons (treatments) are embedded in this course. Prerequisite: EDU568

Credits: 3.00

EDU 570 Supervision

This course introduces prospective school leaders to the theories, knowledge, skills, and techniques for school supervision. It focuses on the role of supervision in the improvement of instruction and in the building of positive relationships with staff along with ensuring a culture of mutual support and respect among staff. This course will assist prospective school leaders in knowing how and why analysis of student demographics is used to determine the overall diversity of a school and can explain its impact on the teaching and learning process. The course is also designed to provide the student with the knowledge and skills necessary to function effectively as school leader in the capacity of a program supervisor or principal/administrator in the performance of supervisory and evaluative duties. The Missouri Educator Evaluation System and the recruitment, training, and retaining process will be addressed. Learning methodology will involve both individual and collaborative group activities through case study analysis, discussions, simulation/role-playing, and classroom presentations. In addition, MLDS aspiring leader assignments (treatments) are embedded in this course.

Credits: 3.00

EDU 571 Integration of Multimedia Production and Curriculum

This course is designed to provide educators, trainers, and professional developers with experience utilizing various multimedia tools to enhance curriculum and support instructional improvement. Students will learn to integrate a variety of effective media types (still photos, graphics, audio, video, and text) as they create instructional videos, informational videos, and eBooks. Students will also investigate essential issues surrounding the use of multimedia in the learning environment.

Credits: 3.00

EDU 572 Managerial Leadership

The role of the school leader is multi-faceted and increasingly complex to say the least. Today's school leader must be skillful in all of the following: creating a safe, functional learning environment; managing fiscal resources; managing human resources; program compliance and legal requirements; all forms of communication; all in addition to being an instructional leader. In the role of the instructional leader, the principal charts the path for continuous improvement and increased student achievement all while focusing on building and retaining positive relationships with students, staff and community. In this course, students will become familiar with all facets of school leadership and have the opportunity to apply skills learned in simulated classroom experiences and course assignments. Prerequisite: EDU568 (or EDU610) and EDU569 (or EDU620)

Credits: 3.00

EDU 573 Instructional Leadership

This course will introduce the student to the content knowledge, performance competencies, implementation strategies, and evaluation criteria needed by school administrators. This course is designed to provide the student with current Missouri Department of Elementary and Secondary Education (DESE) informational guidelines relative to leadership of a quality curriculum needed for state accreditation. Administrative functions and responsibilities surrounding instructional curriculum; as well as horizontal and vertical alignment issues and their relation to student achievement will also be discussed. Prerequisite: EDU568 (or EDU610) and EDU569 (or EDU620)

Credits: 3.00

EDU 575 Principles Of Secondary Education

This course focuses on important issues confronting secondary education, planning for and organizing for learning in secondary education, and promoting and assessing learning and thinking in secondary education

Credits: 2.00

EDU 577 Supplemental Field Experience

School leadership is an increasingly difficult and complex profession. Successful school leaders must possess not only an extensive knowledge related to the characteristics and attributes of school leadership, but must also demonstrate the ability and disposition to apply this knowledge through successful leadership practices. This supplemental field experience course allows the students with initial building level administration certification to complete field experience in the identified minor area as required for K-12 School Leader certification.

Credits: 1.00

EDU 580 Educational Technology

This course is designed to help practicing educators understand the role of educational technology in today's learning environments with a focus on enabling them to become educational technology advocates. Participants will investigate the digital transformation in education and the impact this has on the classroom. You will learn to apply various learning frameworks as you analyze technology needs and innovations. You will develop a

technology vision for your school and develop a process to plan and advocate for needed technology integration. A primary focus is upon guiding future administrators and teacher leaders in the process of understanding the changes needed to effectively utilize instructional technologies to build learning environments that focus on 21st century skills as well as providing guidance in utilizing technology to enhance professional practice and effectiveness.

Credits: 3.00

EDU 581 Integrating Technology into the Curriculum

Today's educators need to be able to consistently integrate technology into their curriculum to transform student learning and meet the goals of the 21st Century. The course helps educators focus on assessing effective technology tools and teaching methods in order to develop the ability to effectively incorporate technology into the curriculum of any discipline. Participants will investigate the skill sets that are needed for today's learners, apply technology integration frameworks, assess the potential use of mobile technologies in learning environments, design and implement personal/professional learning networks, and examine technology integration techniques using various application tools, Web 2.0 tools, Mobile Apps, and instructional software. Collaboration, productivity, academic application, and development of instructional materials using technology will have a significant focus throughout the course.

Credits: 3.00

EDU 583 Performance Assessment for Aspiring Building Level Administrators

Effective educational leadership is measured in multiple ways as the aspiring leader completes degree and certification requirements in his/her preparation program. The new prospective leaders must demonstrate competence in vision, instruction, management, relations, and innovation. However, one specific evaluation that is common to all educational administration preparation programs is the use of a performance assessment that focuses on instruction. Prerequisite: Completion of all courses in MED Administration (may enroll concurrently with Field Experience Capstone, but may not be taken prior to FE) Corequisite: EDU597 or EDU697

Credits: 0.50

EDU 585 School Law

This course is designed to provide prospective as well as practicing educational leaders, policymakers, and teachers with the legal knowledge that will enable them to conduct and operate school organizations effectively within the boundaries of constitutional, statutory, and case law. The course will focus on the law related to public education to create an equitable education for all students. Relevant constitutional, statutory and case law pertaining to various aspects of education and major legal issues and principles of law surrounding those aspects will be presented and discussed.

Credits: 3.00

EDU 586 Action Research Capstone

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Provides for the study of issues related to effective instructional practices, action research and student achievement improvement. The student will examine the literature of self-selected theoretical literature and their relevant pedagogical strategies for the purpose of designing an appropriate study and carrying out in a school classroom or any educational setting. The student will then write a report suitable for publication in an applied journal following APA style (American Psychological Association, 6th Ed.). Electronic portfolios will also be completed during this capstone course.

Credits: 6.00

EDU 588 Writing Workshop (Special Topics)

Credits: 3.00

EDU 589 Teaching and Technology Capstone Project

The capstone is the culminating experience for students in the master's degree in Teaching and Technology. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Candidates will develop an eBook with supporting materials. The supporting materials will be archived using an online or cloud-based storage environment. The eBook will require students to demonstrate proficiency in each of the major content areas within the MED T&T Program. In addition, students will reflect upon their coursework and experience through regular, comprehensive, reflective postings and responses tied to NBPTS National Board for Professional Teaching Standards and ISTE-S Standards. This is a 16-week capstone course.

Credits: 6.00

EDU 590 Appraisal Of Student Learning

This course is designed to acquaint learners with the complex issues related to assessment and to provide first-hand experience in the development of high-quality assessments, including the incorporation of a variety of technology tools in the assessment process. The course will investigate the purposes and application of assessment; the relationship between instructional outcomes and assessment; the development and implementation process for various types of assessments; the collection, analysis, and use of assessment data; as well as various scoring and grading methodologies. Participants will investigate the uses and limitations formative assessment, summative assessment, and diagnostic assessment.

