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2018-2019 Catalog

Presentation College

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Aberdeen, South Dakota 57401
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www.presentation.edu

An Independent Catholic College

Incorporated by
The State of South Dakota

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115 South Park Street Suite 105
Fairmont, Minnesota 56031
507-235-4658
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Sponsored by
THE SISTERS OF THE PRESENTATION OF THE BLESSED VIRGIN MARY
Aberdeen, South Dakota

Information in this catalog is as complete and accurate as possible at the time of publication. It does not constitute a contract as the College reserves the right to change degree requirements, fee structures, regulations and other items contained herein.

VOL. LXIV ACCREDITATION

2018-2019

Accredited or Approved by

The Higher Learning Commission,
The North Central Association of Colleges and Schools
(1971-2026)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
1-800-621-7440

Other accreditation or approvals:

The baccalaureate degree in nursing program at Presentation College is accredited by the **Commission on Collegiate Nursing Education**. The master's degree in nursing program at Presentation College is pursuing initial accreditation by the Commission on Collegiate Nursing Education. Applying for accreditation does not guarantee that accreditation will be granted.

655 K Street NW, Suite 750
Washington, DC 20001
202-887-6791

Commission on Accreditation of Allied Health Education Programs

25400 US Highway 19N Suite 158
Clearwater, FL 33756
727-210-2350

Commission on Accreditation of Athletic Training Education

6850 Austin Center Blvd., Suite 100
Austin, TX 78731-3184
512-733-9700

International Assembly for Collegiate Business Education

11374 Strang Line Road
Lenexa, KS 66215
913-631-3009

Iowa College Student Aid Commission

200 10th Street, 4th Floor
Des Moines, IA 50309
515-725-3470

Joint Review Committee on Education in Radiologic Technology

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312-704-5300

Minnesota Board of Nursing

2829 University Avenue SE
Minneapolis, MN 55414
612-617-2270

Minnesota Office of Higher Education

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227
651-642-0533

North Dakota Department of Career and Technical Education

600 E. Boulevard Avenue Dept. 270
Bismarck, ND 58505-0610
701-328-3180

South Dakota Board of Nursing

4305 South Louise Avenue, Suite 201
Sioux Falls, SD 57106
605-362-2760

South Dakota Department of Education

700 Governor's Drive
Pierre, SD 57501
605-773-3134

Presentation College is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Presentation College is registered as a private institution with the Iowa Student Aid Commission pursuant to Iowa Code Section 261B.3. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Institutional Memberships

Aberdeen Area Chamber of Commerce
American Association for Higher Education and Accreditation
American Council on Education
Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Council for Higher Education Accreditation
Fairmont Area Chamber of Commerce
National Association of Independent Colleges and Universities
South Dakota Association of Independent Colleges

Students follow the requirements of the catalog in place at the time of enrollment into the College. If major requirements are changed, the College may require students to follow the new requirements. Students who withdraw or are dismissed from the College or a major must follow the requirements of the catalog in place at the time of readmission into the College or major.

THE PRESIDENT'S MESSAGE

Dear Students:

Welcome to Presentation College! We are pleased you have chosen to attend Presentation. Our goal is to make your experience here successful in every way. We strive for academic excellence and will provide the support services necessary to make that happen for you. In the Catholic tradition, while challenging learners toward academic excellence, we are committed to the development of the whole person. We know that today's students function in the realm of text messaging, Facebook and Twitter. We are also aware that we need to assist you in communicating effectively on a personal and professional level through development of proficient writing and speaking skills.

We are proud of the integration of technology into our programs. We strive to attain a personal relationship with our students. We encourage you to seek out your academic advisor. We encourage all students whether on campus or on-line to take the opportunity to reach out to your fellow students, to develop networks and to establish new relationships.

The College community is committed to you. As we aim to achieve academic excellence, we also strive to meet emerging needs. As we venture down new paths in this changing world we are thankful for God's presence in our lives.

Best wishes for a successful and blessed year.

Margaret A. Huber, Ph.D.
President

THE COLLEGE

LEGACY

Nano Nagle founded the Presentation Sisters in Ireland in 1775. She began her ministry by teaching children, which was against the law at that time. Her belief in the power and importance of education has spanned the centuries and continues to shape the ministry of the Presentation Sisters around the world. Education is the underlying fabric that weaves itself into all of the Presentation ministries.

Mother John Hughes, Mother Agnes Hughes and Sister Teresa Challoner, Presentation Sisters from Ireland, arrived in Dakota Territory on March 19, 1880. They came at the request of Bishop Martin Marty, to teach children of the Lakota Sioux and of the European settlers. During the next two years, their journey in pursuit of this missionary call to teach took them to Wheeler, Deadwood and Yankton. Their next stop was in Fargo, where they remained for four years.

In 1886, Fr. Robert Haire invited the Presentation Sisters to open the first school in Aberdeen. An education ministry that has spanned more than 125 years began when Mother John Hughes, Mother Aloysius Chriswell and Sister Joseph Butler responded to this invitation. Presentation Academy opened on October 15, 1888. The Academy offered education for children in kindergarten through grade eight, fine arts including music, piano, organ, needlework, as well as typing, shorthand and bookkeeping. In a foreshadowing of Presentation College, the academy also offered teacher training.

Two hundred and thirty-two Presentation Sister teachers have touched the lives of over 300,000 students over the years.

Today, the Presentation Sisters can be found ministering to the needs of those in all walks of life, yet they remain grounded in their first ministry: education. The Presentation Sisters of Aberdeen are the only Presentation Sisters to sponsor a college.

Msgr. John Brady established Notre Dame Junior College in 1922, in Mitchell, South Dakota. Presentation Sisters staffed the Junior College as well as Notre Dame Academy, which educated students in grades 1-12. The Presentation Sisters relied on the Junior College to provide an education for their young members.

Due to financial difficulties and concerns about accreditation, the ownership of the College was given to the Sisters in August 1951, and the College moved to Aberdeen. The name was changed to Presentation Junior College. In 1965, the College was officially incorporated as Presentation College, an entity separate from the Presentation Sisters, although the Sisters continued their sponsorship.

The mission of the Sisters is to go where there is the greatest need. In the early 1900's, the Aberdeen area experienced diphtheria and typhoid epidemics. The Sisters began providing health care for those afflicted. In 1901, the Sisters opened St. Luke's Hospital in Aberdeen. This health care ministry continued to grow.

St. Luke's School of Nursing was soon established. Sisters Mary Margaret Grainer, Peter Buckley and Vincent Hennessy were members of the first graduating class in 1904.

In 1942, the four Presentation Schools of Nursing combined to form one Central School of Nursing at St. Luke's Hospital in Aberdeen. In 1962, the School of Nursing affiliated with Presentation Junior College. This affiliation led to the eventual designation of Presentation College as a specialty Health Science Baccalaureate Institution.

Offering degrees primarily in health related fields, Presentation College thus represents the convergence of the two ministries which have been the focus of the Presentation Sisters since the early years of their ministry in South Dakota - education and health care.

In 1988, the Presentation Sisters adopted a new mission statement, which was faithful to the Gospel values of their Foundress, Nano Nagle, and of their authentic spiritual and service tradition. This mission is to do works of justice, alleviating oppression and promoting human dignity, especially among the poor; and to offer Good News proclaimed in a spirit of love, zeal and joy. The Sisters specifically noted that this mission was to be applied to each of their ministries.

Soon after this mission statement was adopted, the Leadership of the Presentation Sisters affirmed that the mission was present in the mission and philosophy of Presentation College.

As sponsors, the Sisters promote their mission and values within the College. Many sisters are active as members of the Board of Trustees as well as in supporting campus activities and providing educational support services such as tutoring and prayer ministries.

HISTORY

Presentation College has been continuously accredited by the Higher Learning Commission of The North Central Association of Colleges and Schools (previously known as the North Central Association of Colleges and Schools) since 1971. Presentation College conferred a diploma on its graduates until 1966 when the College began to confer associate degrees in Arts and in Science. In 1990, the College was accredited to also offer four-year professional baccalaureate programs.

In 1980, the Cheyenne River Lakota Nursing School at Eagle Butte, South Dakota, a satellite of the nursing program of Presentation College, enrolled the first class of Native American students. In 1991, the name of the school was changed to Presentation College-Lakota Campus.

The athletics program began in 1995 and continues to grow and expand. The 1,200-seat Strode Activity Center was dedicated in 1998 as the home of Saints Athletics. The College participated in athletics at the National Collegiate Athletic Association (NCAA) Division III level until April 2013 when it became an approved member of the National Association of Intercollegiate Athletics (NAIA). Presentation College offers male and female students the opportunity to participate in a number of sports including basketball, soccer, softball, baseball, cross country, volleyball, and football.

A new student housing complex opened in 1999, featuring suites that are on a space-available basis, with private bedrooms, semi-private bathrooms, living rooms, kitchens, and Internet access.