Credits: 3.00

EDU 591 Field Experience Special Education

The student in EDU591 will experience full immersion into a school district setting, engaging in leadership activities aligned with Missouri Leadership Development Standards and Professional Standards for Educational Leadership. Students will be provided with the opportunity to practice the attitudes, skills, and behaviors necessary to provide Special Education Leadership at the district level. The student will earn a total of three (3) credit hours during the clinical experience and will be required to participate in three hundred (300) hours of field experience focused on

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the roles and duties of the Special Education Director. An assigned university supervisor/instructor and a superintendent/certified central office administrator will support the student during their experience.

Credits: 3.00

EDU 593 Subject Material Tch Methodologies

This course provides the student with opportunities to practice current teaching strategies in focused subject areas. It should be taken concurrently with Internship (EDU 594).

Credits: 2.00

EDU 594 Internship

This course provides the student with opportunities for formal observations and limited teaching experience in the public school classroom. It should be taken concurrently with Subject Matter Teaching Methodologies (EDU 593).

Credits: 2.00

EDU 595 Thesis

Credits: 6.00

EDU 597 School Leadership- Building Level Capstone

This culminating course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive leadership in school administration. Opportunities to present and demonstrate their understanding of the leadership standards and domains, as well as presentation of the performance assessment steps including peer review feedback. In addition, students will prepare for the principal certification assessments, including both the performance and content assessments. A capstone reflection paper will demonstrate the students' competencies throughout the entire program. Prerequisite: 500,585,568,569,572,573,557 (3), 570,580 & 590 Corequisite: EDU583

Credits: 3.00

EDU 600 Issues in School Superintendency

The purpose of this course is to familiarize students with the major technical and educational leadership functions of the superintendency. This course introduces foundational theory and practice of leadership skills, tasks, responsibilities and challenges as they are applied to school superintendents and central office administrators. Historical perspectives, issues and problems facing the superintendent will also be examined. Organizational culture, the dynamics and politics of the superintendency and Board of Education relationships, plus other impacting elements (legal issues, fiscal responsibilities, and governance) will be studied. Leadership in today's schools is not learned in isolation. This course assumes that learning is a social process and will attempt to use this social process as the students learn about the superintendency.

Credits: 3.00

EDU 601 Superintendency Practicum

This 3-credit hour course is designed to introduce the student to those attitudes, skills, and behaviors necessary to provide effective leadership at the school district central office level. During the practicum, the student will be required to complete fifteen (15) contact hours observing, interviewing and gathering information about the administrative leadership of a school district. With the guidance of the university supervisor (the facilitator for EDU 600/601), the student will be exposed to and produce assignments involving concepts of educational administration, management of school operations, auxiliary services, personnel management, instructional programs assessment, pupil personnel services and school-community relations. Concurrent enrollment in EDU 600/Issues in the Superintendency is required.

Credits: 3.00

EDU 602 Administrative Mentoring Practicum

Credits: 2.00

EDU 603 Curriculum Auditing & Mapping

This is a class in curriculum mapping and auditing (evaluation). It is designed to provide the learner with knowledge of the connection of mapping and auditing to improve student achievement. During the course students will learn the necessary steps to follow to successfully implement change in curriculum writing. Students will also map a subject/course using the studied method.

Credits: 3.00

EDU 605 Issues in Curriculum Leadership

Philosophical foundations of K-12 curriculum, and its design, implementation and evaluation are examined. Basic principles of curricular theory are introduced and applied to an examination of current curriculum issues and trends.

Credits: 3.00

EDU 610 Utilizing Statistical Procedures in Educational Research & Evaluation

This course will focus on the knowledge, skills, and techniques necessary to effectively collect and interpret data related to school improvement issues. The course will include a discussion of basic statistical concepts that form the foundation for interpreting and analyzing the results of standardized tests and in using the results of this analysis for school improvement purposes. The course will also include procedures and skills necessary for critical review of educational research. Finally, the course will address specific assessment and research data relevant to

the state of Missouri and provide the student the opportunity to implement knowledge and skills through case-based practice.

Credits: 3.00

EDU 620 Effective School- Community Relation

This course is designed to provide a practical, evidence-based approach to developing an effective school-community relations program. Content focuses on communicating with internal and external audiences, working with the news media, communication trends, preparing for campaigns, and communicating about school finances. The course also speaks to processes for communication assessment and accountability. Emphasis on the benefit of taking proactive responsibilities that are needed to build and maintain effective relationships within an organization and community will also be examined. Efficient and effective crisis management and communicating through the media will also be studied.

Credits: 3.00

EDU 625 Modern Educational Thought

Modern Educational Thought addresses the work of fifty of the twentieth century's most significant contributors to the debate on education.

Credits: 3.00

EDU 630 Development & Implementation of Educational Policy

This course provides a basic understanding of educational policy and how it is made. It focuses on the proactive requirements necessary for school administrators to be effective leaders in policy development and implementation. Examination of major research findings, analytical frameworks, and important political theory will be studied; as well as the relationship between values and policy development at the federal, state, district, and building levels. The course also relates underlying theories of policy development to specific recommendations for practice.

Credits: 3.00

EDU 635 Curriculum Leadership

Leadership skills needed to promote an active, accessible, relevant and rigorous K-12 curriculum are introduced. Students will build the capacity to transform existing curricula into one that is multicultural, diversified and inquiry-based.

Credits: 3.00

EDU 640 Human Resources in Education

This course focuses on the various statutory and procedural issues involved with human resources administration. Human resources planning, recruitment, selection, professional development, mentoring, technology, policies and

procedures, and evaluation will be addressed. Motivational issues related to human resources administration is also included, as are issues related to both formal and informal negotiations. Legal, ethical, and other issues related to human resources administration are also explored.

Credits: 3.00

EDU 645 Application of Learning Frameworks

Using foundations of instructional theory and the essentials of K-12 curriculum design, the student will apply learning framework models to result in a connected, active and aligned curriculum that can be applied to instructional delivery. Frameworks of inquiry, problem solving, differentiation, and core curriculum are examined for application to future design and implementation.

Credits: 3.00

EDU 650 School District Finance

This course is designed to provide school leaders with a broad understanding of school finance at the local, state, and national levels. The course will investigate various finance topics, detailing how they relate to local practice. Specific finance practices such as fund accounting, funds management, program management, taxes and tax rates, revenues and expenditures, and financial legal requirements will be examined. Budgeting and budget management including revenue and expenditure projections will be a primary focus. Additional topics will include operational management, food services, bus transportation, economic impacts, and influence of legislative mandates. Upon completion of this course, the student will understand the major finance concepts that influence responsible public school, as well as charter school, fiscal management.

Credits: 3.00

EDU 653 School Plant & Facilities Development/Safety & Security

The role of a district level school leader requires knowledge and skills in a variety of areas. This course will incorporate planning, design, construction, management, safety, and maintenance involved in the innovative delivery of instruction. In addition, the course will focus on ongoing daily operations of district facilities and grounds and the relationship to the long-term planning process. The course will incorporate activities related to long-term facility planning, selecting architects, designing buildings for innovative instruction, enhancement of learning, construction and performance contracting, monitoring and tracking of maintenance, furnishing and equipping facilities, cleaning operations, and developing safe and securing school facilities and school grounds.

Credits: 3.00

EDU 655 Instruction and Assessment Design

This course presents a dual focus on the philosophical and practical aspects of curriculum construction. Students will develop instruction that delivers understanding of content through varied processes in several context and conceptual frameworks. Understanding of course content is developed through a variety of readings, presentations, projects, and class discussion. Key topics include developing curriculum aligned to Missouri's Show-

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Me Standards, the historical bases for traditional subject-area curricula, alternative curriculum standards, philosophical bases of curriculum development, social and cultural issues, and future trends.

Credits: 3.00

EDU 657 Field Experience

The student in EDU657 will experience full immersion into a school district setting, engaging in leadership activities aligned with Missouri Superintendent Standards and Professional Standards for Educational Leadership. Students will be provided with the opportunity to practice the attitudes, skills, and behaviors necessary to provide positive and effective leadership at the district and central office level. The student will earn a total of three (3) credit hours during the clinical experience and will be required to participate in three hundred (300) hours of field experience focused on the roles and duties of the school superintendent and/or central office administrators. An assigned university supervisor/instructor and a superintendent/certified central office administrator will support the student during their experience.

Credits: 1.00

EDU 673 Educational Reform and Urban Educational Issues

This course will help school leaders create change in a world dominated by volatility, uncertainty, complexity, and ambiguity (VUCA). Students will examine structural barriers to equity, study how the achievement gap, poverty and other urban educational issues impact student achievement, community perceptions and school reform. This course utilizes a critical lens to examine how social dynamics, cultural differences, pedagogy, physical/social environments, and student resiliency play a part in making achievement gaps a lingering issue for educators.

Credits: 3.00

EDU 674 Urban Issues in Curriculum and Instruction

This course will help curriculum leaders create change in a world dominated by volatility, uncertainty, complexity, and ambiguity (VUCA). Theories of Change will be examined through the exploration of various change models. Students will examine structural barriers to equity, study how the achievement gap, poverty and other urban educational issues impact student achievement, community perceptions and school reform. This course utilizes a critical lens to examine how social dynamics, cultural differences, pedagogy, physical/social environments and student resiliency play a part in making achievement gaps a lingering issue for educators.

Credits: 3.00

EDU 680 Advanced School Law and Policy Development

The course is designed to provide advanced and complex information, perspective, and knowledge to educational administrators (including experienced principals and aspiring superintendents of schools) with necessary legal and administrative knowledge that will enable them to effectively conduct school business within legal frames. In addition, they will be able to operate school organizations and related environments within the constraints of state and federal law, including constitutional, statutory, administrative, civil, criminal, juvenile, and interpretive case

law. Also, an understanding the policy and political frameworks of their district, state, and federal environment will be developed.

Credits: 3.00

EDU 681 Advanced School Law for Teachers

This course provides a broad legal background and helps teachers understand their rights and responsibilities, as well as, the rights of their students. This course covers preventative law as well as issues which are the greatest concern to teachers today—employment and tenure, teachers' rights, teacher discipline, teachers' legal responsibilities, negligence and defamation, students' rights, education of students with disabilities, student discipline and due process, discrimination and harassment, and religion. This course will also examine legal issues through an equity lens to help students recognize injustice and work to create a more socially just school and classroom.

Credits: 3.00

EDU 685 Curriculum and Program Evaluation

Paralleling the need for continuous school improvement, the student will learn techniques for the evaluation of K-12 curriculum and curricular programming. The student will complete a practice simulation of a content area curriculum and will prepare a report of the evaluation's findings.

Credits: 3.00

EDU 690 Differentiated & Supplemental Program

This course is designed to expose the student to the many specialized state and federal programs currently in place to assist public schools. The history and purpose of each program will be examined. Specific program requirements will be detailed for each of the major differentiated programs. Programs reviewed will include the Federal Title programs, special education/at-risk; professional development; technology integration and grant-based initiatives. Upon completion of this course, students should possess the knowledge to effectively evaluate, select, and administer differentiated and supplemental programs common to school districts.

Credits: 3.00

EDU 691 Supplemental Programs Supporting Instruction

This course is designed to offer prospective curriculum leaders an introductory course in the study of the myriad of differentiated and supplemental state and federal programs. The history, purpose, procedures, requirements and financial implications of common programs impacting instruction will be examined. These programs are dynamic in nature and often reflect revisions and mandates annually as per the state and federal offices of education. Consequently, the course will be updated as changes evolve in the various programs studied. Additionally, the course facilitator may provide updated information regarding programs listed and/or new programs initiated. Course content focuses on state and federal educational programs dating back to the historic 1965 Elementary and Secondary Education Act (ESEA). The Title I program within this Act has become the largest source of federal aid to elementary and secondary schools. This course will also examine current state supplemental programs from the

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Missouri Department of Elementary and Secondary Education (DESE) and other evidence-based programs. Emphasis is placed on developing a broad-based understanding of the myriad of programs available to support the needs of students and schools. Often, these supplemental and differentiated programs directly impact the curriculum and instruction available in schools. Upon completion of this course, students will have gained the knowledge needed to assist in the effective administration of state and federal differentiated and supplemental programs. In addition, this course will review and reflect on efforts DESE and Missouri school leaders are making to ensure our classrooms are led by effective educators who are equipped to support all students in becoming college and career ready. Students will become familiar with DESE's recently created plan to recruit, prepare and retain effective teachers for all public schoolchildren in the state, especially in high-poverty, high-minority or rural districts.

Credits: 3.00

EDU 696 Curriculum Leadership Practicum

This 3-credit hour (six week) capstone course is designed to provide the student with application and reflective opportunities using those attitudes, skills, and behaviors learned in previous Ed.S program curricular design and instructional leadership skills necessary for success at the central school district and administrative office and building levels. All written work will be developed individually, although required textbooks for this course. Rather, all the textbooks and references (i.e. APA Manual, 5th edition) used earlier in the other Ed.S. program courses will be referred to, as needed to complete to assignments in EDU 696. During the practicum, while the student completes the required assignments, they will simultaneously be completing activities (estimated to total about fifteen hours) that can be counted toward completion of the 40 total experience hours required for the Ed.S. program. The students will be in the "field" observing, interviewing and gathering information from instructional staff in a school building and from the administrative staff at the central office of a school district. With the guidance of the university facilitator for EDU696, the student will be exposed to, and produce, assignments involving concepts of administrative management of instructional programs and the development and monitoring of a school or district written curricula with student assessment. The final curriculum project (which will be developed during this course via several sub-assignments) will be submitted at the end of this six-week course. This final project is a requirement for graduation and will apply previous learning and skills developed throughout this Ed.S. program for Instructional Leadership. The final product will be archived by the University (for accreditation review) for a period of seven years.