Distance learning programs at the College were added in 2000 under the umbrella known as PC Virtual. PC Virtual currently includes distance-based programs in a variety of areas. The classroom work for these programs is offered completely online to students who reside in states where Presentation College has received state approval to operate.

In 2003, Presentation College-Fairmont Campus was opened in the community of Fairmont, Minnesota. In 2006, Presentation College offered programs within the Sioux Falls, South Dakota, area on the campus of Kilian College. The College moved its Sioux Falls offerings to an independent location in Sioux Falls in May 2013.

In the 2011-2012 academic year the College completed a renovation of its chemistry, biology, anatomy and physiology and athletic training lab facilities. During that time period, the College also invested in infrastructure and programming by constructing a practice football field with artificial turf and by expanding the Strode athletic facility to accommodate the addition of football as a conference sport.

In 2013, Presentation College opened a multi-million dollar student suites housing facility, as well as a new athletic training and wellness center with expanded space and high-tech exercise equipment. At the same time, a project to reconfigure the campus parking lots and open areas was begun. In 2014, the finished result was a beautiful new campus green, with sidewalks, paths, and trees.

The Presentation College Lakota Campus on the Cheyenne River Indian Reservation, in Eagle Butte, South Dakota, closed in May 2014. There were many deciding factors that went into this decision. The Presentation Sisters and the College have accomplished the mission in Eagle Butte and have provided a great service over the past three decades when the campus opened.

Presentation College broke ground in 2014 for the new winter Dome, which was fully erected for the first time in early 2015. Each year in November, the Dome is inflated to provide indoor space for sports, intramurals, recreation and community activities. It comes down each April when teams begin playing outside again.

At the beginning of 2017, construction began on the Avera Simulation Center, a high-tech, hands-on learning center for students in Nursing, Athletic Training, and other Allied Health fields. The facility, containing six distinct simulation areas, and equipped with specialized equipment and interactive mannequins, opened in early summer.

During the summer of 2017, a new Welcome Center for visitors, alumni, prospective students and families was constructed at the entrance of the main building. "Saint Square", a resource and service office for students, was designed on the second floor. The Wein Gallery, containing display space for artworks, was renovated and re-opened in the Southeast Building.

In the spring of 2018, Presentation College launched its first-ever graduate program: a Master of Science in Nursing with two tracks: Family Nurse Practitioner and Nurse Educator. The program is designed with a focus on rural health care.

The College, in 1998, received the ABBY Award for Community Involvement; in 2002, the Outstanding Rural Health Program Award from the National Rural Health Association recognizing SEED (Skills Enhancement & Education Through Distance Learning). In 2008, 2009, 2010, 2012, and 2013, the Corporation for National and Community Service named Presentation College to the President's Higher Education Community Service Honor Roll.

MISSION

Welcoming people of all faiths, Presentation College challenges learners toward academic excellence and, in the Catholic tradition, the development of the whole person.

CORE VALUES

Catholic Tradition

Drawing upon a 2,000 year old Catholic tradition, Presentation College has a rigorous commitment to the pursuit of truth in harmony with a deep appreciation for the spiritual life. The most basic tenet of the Catholic intellectual tradition, as it relates to higher education, is the manner in which faith, knowledge and reason complement each other. Presentation College offers an education of continuing scholarship, seeking the truth. That tradition permeates the curriculum, student life and core values of the College.

Inherent in both the tradition of the Church and in the mission of the Presentation Sisters is a sincere commitment to social justice which includes respect for the dignity of the individual. This commitment is expressed in service and is a special hallmark of a Presentation College education.

At Presentation College, we express the Catholic intellectual tradition through the integration of faith and reason, in the life-giving presence of Presentation people worldwide, in a particular knowledge of and respect for social justice principles, and in the milieu characterized by the search for meaning and for God. We are proud of our Catholic symbols of spirituality and joyfully invite all to share in our liturgical life. We aspire to social justice principles and to practicing social justice in our dealings with each other and society. We are committed to service to each other and to the broader community. We provide opportunities for spiritual development and for service.

Learning Community

The charism of the Presentation Sisters of the Blessed Virgin Mary extends itself through Presentation College. Inspired by the love and zeal of Nano Nagle, the College welcomes all people in the spirit of hospitality to include warmth, acceptance and gratitude.

Presentation College is committed to intentionally serving and learning with all who seek relationship within the context of the College. Presentation College promotes acceptance, unity, dignity and appreciation for diversity.

At Presentation College, we live and work together in our community of campuses as learners and teachers. We share common feelings, values and beliefs as we are actively engaged in learning together from each other. Our members are students, faculty, staff, trustees, alumni, donors and friends who build trusting and caring relationships to support learning and teaching. We value our diversity as well as shared events and rituals that symbolize our common purpose and unity.

Whole Person Education

Presentation College believes that an effective, comprehensive education will encompass the spiritual, intellectual, socio-cultural, emotional, environmental, physical and career dimensions of the whole person.

At Presentation College, we recognize that students are whole persons. Education of the whole person includes fostering maturity, enhancing creativity, valuing integrity and providing exposure to new ideas, cultures, and situations. We believe that the growth of the mind is inextricably linked to physical health and to the growth of the spirit. In our commitment to whole person education, we call forth from our community an intrinsic reverence for life and a passionate love of learning. Our students are well prepared, upon graduation, to enter their chosen professions, fully utilize their talents and assume roles as servant leaders.

Education of Distinction

Presentation College is the only college, worldwide, which is sponsored by a congregation of Presentation Sisters of the Blessed Virgin Mary.

A vital aspect of the legacy of the Presentation Sisters is excellence in teaching and in healing. Honoring that legacy, as well as the sponsorship of the Presentation Sisters, is the basis for an education of distinction at Presentation College.

Presentation Sisters value hospitality and practice social justice and those values are a distinctive part of the Presentation College learning community. As Presentation people, we joyfully teach, learn and serve.

At Presentation College, we believe that our learning community must be permeated by our mission and values, and enriched by the legacy of the Presentation Sisters in order to offer an Education of Distinction.

At Presentation College, we believe that each academic division and program must identify its own path to distinction. Inherent in that path is an education that is academically challenging to each student.

At Presentation College, we believe that the process of self-reflection and of continuous improvement is essential. The significant accreditations held by Presentation College provide external validation of our excellence.

Resourcefulness

Presentation College has been a leader in health care education, in establishing outreach campuses, in utilizing technology and in offering on-line education. Based on that history of innovation and of responding to needs, Presentation College continues to embrace creativity, originality, imagination and vision to promote resourcefulness.

At Presentation College, we believe in persistence in the face of obstacles, rewarding fresh thinking, taking risks, providing time for quiet reflection, finding patterns in our information, shared communication, and inquisitive problem solving. The constant need to garner rare resources and the distance between campuses drive us to nurture our creativity and foster the conditions that promote creative action.

PRESENTATION COLLEGE VISION

Presentation College provides a learning community in which students are offered an exemplary opportunity to learn, and in which faculty and staff are given the best possible environment in which to teach and serve. In order to continue to do so, Presentation College embraces positive change focused on four areas: students, excellence, community impact and sustainability.

Students

Presentation College seeks a robust diversity of students, and seeks entry level students who are residents as well as commuters, part time as well as full time.

Presentation College offers the essence of a higher education so that students have opportunities to mature, through the seven dimensions of a whole person, which are identified in the core value of Whole Person Education. There is an emphasis on experiencing perspectives through a worldview, and on growing and expanding the ability to think and to engage in dialogue consistent with the Catholic tradition.

Graduates are Presentation people who are recognized through the values they live. They are justice making and committed to the common good. They combine wisdom with compassion. They engage joyfully to serve society.

Excellence

Presentation College maintains its focus on the education of health care professionals. The College offers strong undergraduate programs while exploring the feasibility of offering advanced degrees to health care professionals.

Presentation College attracts and supports diverse, highly qualified and innovative faculty and staff, which ensures a challenging higher education for students. The support includes funding for research and professional development.

Faculty in each academic program research and implement best practices relevant to the uniqueness of the discipline. Each academic program demonstrates excellence through a collectivity of excellence in scholarship, creativity, learning and service.

The expanding athletic opportunities at Presentation College are steeped in the Champions of Character philosophy of the National Association of Intercollegiate Athletics. That philosophy is consistent with the mission and core values of the College. The goal of the athletic department is to be competitive enough to create quality student-athlete experiences, and to have coaches perform and produce at an exceptional level.

Presentation College integrates the academic life and the campus social life to make available, to all students, a complete college experience. A wide range of student life activities and programs are offered to support the mission and to enhance the learning experiences and academic programs of the College.

Presentation College faculty and staff embrace the mission and core values of the College. They are grounded in compassion and in caring for the common good.

Presentation College faculty and staff are actively involved in joyful service to the College and to the broader community. They are dedicated to social justice and willing to gain new experiences.

Community Impact

Presentation College graduates are excellently prepared to have a significant, positive impact in their communities, as servant leaders. They are also recognized as Presentation College graduates by their ability to engage in meaningful dialogue, their effectiveness in their chosen careers, and their creativity.