Credits: 3.00

EDU 697 Superintendent Field Experience and Capstone

This culminating 8-week course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive and effective leadership at the school district and central office level. The student will have opportunities to present and demonstrate their understanding of the superintendent leadership standards. They will select, perform, and complete activities involving concepts of educational administration, management of school operations and services, personnel management, instructional programs, professional development, and assessment, pupil personnel administration, and school community relations as they align with the Missouri Superintendent Standards. Final Defense Papers will be submitted that demonstrate their knowledge of these standards and competencies throughout the entire EdS Leadership Program. The course will also assist the student in preparing for the Superintendent's Assessment, required in Missouri to be a certified Superintendent. Those students, who need their building level certification, will also receive support in the initial development of the Performance Assessment required or principal certification.

Credits: 3.00

EDU 699 Independent Field Experience

This course is designed to provide the student with the opportunity to practice those attitudes, skills, and behaviors necessary to provide positive leadership at the district level. Utilizing the practical experiences performed and related literature, the student will address one school improvement issue through the completion of a formal paper. Finally, an electronic professional portfolio aligned to the proper standards will be developed and submitted to the William Woods University assessment system. Prerequisite: Completion of all other EDS courses.

Credits: 3.00

EDU 710 Aspects of Leadership

As the world constantly changes, the expectations of leaders continue to increase. The effectiveness of a leader requires a high level of ability to work with others and respond to change. With the number of issues leaders continually face, the ability to create a vision of leadership and organize others into collective efforts to respond to the changing needs of society is a must. This course assumes that each individual has leadership potential and that leadership qualities can be developed through a series of experiences and reflections. Class activities will create opportunities to evaluate and assess leadership roles and practices along with documenting leadership experiences. Success in this course requires demonstrated mastery of theoretical concepts, capacity for collaborative work and the thoughtful integration of theory and practice.

Credits: 3.00

EDU 730 Effective Educational Systems

This course is designed to assist educational leaders in assessing needs and planning and communicating the importance and content of the effective school improvement plan. Building curriculum, designing instructional activities, maintaining positive school climate and assessing organizational performance through improvement planning are primary responsibilities of school/district leadership. This course will utilize an inquiry format into school effectiveness with students taking major responsibility for guiding the class discussion. The work will take a critical slant, interrogating traditional ideas about the means and ends of public education and proposing alternative solutions. This course is designed to encourage and assist students in deconstructing traditional ways of thinking about effectiveness and to critically examine traditional measures of effectiveness (i.e., assessment scores, dropout rates, etc.). The intent of the deconstruction and critical examination is not to diminish the importance of measuring school effectiveness, but rather to appreciate the inherent complexity of the issue and to understand and acknowledge relevant limitations in ways that can inform the work of scholarly practitioners.

Credits: 3.00

EDU 740 Exploration of Qualitative Research

This course will introduce educational leaders to concepts and strategies in qualitative research in preparation for conducting independent research. Students will discuss future trends, issues, and problems in academic educational systems. Students will critically understand and develop a qualitative research design as it applies to

an educational issue. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design process. Prerequisite: Graduate Level Introductory Research and Introductory Statistics Course

Credits: 3.00

EDU 750 Organizational Learning & System Change

This course focuses on systems thinking, personal and organizational behaviors, and leadership approaches to the change process. Students will demonstrate ethical thinking and action in organizational settings by re-conceptualizing leadership roles and organizational structures. Students will learn concepts and theories and be able to apply them to their educational organizations. The design is to use case studies, experiential exercises, dialogue and group activities to interact with the pedagogy and concepts learned during the course.

Credits: 3.00

EDU 760 Program Evaluation & Strategic Plan

This course will examine concepts, methods and approaches in the field of evaluation research. Students will be exposed to the theoretical and methodological diversity inherent in current evaluation practices. This course will also incorporate strategic planning models, forecasting methods, trend analysis, and future planning. Students will learn how to manage growth, change, and organizational improvement through the evaluation of educational programming.

Credits: 3.00

EDU 780 Dissertation Proposal Seminar

This course is an introduction to dissertation proposal requirements. Course assignments are designed to familiarize students with the information they will need to compile the first three chapters of their dissertation. Techniques for integrating peer-reviewed research into a cohesive literature review are presented. Requirements of the Introduction and Research Methods chapters are also examined. University policies and procedures covering the proposal defense and the dissertation defense are explained. Prerequisite: EDU720 and EDU740

Credits: 3.00

EDU 781 Dissertation Seminar

Students exchange drafts of the first three chapters of their dissertation with their committee chair. A proposal hearing occurs during EDU781 or the following course (EDU799) when the chair and other committee members believe that the introduction to the topic, the literature review and the proposed methodology form the framework of quality dissertation research. Students complete the University's online research inventory by the end of EDU781. Institutional Review Board approval is pursued after the dissertation committee accepts the proposal. Prerequisite: RSH 720, RSH 740, RSH 780, and passing the EdD comprehensive exam

Credits: 3.00

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EDU 790 Research Seminar

This course is designed to allow students time to continue in writing their dissertation. Students will enroll in the course every term until completion and defense of their dissertation. Prerequisites: EDU781

Credits: 1.00

EDU 791 Research Seminar

This 8 week course is designed to allow students time to continue in writing their dissertation. Students will enroll in the course every term until completion and defense of their dissertation. Prerequisites: EDU781

Credits: 1.00

EDU 792 On-site Dissertation Workshop 1

This course consists solely of the weekend workshop. The weekend workshop provides an overview of chapters one, two, and three of the dissertation. Students are expected to progress in their dissertation over the weekend by writing several sections in the first three chapters. This 0.5 cr course is the first of two on-site workshops for doctoral students. The workshop is a credit or no credit course. The workshop is available three times a year and is located in Columbia, MO. The workshop begins Friday afternoon and finishes on Sunday afternoon. Students are required to concurrently take their first semester of Research Seminar (first 16-week research seminar course). Students should bring a hard copy of their dissertation draft, and it is highly recommended for students to bring a laptop computer while working with their dissertation chair for editing purposes. Prerequisite: EDU781
Corequisite: Students are required to be concurrently enrolled in first semester EDU 790.

Credits: 0.50

EDU 793 On-site Dissertation Workshop 2

This course consists solely of the weekend workshop. The weekend workshop provides an overview of chapters four and five of the dissertation. Students are expected to progress in their dissertation over the weekend by writing several sections in chapters four and five. This 0.5 cr course is the second of two on-site workshops for doctoral students. The workshop is a credit or no credit course. The workshop is available three times a year and is located in Columbia, MO. The workshop begins Friday afternoon and finishes on Sunday afternoon. Students are required to participate in the workshop while concurrently taking their third semester of Research Seminar (third 16-week research seminar course). Students should bring a hard copy of their dissertation draft, and it is highly recommended for students to bring a laptop computer while working with their dissertation chair for editing purposes. Prerequisite: EDU792 Corequisite: Students are required to be concurrently enrolled in third semester of EDU 790.

Credits: 0.50

EDU 799 Research Seminar

This course is designed to allow students time to continue in writing their dissertation. Students will enroll in the course every term until completion and defense of their dissertation. The communication between chairs and

students is vital during EDU 799. Just as important it is for chairs to reach out to students; students must consistently communicate with chairs. Prerequisites: EDU781

Credits: 2.00

Eductn Professional Development

EPD 901 Remote Learning Through Flipped Classroom

The purpose of this module is to discuss the concept of flipped classroom and how it can be used in a remote learning construct, strategies for classroom flipping and in class flips, and how to embed the philosophy of the SAMR model into your classroom.

Credits: 0.00

EPD 902 Trauma Informed Classrooms

The purpose of this module is to provide teachers with information of how to create Trauma Informed Classrooms through Trauma Invested Practices and fostering relationships, strategies for classroom implementation, de-escalation, and self-care.

Credits: 0.00

Equestrian Education

EQE 530 Equestrian Academic Instruction

An overview of equestrian academic instruction, which investigates different types of programs, online versus traditional classrooms, today's student, governmental requirements, and graduate marketability.

Credits: 3.00

EQE 546 Applied Instructional Theories

This course is an overview of the pedagogical methods and strategies geared towards equestrian educators. Topics include the development of a teaching philosophy, mounted and unmounted lesson structure and content and group versus private lessons.

Credits: 3.00

EQE 550 Equestrian Curriculum Development

This course focuses on an exploration of the equine-specific knowledge and skills that an equestrian graduate will need, and how this specific knowledge should be structured into program objectives and coursework.

Credits: 3.00

EQE 562 Equestrian Educational Events & Competitions Management

This course will examine different methods of equestrian program promotion and/or revenue generation. Topics will include horse shows, clinics, residential or day camps, and horse sales. Working with institutional admissions and marketing departments will be explored.

Credits: 3.00

EQE 574 Management of Facility & Resources

The student in this class will explore the many facets of equestrian academic and service programs. Through reflection papers, case studies, action plans and forum postings, the students will learn what is involved in running these programs. Topics covered include horse procurement and management, student recruitment and retention and facility management issues. Students will also investigate what types of faculty and staff are needed to keep a program running smoothly and to insure the institutional mission is met.

Credits: 3.00

EQE 576 Development of Instructional Resources

This course focuses on the development of academic resources, which will supplement and augment instruction. Along with the traditional resources such as text books, library offerings and teaching visual aids, the course will explore creative teaching tools such as video, Power Points, and webpages.

Credits: 3.00

EQE 582 Current Issues in Equestrian Education

This course is designed to provide educators with a broad understanding and better perspective of current issues that are facing equestrian education. The course will focus on a lively discourse and reflection of the many issues currently facing equestrian education. The course will serve as a platform for bridging the gap between goals, principles, theories, philosophies, and methodologies in the educational process and the real world of instruction and instructional components.

Credits: 3.00

EQE 587 Equestrian Education Capstone Project

The capstone is the culminating experience for students in the Master's Degree in Equestrian Education. The capstone provides students with the opportunity to apply and integrate key concepts from each course in their program of study. Students will develop the curriculum for a semester-long course, complete with objectives, teaching formats and daily lesson plans. Students will identify not only useful outside resources but also create their own in a variety of formats.

Credits: 6.00

Field Experience

FLD 501 Field Experience I

FLD 501 is the first of three 1 credit hour field experience courses structured to support the engagement of the aspiring school leader in relevant, leadership development activities. Cumulatively, in the three credit hours of field experience, students will document engagement in a minimum of 300 hours specifically distributed across the 5 leadership domains (Managerial, Visionary, Instructional, Relational, and Innovative) of the Missouri Leadership Development System (MLDS). Additionally, field experience hours will reflect a minimum of 200 hours in the student's selected major area (elementary or secondary), 50 hours in the student's selected minor area (elementary or secondary), and 50 discretionary hours. Collaboratively, the field experience instructor and the selected on-site supervisor will guide and provide support through this process. (FLD501 is a pass/fail course)

Credits: 1.00

FLD 502 Field Experience II

FLD 502 is the second of three 1 credit hour field experience courses structured to support the engagement of the aspiring school leader in relevant, leadership development activities. Cumulatively, in the three credit hours of field experience, students will document engagement in a minimum of 300 hours specifically distributed across the 5 leadership domains (Managerial, Visionary, Instructional, Relational, and Innovative) of the Missouri Leadership Development System (MLDS). Additionally, field experience hours will reflect a minimum of 200 hours in the student's selected major area (elementary or secondary), 50 hours in the student's selected minor area (elementary or secondary), and 50 discretionary hours. Collaboratively, the field experience instructor and the selected on-site supervisor will guide and provide support through this process. (FLD502 is a pass/fail course)

Prerequisite: FLD501

Credits: 1.00

FLD 503 Field Experience III

FLD 503 is the last of three 1 credit hour field experience courses structured to support the engagement of the aspiring school leader in relevant, leadership development activities. Cumulatively, in the three credit hours of field experience, students will document engagement in a minimum of 300 hours specifically distributed across the 5 leadership domains (Managerial, Visionary, Instructional, Relational, and Innovative) of the Missouri Leadership Development System (MLDS). Additionally, field experience hours will reflect a minimum of 200 hours in the student's selected major area (elementary or secondary), 50 hours in the student's selected minor area (elementary or secondary), and 50 discretionary hours. Collaboratively, the field experience instructor and the selected on-site supervisor will guide and provide support through this process. The field experience will conclude with the completion of a Summative Reflection Paper over the entire 3 semesters of field experience and final clinical log. (FLD503 is a pass/fail course) Prerequisite: FLD502

Credits: 1.00

Health

HLT 505 Healthcare Administration

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This course is designed to provide a comprehensive survey of the current status of the United States health services system. Course studies encompass a macroscopic analysis of the healthcare industry and the major factors influencing the United States healthcare system. Specific topics include an overview of organization, management, and economic support structures, the development and deployment of organization resources and the delivery component of the United States health system as well as recent developments regarding the Affordable Care Act.