Presentation College imparts to its students a sense of their need to seek better ways in which to contribute to the broader community.

Presentation College is deeply involved in the community surrounding each campus, and offers significant opportunities for that community to become involved with Presentation College. College leaders, faculty, staff and students are visible within that community. The College establishes community partnerships, which are mutually beneficial. Those partnerships enhance the College, and invite the broader community to experience what the College has to offer.

Sustainability

Presentation College maintains its enrollment at a level that creates sustainability. It has achieved financial and academic sustainability by balancing its current distinctiveness with its future vision.

Presentation College remains true to its mission and core values as it identifies, promotes and builds on its distinctive education. It is a learning community, intentionally serving and learning with all who seek relationship within the context of the College.

Presentation College has cultivated its donor base to support academic programs and scholarships for students. As a result, the College has a secure financial future, and offers a modern and learning centered campus experience to all students.

LOCATION

Presentation College is located on a 100-acre campus at 1500 North Main Street in the northern section of Aberdeen, South Dakota. An additional location exists in Fairmont, Minnesota. The college also offers online instruction through PC Virtual.

PRESENTATION COLLEGE - FAIRMONT CAMPUS (PCFC)

In the fall of 2003, Presentation College began offering classes in Fairmont, Minnesota, using classrooms at Fairmont High School. PCFC classes and administrative offices moved to the Southern Minnesota Educational Campus (SMEC) in summer 2005. The SMEC building is owned by the City of Fairmont. Renovation transformed the 1928 elementary school building into a higher education facility for the Fairmont community. The SMEC building now contains classrooms, computer lab, allied health and nursing learning labs, chemistry/biology labs, cadaver lab, video conference rooms, lecture hall, student commons, and PCFC administrative offices.

PCFC offers baccalaureate degrees in nursing and radiologic technology, and an associate degree in radiologic technology.

BUILDINGS AND ACCOMMODATIONS

Presentation College is a multi-winged complex located near the center of the Aberdeen campus. The main building houses administrative offices, lounge, College library, auditorium, chapel, café, Java City coffee shop, Saint Stop, videoconferencing meeting rooms, IT help desk, and the academic divisions. Videoconferencing classrooms are located on the second and third floors.

A second education building is located southeast of the main building. It includes the Division of Nursing's learning laboratory, lecture-theater, and classrooms, along with four other videoconferencing classrooms. In Fall 2017, the new Avera Simulation Center was created to provide students with the opportunity to participate in a realistic clinical setting. The simulation center is comprised of five rooms built to replicate hospital rooms. The rooms include a critical care/emergency room, an obstetric delivery room, a pediatric room, a surgical suite, and medical/surgical patient rooms.

Students may relax in the lounge or student center located just north of the student suites, or the common areas in the east suites. Some areas are equipped with TVs and all have wireless internet access.

The Strode Activity Center provides opportunities for student events, exercise, wellness, recreation and fun. It also serves as the official home of Presentation College Saints women's and men's basketball and women's volleyball teams. Features of the activity center include NCAA regulation basketball and volleyball courts, air conditioning, fixed seating for 1,200, sound system and acoustics. The Wellness Center was completed in 2013 as an addition to the Strode Activity Center and is equipped with exercise and training equipment. The Wellness Center is also home for the Athletic Training Department.

The women's and men's soccer teams practice and play on a natural grass field north of the Strode Center. The football team practices on a full size artificial surface field located north of the east suites. The artificial surface is also used by the Saints softball and baseball teams as an on-campus practice area.

Presentation College's Winter Dome was completed in 2014. The Dome, which covers the existing football practice field, provides an additional 108,000 square feet of usable space during the winter months. PC uses the Dome for practices, games, and recreational events.

Presentation College features resident student suites. The suites style housing offers an enhanced on-campus student life experience by providing independent living opportunities and modern surroundings for resident students. Three residence units, housing a total of 140 students, and a student center are at the northwest corner of the campus. In 2013, Presentation College completed construction on a 156 student housing suites. Located just south of the football practice field, the apartment-style suites are each equipped with four bedrooms, two bathrooms, a common living area and kitchenette. In addition, each floor has a common living area space with a full kitchen and multiple study rooms.

It is the policy of Presentation College not to discriminate against students because of a disability with regard to enrollment, accommodations in the classroom and student suites, and telecommunication services. Ramps and lifts have been put in place to allow individuals the ability to gain access to the buildings. Elevators and handicap parking spaces have been designated at each of the entrances and a number of the student suites have been built to accommodate individuals who may have this need.

ADMISSION

Presentation is known for its distinctive and outstanding academics, focusing on health and medical-related programs, professional staff and faculty, and individualized learning. The academic programs include classroom work and on-the-job experience gained through internships, externships, or supervised clinical practice.

Students will find a friendly and caring institution of higher learning. From the College president to faculty members and staff, it is everyone's goal to make the experience at Presentation College the best possible. Presentation College offers a dynamic and challenging atmosphere that fosters learning and growth at many levels: intellectual, personal, professional, and spiritual.

No student is denied admission to the College on the basis of gender, race, age, religion, marital or veteran status, national or ethnic origin, or disability. However, admission may be denied or withdrawn if admission requirements are not met, if false information is knowingly submitted, or if facts requested in the application process are intentionally concealed or withheld.

ADMISSION TO THE COLLEGE - UNDERGRADUATE PROGRAMS

A minimum cumulative grade point average (GPA) of 2.00 on a 4.00 scale or General Education Development (GED) certificate with a minimum score of 450, and an ACT composite score of 18 or above or a 940 minimum redesigned SAT score (testing date of March 2016 or later; combination of Reading/Writing and Math) or an 860 minimum old SAT score (testing date prior to March 2016; minimum scores of 440 in the critical reading section and 420 in the math section), is required for admission to the College. The cumulative high school GPA is considered for first-time students, while the cumulative college GPA is considered for transfer students with 24 or more transferable credits (defined as any attempted college-level credit with the potential to transfer to the institution). In assessing ACT/SAT scores, the College uses the highest subscores taken from multiple test dates and recalculates a new composite superscore. This superscore is used only for admission to the College and does not pertain to other institutional policies. Certain programs have additional specific criteria for admission. Refer to the respective section in this catalog for any additional requirements. Individuals who are 24 years of age or older are not required to take the ACT for admission. However, an ACT score may be a requirement for admission to individual programs.

UNDERGRADUATE ADMISSION PROCESS AND REQUIREMENTS

New First-Time Freshmen

Follow these steps to complete the process:

1. Submit an application for admission found at www.presentation.edu/admission/apply/
2. Request an *official high school transcript or GED score report
 - a. If the student is still attending high school, the transcript must include courses completed and courses in progress. Students must also arrange for a final transcript to be sent after graduation from high school with the graduation date posted.
3. Request your official ACT or SAT score(s), unless included on high school transcript (ACT school code = 3918, SAT school code = 6582)
4. Submit the non-refundable application fee of \$25

*Options for official transcript submission:

- Paper transcripts can be accepted as official provided they are either mailed or personally delivered to the Admissions Office in the original, sealed envelop from the school.
- Electronic transcripts can be accepted as official provided they are emailed directly from the school or are submitted via an electronic transcript service to admit@presentation.edu

All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.

Upon receipt of these items, the Admissions Office will notify applicants of acceptance, provisional acceptance, probationary acceptance, or denial of acceptance into the College.

Home-Schooled Students

Home-schooled students must complete an application for admission and submit the non-refundable application fee of \$25 along with official documentation* of each of the following: ACT or SAT scores and transcripts from the local home schooling guild or association school. If not available, primary educator-prepared transcripts, which detail course descriptions, proficiency levels, and textbooks used, are acceptable. Presentation College's ACT code is 3918 and SAT code is 6582.

**Official documentation must be requested by the students and sent by the issuing entity directly to the Presentation College Admissions Office in a sealed envelope. The documents contained within must be stamped, signed, and dated by the issuing authority in order for them to be considered official. All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.*

Upon receipt of these items, the Admissions Office will notify applicants of acceptance, provisional acceptance, probationary acceptance, or denial of acceptance into the College.

Reentry Students

Students seeking reentry to the College after one or more semesters' absence are subject to entrance requirements and major requirements as stated in the **College Catalog in service at the time of reentry**. Students who graduate from Presentation College with a prior degree or certificate and reenter the following semester are also required to reapply for admission to the College. Reentry students must submit the following:

1. An updated application for admission
2. Any additional official* college, university, and/or technical school transcripts since last admission, whether or not credit was received
3. Other requirements, if applicable

**Official documentation must be requested by the students and sent by the issuing entity directly to the Presentation College Admissions Office in a sealed envelope. The documents contained within must be stamped, signed, and dated by the issuing authority in order for them to be considered official. All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.*

Upon receipt of these items, the Admissions Office will notify applicants of acceptance, provisional acceptance, probationary acceptance, or denial of acceptance into the College. Students seeking reentry to Presentation College must not have any indebtedness to the College.

Transfer Students

Transfer students must complete an application for admission and submit the non-refundable application fee of \$25 along with official documentation* of each of the following: ACT or SAT scores (may be waived if students are transferring to Presentation College with 24 credits or more - individual major requirements may vary) and transcript(s) from all institutions previously attended, whether or not credit was received and regardless of the age of the record. Transcripts are considered official only if they are sent directly to the Admissions Office by the issuing institution. If students are currently enrolled at another institution, partial transcripts may be submitted and considered for provisional admission until the final official transcripts arrive. Please contact the Admissions Office regarding transcript evaluations. Presentation College's ACT code is 3918 and SAT code is 6582. All credits attempted (except remedial courses) will be calculated into the admission GPA.

**Official documentation must be requested by the students and sent by the issuing entity directly to the Presentation College Admissions Office in a sealed envelope. The documents contained within must be stamped, signed, and dated by the issuing authority in order for them to be considered official. All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.*

Upon receipt of these items, the Admissions Office will notify applicants of acceptance, provisional acceptance, probationary acceptance, or denial of acceptance into the College.

Degree Completion Students

Applicants holding an Associate's degree or higher, seeking to enter a program, must complete an application for admission and submit the non-refundable application fee of \$25 along with official transcript(s)* from all institutions previously attended, whether or not credit was received and regardless of the age of the record. Transcripts are considered official only if they are sent directly to the Admissions Office by the issuing institution. If students are currently enrolled at another institution, partial official transcripts may be submitted and considered for provisional admission until the final official transcripts arrive. Please contact the Admissions Office regarding transcript evaluations.

**Official documentation must be requested by the students and sent by the issuing entity directly to the Presentation College Admissions Office in a sealed envelope. The documents contained within must be stamped, signed, and dated by the issuing authority in order for them to be considered official. All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.*

Upon receipt of these items, the Admissions Office will notify applicants of acceptance, provisional acceptance, probationary acceptance, or denial of acceptance into the College.

Unclassified Students

Students who wish to enroll without pursuing a program or degree from Presentation College are considered unclassified. The Registrar will advise and register unclassified students. A maximum of 6 credit hours per semester is permitted on a space available basis with a total maximum of 12 credit hours taken as an unclassified student while at Presentation College. Courses taken by unclassified students may include general or select department coursework. Unclassified students do not qualify for federal, state, or institutional financial aid.

If unclassified students later wish to become degree-seeking, the entire College admission process must be completed.

International Students

Presentation College invites and encourages international students to apply for admission. The College is authorized under Federal law to enroll non-immigrant alien students. International applicants must also provide the Admissions Office with the following:

1. A completed application form due by July 1 for fall semester; October 1 for spring semester
2. Non-refundable application fee of \$25
3. TOEFL score (Test of English as a Foreign Language) or IELTS score (International English Language Testing System). All international applicants whose primary language is not English must take either the TOEFL or IELTS and request the official results be sent directly to Presentation College. **PC's TOEFL code: 6582**
4. Completed Declaration of Finances form

International applicants are advised to begin application procedures at least six months in advance of anticipated enrollment. International applicants entering after completion of secondary education must submit official copies of the school's transcripts. Transcripts provided in English are not required to undergo an international evaluation; however Presentation College reserves the right to require an international evaluation should it be necessary for purposes of determining grade point averages, with the cost of the evaluation being the responsibility of the student. Presentation College will determine admission based on the criteria set forth for new first-time students.

Applicants who have postsecondary transcripts from an international institution and request consideration of credits earned for acceptance to Presentation College must submit the transcripts to a translation company in the United States for an academic evaluation. The cost of the evaluation is the responsibility of the students. An evaluation is subject to policies as printed in this catalog.

TOEFL or IELTS Testing

All international applicants whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam and request the results be sent directly to Presentation College. Students who take the TOEFL must achieve a minimum score of 525 on the paper and pencil version or 65 on the Internet-based version. Students who take the IELTS must achieve a minimum score of 5.5. Students who are deficient in English may be accepted to Presentation College for basic skills coursework. For more information visit www.toefl.com or www.ielts.org

Declaration of Finances

Since financial assistance for international students is extremely limited, applicants must demonstrate evidence of ability to meet the costs of the chosen program by completing a Declaration of Finances form. Students will be required to utilize their home banking institution to certify available funding. Once adequate financial resources are confirmed, an application is completed, and all other requirements are on file, applicants will be considered for admission. If accepted, an official I-20 form will be mailed to the student. Arrangements for obtaining a passport and visa may then be made by the accepted student at the American Embassy or Consulate in the student's home country.

All required application materials must be received by July 15 for fall semester and October 15 for spring semester.

IMPORTANT: All fees, deposits, tuition, housing charges, etc., are payable in U.S. funds.

Non-Resident Alien and ESL Students

Non-resident alien students or students whose native language is not English must provide the Admissions Office with the following:

1. A completed application form
2. Non-refundable application fee of \$25

3. TOEFL score (Test of English as a Foreign Language) or IELTS score (International English Language Testing System). All applicants whose primary language is not English must take either the TOEFL or IELTS exam and request the official results be sent directly to Presentation College. **PC's TOEFL code: 6582**
4. Students who have completed high school in the United States should take the ACT or SAT exam.

Deposits

A \$100 tuition deposit is required prior to registration for classes. The deadline for the tuition deposit is May 1 for fall semester and November 1 for spring semester. This deposit is refundable up until the following date for each start term: Fall - July 1; Spring - October 1; Summer April 1.

PROBATIONARY ACCEPTANCE

Applications from individuals who do not meet the minimum admission requirements or are seeking readmission to the College as a classified student after one semester of suspension are eligible to be reviewed by the Admissions Appeal Committee. The Committee will review the status of prospective probationary students who appeal in writing by submitting two letters of recommendation and completing a short questionnaire before being reviewed by the Admissions Appeal Committee.

Presentation College Success Academy

Presentation College is committed to the academic success of all students. The College recognizes that not all students may have had the opportunity to adequately prepare for the demands of college-level study. Presentation College's Success Academy assists students who have a need for academic support to meet their educational and personal goals through academic advising, preparatory course work, tutoring, study groups, and supplemental instruction labs. All students accepted under probationary status will be enrolled into Presentation College's Success Academy and required to sign a contract agreeing to regular class attendance, assignment completion, study hours, advisor meetings, and instructor contact.

First-time freshmen entering on probation must enroll in and successfully complete GE011 Success Academy Lab. New transfer students entering on probation must enroll in and successfully complete GE021 Success Academy Lab II. These one-credit courses are designed to address issues which may have contributed to academic struggles in the past. Students will be expected to ask for help regularly from the course instructors and from tutors. The courses are designed to also fulfill certain components of the student's Success Academy contract including weekly advisor meetings and required study time.

The following list of suggested courses will be used to place Success Academy students where they are most likely to achieve success. Success Academy students will be enrolled in no more than 14 credits and will not be enrolled in online courses. Registration exceptions may be made based on the individual needs of students.

- GE011 Success Academy Lab (1 credit)/GE021 Success Academy Lab II (1 credit) - dependent on student's entry status
 - Satisfactory/Unsatisfactory - not included in the grade point calculation
- EN113 College Composition I (3 credits), if acceptable ACT or placement test scores
- EN114 College Composition Ib (4 credits), if acceptable ACT or placement test scores
 - Taken first semester as these skills are needed for all classes
- MA114 Customized Intermediate Algebra (4 credits), if acceptable ACT or placement test scores
- MA153 College Algebra (3 credits), if acceptable ACT or placement test scores
- MA243 Statistics (3 credits), if acceptable ACT or placement test scores
- GE111 College Experience (1 credit)
- Intercollegiate Athletics (1 credit)
 - Satisfactory/Unsatisfactory - not included in the grade point calculation
- EXSC112 First Aid and Emergency Cardiac Care (2 credits)
- EXSC250 Theory of Coaching Baseball (2 credits)
- EXSC251 Theory of Coaching Basketball (2 credits)
- EXSC252 Theory of Coaching Soccer (2 credits)
- EXSC253 Theory of Coaching Volleyball (2 credits)
- EXSC254 Theory of Coaching Football (2 credits)
- AT111 Introduction to Athletic Training (1 credit)
- BI115 and BL115 Introduction to Human Anatomy and Physiology/Human Biology (3 credits lecture/1 credit lab)
 - (requires permission of Success Academy advisor)
- BI162 Medical Terminology
 - (requires permission of Success Academy advisor)
- BI213 and BL211 Anatomy and Physiology I with lab (3 credits lecture/1 credit lab)

- (requires permission of Success Academy advisor)
- BU133 Principles of Business (3 credits)
- CS1001 Introduction to Computer Management and/or CS2003 Computer Management Systems (3-4 credits)
- CT233 Communication Skills I: Interpersonal Communication (3 credits)
- EXSC121 Introduction to Exercise Science (1 credit)
- PS133 General Psychology (3 credits)
- SO103 Introduction to Sociology (3 credits)

Success Academy students will be advised by the Career and Learning Center staff, who will also monitor class attendance and study hours. Success Academy students not abiding by the terms of the contract will have a progress review. Continued violations will lead to contact with the Vice President for Academics and possible dismissal from Presentation College.