Credits: 3.00

HLT 510 Population Health Management and Global Health

In this course, students learn about the population-wide health issues and develop evidence-based health programs enables healthcare professionals to promote population health programs to meet the health care needs of targeted community and population. In this course, students utilize clinical data sets and combine this knowledge with public health data sets concerning socioeconomic, global health, and behavioral influencers of health in local and global settings. Students analyze these influencers to determine effective, appropriate programs and solutions to benefit the population as a whole. Students assess health issues facing targeted populations and create programs or initiatives that engage the community to improve population health care outcomes. Prerequisite: HLT505

Credits: 3.00

HLT 519 Policy, Legal, and Ethics Aspects of Healthcare

Policy, Legal, and Ethics Aspects of Healthcare Administration will provide an overview of the healthcare policy, ethics, laws, health law issues, and how healthcare is affected by the law. Through reading, writing, and relevant activities, students will learn about a variety of subjects, including history of healthcare policy, ethics, tort law, criminal aspects of healthcare, professional and institutional liability, legal reporting, and end of life issues. The course will require you to draw upon basic knowledge of health care management and systems obtained during your MHA studies.

Credits: 3.00

HLT 527 Human Resources in Healthcare and Organizational Development

This course provides an overview of the role of human resources in health care organizations, including the recruitment, retention, management, and development of these resources. Students gain an understanding of key roles that human resource professionals play in planning for workforce needs and how human resource management should be directly aligned with the strategic goals of the organization. Also, in this course, students examine organizational behavior and dynamics, as well as the roles and responsibilities of management within health care organizations. Students focus on understanding management and leadership principles to help navigate change. Students consider the theory and practice of managing individuals and groups through motivation, communication, teamwork, collaboration, leadership, organizational change, negotiation, and conflict management and resolution.

Credits: 3.00

HLT 555 Healthcare Systems Financial Management

The purpose of this course is to familiarize the student with commonly used financial terminology, obtain a better understanding of the preparation and interpretation of financial statement data and provide a foundation which will better enable the student to utilize quantitative methods for financial decision making within the healthcare industry.

Credits: 3.00

HLT 570 HC Marketing and Consumer Engagement

Students in this course apply principles, theories, and relevant contemporary concepts of health care marketing. They evaluate the effectiveness of health care marketing tools such as advertisement campaigns and social media, develop data collection tools for marketing research, and create a marketing plan for a health care organization. Students will apply best practices of marketing and promotion to engage healthcare consumers in managing their health affairs. Prerequisite: HLT505, HLT519, HLT527 & HLT555

Credits: 3.00

HLT 571 Healthcare Operations Management

Students in this course have the opportunity to learn about challenges and forces that affect organization business and operational performance and patient care outcomes. In this course, students examine the forces and trends that affect performance outcomes within health care organizations and analyze how high reliability health care organizations model and implement sustainable operations management practices. Students assess and apply how changes in health care organization structure, logistics, and supply chains can result in positive patient care outcomes and explore evidence-based management practice models to promote and implement performance excellence standards in various health care settings. Prerequisite: HLT505, HLT519, HLT527 and HLT555

Credits: 3.00

HLT 575 Healthcare Information Management Systems

Students in this course have the opportunity to learn how health information systems, technologies and applications assist healthcare professionals and leaders in the execution of organizational strategies and the transformation of the healthcare environment. Students also learn how these complex systems help decision makers in the organization to improve patient care outcomes and performance. Topics include evolving technologies such as data analytics, eHealth, personalized medicine, and social media; using technology applications to manage population health; risk assessment, including legal and ethical issues in health information technology; and change management, Students are challenged by scenario-based discussions that analyze the best information technology practices across multiple industries Prerequisite: HLT505

Credits: 3.00

HLT 583 Healthcare Administration Leadership and Change Management

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In this course, students will explore leadership and organizational change management as dynamic and often chaotic events within health organizations. Various means of promoting leadership and implementing change will be discussed such as strategic change management, adaptive leadership and organizational re-design. Students will apply course material to current challenges faced by health organizations.

Credits: 3.00

HLT 590 Healthcare Quality Management

Students in this course are introduced to the principles and concepts of quality healthcare management and patient safety. Topics include a diverse overview of healthcare quality models that incorporate methods of assessing quality and patient safety and applying techniques for quality improvement on a patient and population level. Students will explore and discuss the roles of data collection and statistical tools in quality improvement as they relate to reporting and promoting healthcare quality information. They will evaluate government agencies, private sector organizations, and international healthcare quality initiatives, and the relationship between health care consumerism and the demand for quality healthcare. Prerequisite: HLT505, HLT519, HLT527, HLT555 & HLT583

Credits: 3.00

HLT 595 Healthcare Strategic Planning

Throughout this course, students review and apply the phases of strategic planning, integrating the principles and practices presented throughout the Master of Healthcare Administration (MHA) program. They examine the role of strategic planning in achieving organizational performance excellence, as well as the notion of planning as a cyclical process within the healthcare organization. Students submit a comprehensive strategic plan and recommend courses of action that help healthcare organizations address their strategic and tactical needs and the needs of their communities. Prerequisite: All MHA courses except HLT 598

Credits: 3.00

HLT 598 Integrated Studies in Health Administration

This course represents the culmination of the MHA program. As such, students will be required to integrate the knowledge gained throughout their program of study. Students will prepare and present a critical paper based upon their analysis of a current health administration issue. Prerequisite: Completion of all core MHA courses.

Credits: 3.00

Organizational Leadership

ORL 505 Fundamentals of Organizational Leadership

Fundamentals of organizational leadership course will prepare students to lead and develop highly effective and efficient organizations. Students will explore a number of leadership theories and analyze leadership dynamics at individual, team, and organizational levels. They will also examine various concepts related to the leadership vision, leadership competencies, relationship between leaders and followers, and leadership as an integrated

organizational process. From real world case studies ranging from first-time managers to CEOs, students will learn how to effectively lead organizations facing challenges and transformations.

Credits: 3.00

ORL 520 21st Century Organizations

This course aims at providing students with knowledge on how the changes in business environment are shaping the new world of industry. In this course, students will learn the new ways of inventing and creating effective work systems. They will examine what is changing, reasons for change, results and implications of change for future of the organizations. They will learn to develop new business strategies demanded by today's transforming institutions. In this future oriented course, students will develop the perspectives on why organizations need to focus on human values as much as they focus on pure profits.

Credits: 3.00

ORL 525 Human Behavior and Learning

In this course, students will explore a wide range of concepts related to human behavior and learning. Topics include but not limited to personality, perception, attitudes, learning and reinforcement, motivation, leadership, teams, creativity, culture, organization design, change, and diversity. Students will develop various people management skills throughout the course by understanding the ways in which humans respond as individuals and interact within organizations. They will also examine relevant readings, case studies, and researches on theories of human behavior and learn to analyze how to manage human performance for organizational success.