Success Academy students who achieve a minimum first semester Presentation College GPA of 2.00 may elect to continue using the services made available to them as Success Academy students, but are not required to sign a contract. Career and Learning Center staff will transition Success Academy students to new advisors based on program interests and instructor availability.

PLACEMENT TESTING

The Career and Learning Center administers the Accuplacer test in math and English for students requesting placement in higher level courses than indicated by ACT scores. Presentation College offers students the math and English ACCUPLACER tests one time at no charge; successive attempts are at the expense of the student. Contact the Career and Learning Center for costs associated with this testing.

For students who do not have ACT/SAT scores to report, the Career and Learning Center offers a complete ACT Residual Test that can be taken at the student's expense. This test includes English, Math, Reading, and Science Reasoning. ACT Residual Testing is strictly limited to students who have enrolled, have been admitted, or have officially applied to Presentation College. Scores from Residual Tests are reported only to PC for admission and advising purposes. Individuals who are 24 years of age or older are not required to take the ACT for admission; however, an ACT score may be required for acceptance to individual programs. Students are eligible to retake the ACT 60 days after the previous test date. Please contact the Career and Learning Center for more information.

Presentation College does not make available alternate placement tests. Students who are unable to take the COMPASS may accept placement via the relevant ACT subscore(s). Please contact the Career and Learning Center for more information.

Registration for courses is based on placement scores below:

EN113 College Composition I

ACT English subscore of at least 18 AND Reading subscore of at least 18 OR

Old SAT (testing date prior to March 2016) Critical Reading subscore greater than or equal to 441 OR

Redesigned SAT (testing date of March 2016 or later) Reading and Writing subscore greater or equal to 480 OR

ACCUPLACER scores of at least 80 in Sentence Skills AND at least 78 in Reading

EN114 College Composition Ib

ACT English subscore less than 18 OR Reading subscore less than 18 OR

Old SAT (testing date prior to March 2016) Critical Reading subscore less than 441 OR

Redesigned SAT (testing date of March 2016 or later) Reading and Writing subscore less than 480 OR

ACCUPLACER score of 79 or less in Sentence Skills OR 77 or less in Reading

MA114 Customized Intermediate Algebra

ACT Math subscore: 0 - 19

Old SAT (testing date prior to March 2016) Math subscore: less than 480 OR

Redesigned SAT (testing date of March 2016 or later) Math subscore: less than 515 OR

ACCUPLACER Elementary Algebra: 0 – 75

MA153 College Algebra and MA243 Statistics

ACT Math subscore: 20 or higher

Old SAT (testing date prior to March 2016) Math subscore: 480 or higher OR

Redesigned SAT (testing date of March 2016 or later) Math subscore: 515 or higher OR

ACCUPLACER Elementary Algebra: 76 or higher

HIGH SCHOOL/COLLEGE DUAL CREDIT

Presentation College provides high school juniors and seniors, whose academic performance is exemplary, the opportunity to enroll in college coursework while still attending high school. High school juniors and seniors are accepted into designated college courses on the basis of a recommendation from a high school official, applicable test scores or prerequisites required, and on a space available basis. A maximum of 6 credit hours per semester is permitted with a total maximum of 12 credit hours taken at the high school rate. Credits taken beyond the 12 credit maximum will be limited to 6 credits per semester at the general part-time tuition rate in effect for the designated semester. Information on cost can be found at www.presentation.edu/tuition-aid/ Limited space is available and designated enrollment deadlines apply. For more information on designated schools participating in this dual credit opportunity, contact the Registrar's Office at 605-229-8424.

MINNESOTA POST-SECONDARY ENROLLMENT OPTION (PSEO) PROGRAM

The Fairmont Campus in Minnesota has the Post-Secondary Enrollment Option (PSEO) program which allows Minnesota high school juniors and seniors the opportunity to earn high school and college credits at the same time. A maximum of 6 credit hours per semester may be taken on a space available basis with a total maximum of 12 credit hours taken as a PSEO student. Credits taken beyond the 12 credit maximum will be limited to 6 credits per semester at the general part-time tuition rate in effect for the designated semester. Information on cost be found at www.presentation.edu/tuition-aid/ For more information and qualifications on the PSEO program, contact the Registrar's Office at 605-229-8424.

VETERANS

Veterans who are admitted should consult with the Veterans Administration, as well as with the Registrar's Office, concerning their privileges and responsibilities under federal regulations. The Registrar's Office will assist veterans in completing the necessary forms for veteran's financial assistance.

SENIOR CITIZENS

Senior citizens (65 years or older) are charged tuition at the senior citizen/audit rate on a space-available basis. Other course fees are the same as those for regularly enrolled students.

AUDITING A CLASS

Students may audit a course if space is available in the class. Course prerequisites are the same for audit as for credit. Persons who audit a class will not receive college credit nor may they take credit examinations for the course audited. Audited courses are not considered in establishing student enrollment status for financial aid purposes or for establishing eligibility to compete in intercollegiate contests. Veterans and dependents may not receive educational benefits for audited courses. A change from audit to credit or credit to audit must be made before the end of the add/drop period for a semester.

ACADEMIC ADVISING

The academic advising structure at Presentation College is as follows:

- First-time students seeking a Bachelor's degree may be accepted directly into a major and assigned an academic advisor within their respective major.
- First-time students seeking a Bachelor's degree may be assigned a general academic advisor prior to admission to a specific major. Upon successful completion of the first year of study, the advisee file will be forwarded to the respective division. The Dean will assign an academic advisor within the respective area.
- Associate degree-seeking students are assigned an academic advisor within the major.
- Transfer students with proper academic credit history may be assigned an academic advisor within their respective major or may be assigned a general academic advisor, dependent upon transfer evaluation results. In the event of denial of acceptance into a major, students may be accepted into the College to enable them to take general studies courses until they can meet the specific criteria of a major.
- Success Academy students are advised by the Career and Learning Center staff.
- PC Virtual nursing students are assigned an advisor from the nursing staff.

PRIVACY OF INFORMATION STATEMENT

Pursuant to the Family Educational Rights and Privacy Act of 1974, Section 513 of the Education Amendments of 1974, Presentation College considers the following information as "Directory Information": Student's name, address, telephone listing, date and place of birth, major field of study, dates of attendance, degrees and awards received, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, grade level, enrollment status, photograph, and the most recent previous educational agency or institution attended by the student.

Students who do not wish to have the above information available for release must sign a waiver in the Registrar's Office.

AMERICANS WITH DISABILITIES ACT

Presentation College is committed to ensuring equal learning opportunities for all students, and provides students with disabilities reasonable accommodations in accordance with the College's procedures. Students requiring accommodations or services should contact the Office of Disability Services, located in the Career and Learning Center, Aberdeen campus. Available to all campus locations, students who believe they qualify for disability services should contact the Disabilities Services Coordinator/CLC Director as soon as possible to arrange a meeting, in person or via phone or email.

ABILITY TO BENEFIT

Ability-to-Benefit (ATB) test: new, transfer or continuing students who first attended an eligible Title IV institution after July 1, 2012, must have a high school diploma, an equivalent such as a GED, or must have completed secondary school in a homeschool setting to be eligible for Title IV funds. Such students can no longer become eligible by passing an approved ability-to-benefit (ATB) test or by satisfactorily completing a minimum of six eligible college credit hours.

Students who were enrolled in an eligible educational program of study before July 1, 2012, may be considered Title IV eligible if they meet one of the following ATB conditions:

- pass an independently administered, Department of Education approved ATB test; or
- complete at least six credit hours, or the equivalent coursework (225 clock hours), that are applicable toward a degree or certificate offered by the postsecondary institution.

Contact the Financial Aid Office for more information on establishing ATB eligibility if you do not have a high school diploma or its equivalent and you were enrolled in an eligible Title IV program prior to July 1, 2012.

FINANCIAL AID & FINANCIAL INFORMATION

STUDENT FINANCIAL AID

Presentation College offers a variety of financial aid programs to assist students in meeting their educational goals. Aid may be offered in the form of grants, scholarships, loans, or employment, and is funded through federal, state, institutional, and private organizations.

The College offers a number of scholarships that are funded from its own resources that are awarded based upon academic merit, athletic ability and/or financial need*. The College also participates in the following federal, or Title IV, financial aid programs:

Federal Pell Grant
Federal Iraq and Afghanistan Service Grant
Federal Supplemental Educational Opportunity Grant (FSEOG)
Federal Work-Study (FWS)
Federal Direct Subsidized Loan
Federal Direct Unsubsidized Loan
Federal Direct Parent Loan for Undergraduate Students (PLUS)

Title IV financial aid is contingent upon the availability of federal funding and the student's ability to meet program guidelines. The College also offers grant and employment programs that are funded by South Dakota, Minnesota, and other states.

Other sources of aid include Vocational Rehabilitation, Bureau of Indian Affairs, Indian Health Services, employee tuition assistance, Veterans benefits for military service, and other internal and external grants and scholarships awarded to the applicant upon meeting program requirements. Grants and scholarships are considered gift aid and need not be repaid so long as the recipient has met all attendance and other program requirements. Loans, which must be repaid, are usually offered at a low interest rate and have an extended repayment period. The College offers student employment positions both on and off campus for eligible students.

Financial need* is defined as the difference between the cost of attendance (COA)* and the family's federally calculated contribution to these costs: the Expected Family Contribution (EFC)*. Where need* exists, the College assists in meeting the student's educational expenses within the resources available to the institution. Presentation College serves approximately 98% of its student body through an extensive financial aid and scholarship program. The College encourages all students to apply for financial aid.

The financial aid office (FAO), located at the Aberdeen campus, administers aid for students attending all Presentation College campuses and sites.

Information on application procedures, types of aid, program requirements, and educational costs as determined by the College, and the students' rights and responsibilities is detailed in this section.

Students' Rights and Responsibilities

The receipt of financial aid is a privilege, which creates both rights and responsibilities.

1. Whether or not students receive financial aid, they are **PERSONALLY RESPONSIBLE** for all financial charges that they incur at the College. The College may permit students to register and to attend classes before the final determination is made regarding their eligibility for financial aid. If, however, students are or become ineligible for financial aid (including grants, loans, scholarships, employment and waivers) for any reason, they are responsible to pay their accounts in full, including any collection and/or attorney's fees that may be incurred by or on behalf of the College to satisfy their personal financial obligations.
2. Students have the right to know the methodology used to determine their financial need; the right to have access to information and records that are part of the student's College file used in determining need; and the right to be awarded aid as equitably as funds permit. Under the Family Educational Rights and Privacy Act of 1974 (FERPA*) a student is defined as a person who has enrolled for classes at a post-secondary institution. At Presentation College individuals are not subject to FERPA until they have enrolled for classes and begun attending classes.
3. Students have a right (as defined by FERPA) to the privacy of their financial aid information. Students (and any others who inquire about an applicant's status) are required to properly identify themselves in order to receive service. Students should present their College identification card or a state-issued photo ID card. The financial aid staff is governed by strict

federal privacy laws and is therefore limited in both the type of information that can be released, and the persons to whom student information can be disclosed. For additional information, please read the FERPA section of the Catalog.

4. Applicants and students have the right to receive financial aid based solely upon their ability to meet financial aid program regulations. Students are not required to, nor are they encouraged to, in any way perform favors for, provide services or goods to, or in any way to remunerate any member of the financial aid staff in exchange for financial aid, counseling, advice, processing, or funding.
5. Applicants and students should not engage in financial transactions (i.e., loaning to or borrowing from, payment for services or goods, receipt of payment for goods or services) with members of the financial aid staff. Any student to whom the suggestion is made or advice is given by a member of the financial aid staff that his or her financial aid will in any way be positively affected by the provision of remuneration, favors, goods or services should immediately report such to the Director of Financial Aid (notice may also be given to the Director of Human Resources or any Presentation College Vice President).
6. Applicants and students have the right to receive financial aid based solely upon their ability to meet financial aid program regulations. The receipt of financial aid is to be free from any threat of reprisal, and is not to be under threat to in any way act beyond the specific requirements of the financial aid programs. Any student to whom a suggestion is made by a member of the financial aid staff that his financial aid will in any way be negatively affected by the failure to provide remuneration, favors, goods or services should immediately report such to the Director of Financial Aid (notice may also be given to the Director of Human Resources or any Presentation College Vice President).
7. Applicants and students are discouraged from giving gifts to members of the financial aid staff. While it is understood that the provision of a gift can be a means of expressing gratitude, office policies and College regulations prohibit staff members from accepting personal gifts.
8. Applicants and students have the right to expect professional and courteous service from the financial aid staff. Students should expect to receive accurate advice and timely responses to their inquiries. Students who have received poor customer service from the FAO are encouraged to report such to the Director of Financial Aid.
9. Students are responsible for maintaining Satisfactory Academic Progress (SAP). Students who fail to maintain satisfactory progress will lose their eligibility for financial aid until the required credits and grade point average have been earned. For additional information about the College's SAP policies, read the section on Federal Financial Aid Satisfactory Academic Progress (p. 37) in this catalog.
10. Students who fail to meet financial aid filing deadlines or document submission deadlines, and, as a result, have outstanding account balances with the College, will not be permitted to register for any upcoming semester, will be denied access to grades and transcripts, and will be subject to collection activity.
11. Applicants, students, parents and spouses applying for financial aid are responsible for accurately and truthfully portraying information, financial resources, and circumstances, and for notifying the FAO of any changes in status, including the receipt of outside scholarships; for applying by the deadline; and for maintaining Satisfactory Academic Progress. Students who receive external scholarships or other resources (such as employee tuition benefits or any other educational benefits) are required to report the receipt of these benefits in writing to the FAO. Failure to report external scholarships or other resources may require students to repay the College or the government all or part of any need-based financial aid funds.
12. As a service, the College makes an early release of financial aid available to eligible students to help them purchase their required books and supplies. These funds are called a book voucher and are not a separate or additional type of financial aid. If eligible, students are able to use a portion of their financial aid credit to buy required books and supplies. Students are responsible for all purchases they make. When using a financial aid credit for purchase, students should buy only those books and supplies that are required for their classes. If students drop classes, fail to attend, or stop attending, their financial aid will be reduced or canceled. If the student's financial aid does not cover bookstore purchases for any reason whatsoever, including College error, the student is still responsible for payment in full of all amounts spent in the bookstore.

Violation of the regulations governing the financial aid programs is sufficient grounds for termination of all financial aid and referral for disciplinary action. Violations include, but are not limited to, using financial aid funds for non-educational purposes (e.g., using the book voucher to purchase non-educationally related items), transfer of financial aid funds to others (e.g., using the book voucher to purchase items for others), converting the book voucher to cash (e.g., purchasing books and/or supplies and then selling those items to other students for cash), and using someone else's book voucher.

13. Applicants, students, parents, spouses or others who knowingly provide false or misleading information on any financial aid document (financial aid documents include but are not limited to the FAFSA, verification forms, work-study time cards, appeal applications, correspondence, and loan applications) will be referred for disciplinary action, which may include loss of financial aid, reprimand, suspension or expulsion from the College. Additionally, students and other aid

recipients so identified will be billed for all aid disbursed to them for which they are ineligible. Further, such individuals may face criminal prosecution by the U.S. Department of Education, which may result in imprisonment, a fine of up to \$20,000, or both.

14. Applicants, students, parents, spouses, and others are responsible for interacting with the financial aid staff with civility and courteousness. All students enrolled at the College acknowledge with their enrollment an obligation to abide by the College's regulations and policies, as approved by the administration and Board of Trustees.

Students are responsible for their own actions and are expected to maintain the highest standards of conduct at all times and in all places affiliated with the College. Each student must, of course, respect the rights and privileges of all other students as well as College administrators, faculty and staff. The College reserves the right to dismiss from a course or from the College, or restrict from any other College activity or facility, any student whose behavior is detrimental to the College or its students. For a full explanation of the College's Code of Conduct, read the Student Handbook. (Academic policies and procedures shall govern dismissal or suspension for academic reasons.)

15. In order to preserve the privacy, confidentiality, and comfort of other visitors and staff, cell phone use in the financial aid waiting areas and offices is prohibited except when necessary to conduct business related to the student's visit. Students and other visitors are expected to complete their cell phone conversations, text messaging, and other use prior to entering the FAO and waiting area.

16. While the FAO staff is available to assist applicants through the application process, it is the applicant's responsibility to see to the correctness and completeness of his or her applications. If the applicant receives notification that his or her FAFSA or loan application is incomplete, she/he must determine what is necessary to complete his or her application(s), and promptly submit the required information.

17. An application for financial aid will have no effect on the decision concerning admission. The admission decision is made without access or reference to financial aid data.

18. Students are required to provide their social security numbers on the FAFSA. Provision of the student ID or social security number (as specified on the individual document) is required on all supporting documents used to apply for financial aid. Students' social security numbers will be used for the College's system of student records, to process the FAFSA, to award financial aid, for compliance with federal and state reporting requirements, as well as for debt collection. The College will not disclose students' social security numbers to anyone outside the institution, except as required or allowed by law, and will make every effort to protect students' privacy.

19. Policy on Non-Discrimination in Educational Programs. The College complies with Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Older Americans Act of 1975, and South Dakota's laws against discrimination. These laws (and others) prohibit discrimination on the basis of race, creed, color, national origin, nationality, ancestry, age, marital status, affectional or sexual orientation, sex, familial status, domestic partnership status, disability and handicap. Decisions on admission, financial aid programs, access to course offerings, or other aspects of the College's educational programs or activities are not made on the basis of any of the aforementioned factors, except when lawful to do so. Inquiries regarding these laws may be submitted to the College's Director of Human Resources or to the U. S. Department of Education, Washington, DC 20201.