Credits: 3.00

ORL 530 Ethics and Corporate Social Responsibility

In the context of individual and organizational effectiveness, this course emphasizes on the importance of ethics and moral values including integrity, honesty, fairness, and trust. Students will learn to solve problems and make decisions ethically. They will explore ethical dilemmas with case studies and experiential learning exercises. In addition, they will synthesize business's influence on government, policymaking, consumerism, social systems, stakeholders, and natural environment. Students will learn to develop strategies focused on sustainable organizational practices and corporate social responsibility.

Credits: 3.00

ORL 540 Organizational Communication

This course aims at key communication skills that leaders in modern organizations require. Students will learn effective ways to communicate with different types of parties – clients, employees, leaders, and other stakeholders. They will learn about interpersonal and professional skills to improve their communication. Emphasis will be given to various types of communication, styles, and modes. Students will learn how to write professional reports, presentation of projects, use of data, writing day-to-day professional messages, conducting effective face-to-face and virtual meetings. Prerequisite: ORL505

Credits: 3.00

ORL 546 Global Systems and Issues

In the era of globalization, it is important for students to develop perspectives on global problems, systems, and issues. This course is designed to help students prepare for an increasingly globalized world. Students will learn competencies and skills to function in a highly integrated, interconnected, and interdependent world we live in today. They will explore the challenges geographical, social, economic, political, and cultural differences present for an organization. Students will also develop interdisciplinary perspectives on how the borderless and globalized system operates and affects the organizations in different ways. Prerequisite: ORL505

Credits: 3.00

ORL 547 Strategic Planning and Decision Making

In this course, students will master the mechanics of strategic planning and decision-making in the organizational context. They will learn the rationale and the key steps involved in strategic planning. Different types of plans, the levels of planning, and planning methods will be analyzed in detail. Students will identify the internal and external environmental constraints that affect organizational planning and decision-making. They will also gain experience in making strategic decisions in the face of uncertainty, vulnerability, and complexity. The course focuses on helping students develop data analysis and interpretation skills to become successful planners and decision-makers. Prerequisite: ORL505

Credits: 3.00

ORL 548 Organizational Development Theory and Application

This course covers both, theory and application aspects of organizational development. Students will dive into the theoretical foundations of human behavior and learning to examine various aspects of development. Through case studies, discussions, and hands-on projects, they will learn different development models and interventions for individuals, groups, and organizations. The course provides students with a highly practical approach to solve problems faced by managers in today's highly complex organizational settings. They will also learn different OD diagnostic models, multiple methods for collecting diagnostic data for the organization, and the role of organizational culture in the development of the organization. Prerequisite: ORL505

Credits: 3.00

ORL 549 Organizational Change and Transformation

This course enables students to develop and implement a holistic model of organizational change. Students will examine various frameworks for organizational change and transformation with the help of case studies, readings, discussions, and experiential learning activities. They will learn to use critical thinking skills to solve problems in the face of uncertainty and change. The emphasis will be given on formulating a vision for change, assessing situations, and how to manage the transition from the current situation to the desired change. They will examine the model for change leadership and will develop skills to become effective change agents of the future. Prerequisite: ORL505

Credits: 3.00

ORL 556 Leading Teams

Today's organizations demand collective team intelligence to sustain in a highly competitive business environment. In this course, students will learn team dynamics, team development processes, and individual differences to create highly effective teams. They will also develop skills to lead with collaboration, creative problem solving and decision making by examining relevant readings, case studies, and research on real-life teams in different types of organizations. Prerequisite: ORL505

Credits: 3.00

ORL 557 Organizations - Operations and Design

This course introduces the key concepts in organizational design and operations. Students will develop an understanding of the fundamental principles of designing and structuring the organization. They will examine various topics such as process design, capacity planning, facility management, inventory control, forecasting, production scheduling, project management, and quality control. Students will study both goods-producing and service-rendering organizations to develop an awareness of complex operational issues faced by managers in modern-day organizations. Prerequisite: ORL505

Credits: 3.00

ORL 558 Developing Human Capital

Human capital is one of the most important building blocks of all types of organizations. This course provides students with knowledge and skills to manage all types of people-related issues and build the capacity to drive organizational performance. Students will examine various methods to develop talent that become a source of competitive advantage for the organization. With the help of case studies, readings, and discussions, they will analyze concepts such as motivating people, new age talent needs, hiring, performance management, compensation, reward, training and other types of talent development initiatives. Prerequisite: ORL505

Credits: 3.00

ORL 559 Strategic Foresight

In this course, students will be provided with a structured approach to develop an effective strategic forecast in a highly dynamic market environment. Students will learn to develop multiple scenarios to assess future needs and solve problems in a strategic manner. The course also emphasizes on how global level changes in systems are shaping the new world of industry. Through real-world case studies, readings, and research, they will explore foresight methodologies that are used from day to day decision making to high-level policymaking in the organizations. They will learn to develop highly effective strategic plans for different types of organizations operating in various industries on different scales. Prerequisite: ORL505

Credits: 3.00

ORL 566 Negotiation and Conflict Management

This course emphasizes the importance of negotiation and conflict management skills for leaders. Through case studies, researches, and scenarios, students will learn different types of negotiation in a multi-cultural context. They will learn to negotiate and win profitable contracts and deals for the organization. Students will explore various types of conflicts that exist and affect employee performance in the organization. This course also enables students to identify triggers of conflict, the positive side of the conflict, and different ways conflict should be resolved. Prerequisite: ORL505

Credits: 3.00

ORL 567 Business Environment

In this course, students will learn how political, economic, social-cultural, technological, legal and regulatory factors affect business functioning and operations. They will assess the opportunities and challenges for the organization presented by various environmental factors. Students will learn to develop strategies and make effective decisions based on environmental scanning performed using multiple tools and frameworks.

Prerequisite: ORL505

Credits: 3.00

ORL 568 Leadership Coaching

This course emphasizes purely on coaching skill development. Students will develop skills that help them to become effective coaches and instruments of change. They will examine the role of a leader as a coach, system dynamics, relationship management, coaching principles, and best practices. Through a variety of reading, self-reflection, and hands-on activities, students will also learn key interpersonal and communication skills important for coaching. They will become effective coaches who enable effective problem solving, identification of opportunities, managing and improving performance. Prerequisite: ORL505

Credits: 3.00

ORL 569 Innovation and Creative Thinking

Creativity and innovativeness are probably the most sought after skills by the employers today. Creative employees solve problems more effectively and are considered as an important asset to the organizations. This course provides students with a toolkit for developing creativity and innovation skills crucial for success. Students will learn and understand the basic concepts and theories of creativity and innovation. They will explore various techniques to generate ideas, how to transform ideas into viable business concepts, execute creative processes, manage the process of innovation, evaluate innovation effectiveness, and building the culture of innovation.