20. Additional Information: The administration and receipt of financial aid is a complex area governed by federal, state, and institutional regulations. Students who receive federal, state and/or institutional financial aid are subject to all of the governing regulations whether or not they are aware of these rules. For additional information about financial aid at Presentation College please visit the College's website at www.presentation.edu. The following U.S. Department of Education and other websites may also be of interest to financial aid applicants and recipients:

www.fafsa.ed.gov

www.irs.gov

www.sss.gov

www.studentloans.gov

www.fastweb.com

www.nsls.ed.gov

www.studentaid.ed.gov

Definitions of terms used in the Students' Rights and Responsibilities are included in the financial aid glossary at the end of the financial aid section of the catalog.

Attendance

The College awards financial aid to students with the expectation that they will attend their classes for the entire semester. Full eligibility for financial aid cannot be confirmed until students have attended their classes beyond the midpoint of the semester. That is, students incrementally earn their financial aid during the early weeks of the semester and do not become fully eligible for their aid until the latter weeks of the semester. Students who withdraw from the College or otherwise stop attending their

classes may be required to immediately repay a portion of their financial aid even if they have already paid for books or received a refund and spent the money.

When students fail to attend their classes they could leave the College owing money because their charges for tuition, fees, the suites, and meal plan are higher than the amount of financial aid that they have earned. For information about the calculation (R2T4*) that the College is required to use to determine how much of the student's financial aid must be returned to the federal government see the R2T4 section and the glossary at the end of this section. Students are advised to meet with a member of the Business Office or FAO to discuss the financial consequences of dropping out or withdrawing from the College before doing so.

Fraud

Falsification of documents and any other information that is used to determine eligibility for financial aid is an extremely serious criminal offense. Students who gain access to and are disbursed Title IV* financial aid based upon fraudulent information are subject to immediate repayment of those funds. Examples of fraud include, but are not limited to:

1. deliberately and willfully providing information that is inaccurate or materially incomplete
2. applying for Title IV* financial aid using someone else's identity
3. submitting FWS timecards that reflect time that the student did not work
4. using Title IV* funds for non-educationally related expenses
5. making purchases in the bookstore for other students using Title IV* funds

Students who falsify documents used to obtain financial aid are subject to disciplinary action which may include expulsion from the College. The College may refer any instance of suspected fraud to the U.S. Department of Education's Office of the Inspector General as well as to local law enforcement agencies.

Title IV* regulations provide for the imposition of fines and imprisonment for those who are convicted of fraud. By signing the FAFSA* parents and students are acknowledging that *"if you purposely give false or misleading information, you may be fined up to \$20,000, sent to prison, or both."*

Application Procedures

To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA)* for each year of their enrollment. Students are encouraged to complete the FAFSA online at www.fafsa.ed.gov **The FAFSA should be submitted as soon as possible after October 1 to secure the most favorable funding package. Presentation College's priority deadline date for submitting the FAFSA is March 1.** The FAFSA is used to determine eligibility for federal, state, and institutional aid.

In order to be considered for federal aid and most other forms of assistance the student must:

1. be a U.S. citizen or eligible noncitizen; and
2. have and provide a valid Social Security Number; and
3. if a male between the ages of 18 and 26 register (or if older have registered) with Selective Service; and
4. have a high school diploma, its equivalent, or a General Education Development (GED); and
5. be enrolled or accepted for enrollment as a regular student; and
6. be enrolled in an eligible degree program; and
7. be enrolled in courses that are applicable to the eligible degree; and
8. be enrolled for the required number of credits; and
9. not have a drug conviction for an offense that occurred while receiving Title IV* financial aid; and
10. not owe a refund on a federal grant; and
11. not be in default on a federal student or parent loan; and
12. demonstrate financial need* as applicable; and
13. maintain satisfactory academic standing in accordance with federal and College policies; and
14. meet all other the eligibility requirements.

Financial aid eligibility for courses that are applicable to the program

When eligibility for financial aid is calculated, only those credits that are applicable to the student's degree program (and appear on the checklist) are counted. As an example, if a student is enrolled in six credits and three of those credits do not count toward the student's program he is not eligible to receive a Direct loan, which requires a minimum enrollment in six program-eligible credits.

Financial aid eligibility and completion of the baccalaureate degree or its equivalent

Once students have completed the requirements for the baccalaureate degree (or its equivalent), they are ineligible for Pell and FSEOG grants, as well as PC athletic and merit scholarships. Students who have earned a baccalaureate or its equivalent from an institution outside the United States are also subject to this regulation. Students cannot prolong their eligibility by delaying receipt of their diplomas nor can they receive these grants and scholarships during their enrollment after having earned a baccalaureate degree.

Deadlines

The College uses deadlines for a number of reasons. Deadlines are primarily used to assist students in maximizing their funding by helping them to meet eligibility guidelines for state, federal and other external financial aid programs. Deadlines are also used to allow the College sufficient time to process students' financial aid applications to allow them to plan for their enrollment. In addition, the College must adhere to deadlines that are imposed upon it by the state, federal, and other agencies that provide funding to students.

Financial aid applicants are subject to several types of deadlines and should understand the consequences of failure to submit information in a timely manner. In general, students who miss financial aid deadlines may be ineligible for funds that they would have otherwise received. The primary financial aid deadlines are listed below:

1. March 1 - Priority processing deadline. Students should submit their FAFSAs by March 1 (preceding the award year) in order to maximize their eligibility for funds from all financial aid programs. Students who submit their FAFSAs after March 1 will be awarded financial aid on a funds-available basis.
2. March 31 - Scholarship deadline. Each year the College offers a number of donor scholarships. Application information and procedures are posted on the College's website. Most scholarships require that the student submit an essay along with an application for consideration.
3. First day of the fall, spring and summer semesters. In order to begin attending classes, students should have completed their FAFSAs and submitted all required documents. Students who do not complete their financial aid files by the first day of the semester are required to pay their account balances from their own resources.
4. Last day of enrollment. Students who fail to complete their financial aid files by submitting all required documents and information by their last day of enrollment during the academic year are ineligible for unprocessed financial aid. Students who delay the submission of financial aid information and documents until the final days of the semester may be ineligible because there is insufficient time to process their files.

Students who wish to be considered for assistance from the College's financial aid programs are encouraged to apply early and to submit all requested information and documents promptly.

Census Date

The amounts and types of students' financial aid awards are set on the College's census date each semester. The census date is generally the last day of the add/drop period. The student's enrollment as of the census date determines eligibility for the financial aid which has been awarded as of that date. For example, if a student begins the semester with twelve credits and then after adding and dropping classes during the first two weeks of the semester is enrolled for nine credits on the census date, his financial aid will be adjusted based upon nine credits.

Awarding

After the FAO reviews the student's financial aid file it may make an offer of one or more types of financial assistance in accordance with the student's eligibility. This offer of aid is called an award letter* and is made available electronically in the student's portal. Students may view and decline any aid that they do not wish to receive by selecting the My Financial Aid link available on the Student Portal at <http://www.presentation.edu/students/> Students who wish to borrow less than the loan amount offered should send an email to financialaid@presentation.edu from their PC email account

The FAO makes award offers to incoming students once they have been accepted to the College and have completed the financial aid process (which may include verification). The FAO also makes award offers to provisionally accepted students; however, funds can only be disbursed after all required documentation is received and they have been fully admitted. Returning students will receive an award offer once their registration for the upcoming semester has been confirmed, they have completed the financial aid process and their grades have been reviewed.

Award Adjustments

The College may make adjustments to students' financial aid awards at any time and without prior notification due to such factors as new or conflicting information in the student's file, decreases or increases in funding levels, modifications in program eligibility rules and changes in the student's ability to qualify for financial assistance. The College may also adjust award amounts based upon the student's enrollment status at any time during the semester. Students should visit the FAO prior to adding or dropping courses to discuss the changes that will be made to the award offer.

For most families the information provided on the FAFSA is a good indication of the financial resources that will be available during the year the student is enrolled in college. Sometimes there are changes in the student's household that are not reflected on the FAFSA and that decrease the resources that are available to pay for college. The most common changes are related to separation or divorce, major illness or injury, job loss, and death. The FAO may be able to assist when the student or family has experienced these types of changes. Contact the FAO to confidentially discuss your circumstances and a staff member will determine if you meet the requirements to appeal for a review of the student's financial aid award.

Financial Aid Disbursement

The annual amount of financial aid (scholarships, grants and loans) is divided so that half of the award is disbursed for the fall semester and the remaining half is disbursed for the spring semester. Financial aid for students who enroll only for the spring and summer semesters and have eligibility is disbursed so that the students receive half for the spring and half for the summer.

The College is required to review each student's enrollment and other eligibility criteria on the day that aid is disbursed to determine if the student is still eligible to receive the assistance. For example, a student who was awarded a loan based upon her credits at census date will not be eligible for the funds if she has dropped below six eligible credits on or before the date the loan is disbursed. Students who are considering dropping or withdrawing from a class or classes should meet with a financial aid counselor before doing so.