Prerequisite: ORL505

Credits: 3.00

ORL 570 Leadership Development

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In this course, students will learn to develop their personal leadership vision and goals. They will examine various theories of leadership development and typical challenges leaders face in the context of modern-day workplaces. The course provides students with contemporary leadership perspectives, researches, and case studies. Students will compare different leadership styles and expand their own self-concept as a leader. They will develop key leadership competencies to create and lead a successful organization. Prerequisite: ORL505

Credits: 3.00

ORL 576 Cross Cultural Communication

As geographic and cultural boundaries are disappearing due to the effects of globalization, it is becoming increasingly important for business professionals to understand the dynamics of communication in cross-cultural settings. This course focuses on various aspects of communication and cultural differences including cultural values, cultural barriers, nonverbal communication, ethics, and challenges in inter and cross-cultural communication. Through personal self-reflection, case analyses, readings, and research, students will examine different patterns of communication across different cultures. They will develop effective communication strategies for highly culturally diverse work settings, which will also help them gain more success in their cross-cultural encounters. Prerequisite: ORL505

Credits: 3.00

ORL 577 Strategy Development and Implementation

In this course, students will learn to formulate and implement effective strategies to manage a successful organization. They will examine various strategic issues, challenges, and concerns with practical hands-on projects and case studies. The course will refine them to gain expertise in strategic planning and decision-making. They will also develop important management skills that will enable them to shape and implement strategic projects and processes of different kinds. Students will engage in discussions to explore new areas in strategic management, strategy types, competitive advantage, and different types of techniques that support strategic planning and decision-making. Prerequisite: ORL505

Credits: 3.00

ORL 578 Training and Development Programs

In highly dynamic organizations of today, employees are required to upgrade their skills on a constant basis. Trained employees are not only an asset to the organization but they are also a driver of overall organizational success. In this course, students will learn to develop and implement different types of training and development programs in a variety of organizational settings. They will explore how to identify training and development needs, perform job analysis to determine training and development goals, design effective training and development programs, creating objectives, implementing different types of programs, and evaluating the effectiveness of programs. Prerequisite: ORL505

Credits: 3.00

ORL 579 Globalization and Business

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In globalization and business course, students will explore worldwide trends to understand globalization dynamics. They will expand their knowledge by learning about the history of globalization and its impact on our local economy, organizations, societies, and individuals. Through a variety of hands-on and reading assignments, students will develop a world-view of the global marketplace. They will learn to formulate and implement effective strategies suitable for the time when globalization is only increasing. Issues related to ethics, global social responsibility, the role of government, and international business will be covered in this course. Prerequisite: ORL505

Credits: 3.00

ORL 580 Research for Decision Making

In this course, students will develop skills to conduct research for effective decision making in the organizational context. They will explore various data and information sources to find credible information. The course provides them with various research techniques and methodologies that they can apply in researching problems of different kinds. Students will learn to use qualitative, quantitative and mixed methods to solve different types of research problems. Prerequisite: ORL505

Credits: 3.00

ORL 590 Organizational Leadership Capstone

In the capstone course, students will complete an approved research work or service project. Their work will require them to apply integrated knowledge of organizational leadership and skills that they have developed throughout this program. The course is intended to generate reflection and critical thought on various leadership theories and practices. Students will be expected to engage in research, utilize quantitative, qualitative, or mixed methods to formulate their final paper that produces effective outcomes for leaders in real-life work settings. Prerequisite: Must be completed during the student's final term in the program.

Credits: 3.00

Psychology

PSY 510 Advanced Developmental Psychology

This course will cover developmental stages across the lifespan. Students will read selected research articles that consider how cognitive, biological and social factors influence development.

Credits: 3.00

PSY 520 Biological Bases of Behavior

This course will cover the biological processes that influence behaviors. This will include an advanced exploration of the anatomical structures and physiological processes.

Credits: 3.00

PSY 525 Advanced Cognition

This course will cover human cognitive processes. Students will read selected research articles that investigate key aspects of cognition, including learning, memory, sensation and perception, attention and language.

Credits: 3.00

PSY 530 Advanced Psychopathology

This course will take an advanced look at psychological symptoms and disorders. Students will consider the factors that influence assessment, diagnosis and treatment of psychological disorders. Students will engage with current theory and research that influence practice.

Credits: 3.00

PSY 535 Contemporary and Ethical Issues

Students will read selected research articles that discuss contemporary issues within the field of psychology. Students will discuss case studies and will examine how ethics influence decision making.

Credits: 3.00

PSY 550 Psychological Testing and Assessment

Students will learn how psychological tests and assessments are used in making diagnoses and guiding treatment. Students will learn how to interpret assessment results and will understand how these results are influenced by social and cultural factors.

Credits: 3.00

PSY 570 Diversity and Multicultural Issues

Students will discuss how societal factors, such as race, ethnicity, religion, gender and ability status influence human behavior. Students will read selected research articles and will discuss relevant case studies. Prerequisite: PSY535

Credits: 3.00

PSY 580 Advanced Statistics

Students will learn quantitative analyses, such as correlations, Regressions, t-tests, ANOVAs and non-parametric tests. Students will be introduced to statistical software. Students will learn to choose and run the appropriate statistical analysis for a given data set. Prerequisite: EDU520

Credits: 3.00

PSY 590 Thesis I

Students will write the first half of their thesis project, including the review of literature and methods sections.

Prerequisites: EDU520 and PSY580

Credits: 3.00

PSY 591 Thesis II

Students will complete their thesis projects, including the data analysis and discussion sections. Students will give an oral presentation of their thesis research. Prerequisite: PSY590

Credits: 3.00

Research

RSH 720 Quantitative Analysis II

This course will provide the educational practitioner with the support and further training to the quantitative skills needed for scientific research and data analysis. The course will include a review of basic statistical concepts as well as an introduction to the following statistical methodologies: Correlation, Regression, t-Test, ANOVA, Repeated Measures, Non-parametric test, Factor Analysis, and Categorical Data (Chi-Square). Series of practice problems, discussion, and weekly assessments from the textbook will take the students one step further on various experimental design and statistical test and data analysis. This course is designed with the dissertation in mind to provide foundation of knowledge and skill if a student chooses to do a quantitative analysis for his/her final dissertation. Prerequisite: Graduate Level Introductory Research and Introductory Statistics Course

Credits: 3.00

RSH 740 Exploration of Qualitative Research

This course will introduce leaders to concepts and strategies of qualitative research in preparation for conducting independent research. The course is designed for students to critically understand and develop a qualitative research design as it applies to a variety of research questions. Course topics will include the framing of research questions, identifying data and data sources, and using theory in the design and analysis process. Prerequisite: Graduate Level Introductory Research and Introductory Statistics Course

Credits: 3.00

RSH 780 Dissertation Proposal Seminar

This course is an introduction to dissertation proposal requirements. Course assignments are designed to familiarize students with the information they will need to compile the first three chapters of their dissertation. Techniques for integrating peer-reviewed research into a cohesive literature review are presented. Requirements of the Introduction and Research Methods chapters are also examined. University policies and procedures covering the proposal defense and the dissertation defense are explained. Prerequisite: RSH720 and RSH740

Credits: 3.00