Summer Financial Aid Eligibility

All of the sessions during the summer (from May to August) are combined to comprise the summer semester. Thus, a student who enrolls for three credits in the first six-week session and for an additional three credits in the second six-week session is considered to be enrolled in six credits for the summer semester. The summer is the third semester of the academic year following the fall and spring semesters.

Typically, students who enroll full-time (twelve credits or more) during each of the fall and spring semesters will consume all of their financial aid eligibility and will have no remaining funds for their summer enrollment. Students who enroll part-time (less than twelve credits) during one or both of the fall or spring semesters may have financial aid funds remaining for the summer semester, particularly if they are Pell Grant recipients.

Students who want to be evaluated for summer financial aid eligibility should submit the College's summer financial aid application which is usually available in March and can be obtained on the web site.

Social Security Use Policy

The purpose of this policy is to define and describe the FAO's collection, retention, use, and disclosure of students' Social Security numbers. The policy is also intended to provide students with information that the FAO collects and uses Social Security numbers if specifically required by law to do so or if necessary for the performance of the College's duties and responsibilities.

The U.S. Department of Education (the federal agency that provides and governs the Free Application for Federal Student Aid – FAFSA) requires applicants and students to provide their correct Social Security number on the FAFSA. Students who fail or refuse to provide their correct Social Security number on the FAFSA are thereby ineligible for Title IV (federal) financial aid and may also be ineligible for other types of aid from the College as well as state agencies and other agencies.

Provision of the student's Presentation College student ID number or Social Security number (as specified on the individual document) is also required on all supporting documents used to apply for financial aid. The student's Social Security number will be used for the College's system of student records, to process the FAFSA, to award financial aid, for compliance with federal and state reporting requirements, as well as for debt collection. The College will not disclose the student's Social Security number to anyone outside the institution, except as required by law, and will make every effort to protect the student's privacy. Students who fail or refuse to provide their Social Security number or student ID number when requested will delay or prevent the processing of their financial aid.

The U.S. Department of Education requires students to submit their Social Security number when completing federal applications for student aid. The student's Social Security number is then used by the College to match applicants' records, verify eligibility, and to coordinate benefits with other programs. The FAO uses Social Security numbers to verify eligibility and disbursement requirements for federal, state, and institutional aid programs.

As required by law, the College reports Social Security numbers for students receiving benefits from aid programs to various state and federal agencies. Agencies include but are not limited to the National Student Clearinghouse, the Department of Veteran Affairs, and the State of South Dakota.

As required by law, and in performing the duties required to administer the financial aid programs, Presentation College releases students' Social Security numbers to vendors contracted by the College and external agencies to assist with compliance with federal and state requirements. The vendors and other agencies are authorized to use Social Security numbers to complete the tasks contractually required and are not authorized to use Social Security numbers for any other purpose. Currently, vendors include (but are not limited to) the National Student Clearinghouse, Federal Family Educational Loan providers, guarantors and servicers of federal loans.

The following statement may appear on and is applicable to all of the College's financial aid forms:

***Social Security Number Policy:** Federal regulations require that you provide your Social Security number (SSN) on the FAFSA. Provision of your Presentation College student ID number or SSN (as specified on the individual document) is also required on all supporting documents used to apply for financial aid. Your SSN will be used for the College's system of student records, to process your FAFSA, to award your financial aid, for compliance with federal and state reporting requirements, as well as for debt collection. The College will not disclose your SSN to anyone outside the institution, except as required or allowed by law, and will make every effort to protect your privacy. Failure to provide your SSN or student ID number on this form will delay or prevent the processing of your (insert name of form here).

Verification

Presentation College has established the following FAO policy and procedure to define and administer verification and correction of data that applicants submit on the Free Application for Federal Student Aid (FAFSA) and other documents used to apply for Title IV (or federal) funding, as well as several other types of financial assistance administered by the College. All recipients of Title IV funding (and other sources of funding as determined by the College) are governed by this policy as specified below. The verification policy is in accordance with and references the language from regulations, CFR 34, Section 668.51-61, promulgated under the Higher Education Act of 1965 (HEA), as amended. The College adheres to federal policy, as set forth in HEA in the administration of verification for Title IV recipients, in all respects.

The verification policy applies to the following types of Title IV aid administered by the College:

- Federal Pell Grant
- Federal Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Loan (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (PLUS)

The verification policy may also be applied to other types of financial aid that are administered by the College that are need-based.

The U.S. Department of Education (ED) sets forth both the framing regulations as well as significant detail governing the process of verification. ED requires that institutions document certain verification guidelines over which they have discretion. Those policies are described below:

- selection for institutional verification,
- the deadlines by which students must submit verification documentation,
- the consequences for failing to submit verification documents by applicable deadlines,
- the method the FAO will use to notify students if their EFC and/or Title IV aid amount changes,
- the procedures the FAO or students will follow to correct FAFSA data,
- the procedure the FAO will follow to refer a student to the Office of Inspector General.

Other policies and procedures are copied from and closely based upon the federal Application and Verification Guide (AVG) from the Federal Student Aid Handbook, Chapter 4.

Verification, Updates and Corrections

Because students sometimes make errors on their application, there is a process for verifying applications and making corrections. The Central Processing System (CPS) selects which applications are to be verified, but the FAO has the authority to verify additional students.

The FAO must verify applications selected by the CPS of students who will receive (or have received) subsidized student financial assistance. Verification is not required if the student will only receive unsubsidized student financial assistance (see verification exclusions later in this policy), though a student cannot avoid verification by accepting only unsubsidized aid. If the student tries to do this, the FAO must continue with verification.

Institutional Notification Policies

ED selects, on a random basis and through edits at the Central Processing System (CPS), certain financial aid applicants nationwide for review in a process called verification. When an applicant has been selected for verification the FAO is required to review the student's FAFSA for accuracy and completeness. Typically, students and their families are required at minimum to submit a verification worksheet (available from the College) and an IRS tax transcript (available from the IRS and required if the Data Retrieval Tool was not used). Depending upon the sources of income reported on the FAFSA, the student (and parent or spouse, as applicable) may be required to submit additional documents.

All students who have been selected for verification must submit all required documentation and any other requested information prior to being issued an award offer. Students and parents are reminded that by signing the FAFSA they have agreed that *"If you are the parent or the student, by signing this application you certify that all of the information you provided is true and complete to the best of your knowledge and you agree, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies."*

Typical Documentation

When a student is selected for verification, the following documentation, at minimum, is required:

1. Verification Worksheet (Dependent or Independent). Available from the college.
2. Transcript of Tax Return
 - student's tax transcript (must be obtained from the IRS, not a photocopy of the tax return)
 - parent's (for dependent students) or spouse's (for married independent students) tax transcript (must be obtained from the IRS, not a photocopy of the tax return)
 - if the student (and parent or spouse) used the IRS Data Retrieval when submitting the FAFSA, a tax return transcript is not required unless changes are subsequently made

Additional documentation may be required to substantiate data on the FAFSA or to resolve conflicting information, as follows:

- child support received
- child support paid
- payments to tax-deferred pensions
- value of real estate investment properties
- wages earned
- current valuation of assets

When students are selected for verification, the FAO generates an email informing them as to the process and the documentation required to review their file and applicable deadlines. Students who fail to respond to requests for documentation are repeatedly contacted on an established schedule with information about the importance of complying and the consequences of failure to do so.

Title IV regulations require that institutions have written policies supporting their administration of several aspects of verification. An overview of each required element is presented below. Title IV regulations require that the institution have the following written policies:

Selection for Institutional Verification

The FAO may at its discretion select students for verification who were not selected by the Central Processing System (CPS). The FAO may also select students for verification of data elements in addition to those required in the student's verification group. For example, the FAO will select students whose files contain conflicting information either within the award year or between

award years. The FAO will also select known members of the same household when one member is selected by CPS. The FAO will not select students for verification based upon any discriminatory or unlawful reason.

The FAO may require those students it selects to verify any FAFSA information and to provide any reasonable documentation in accordance with consistently applied FAO policies. In either situation the FAO may, but is not required to, include any of the 2018-2019 CPS verification items not already included. Students who have been institutionally identified are considered to be selected for verification and, as with CPS-selected applications, all other verification requirements, such as notifications, deadlines, allowable tolerances, and interim disbursement rules, apply.

The deadlines by which students must submit verification documentation

The FAO notifies selected applicants upon receipt of the Institutional Student Information Record (ISIR) to submit required documents, which are listed in the notification email. On a weekly basis the financial aid counselors review the document tracking report which lists those students who still have incomplete files due to missing documents. The FAO requests that applicants submit their documents within ten days of the date of the notification email or their last day of enrollment, whichever occurs first.

The FAO continues to notify enrolled students throughout the semester to complete their files. Since the College does not issue financial aid awards until after the verification process has been successfully completed, students must submit all of their verification documents so that they are received in the FAO during regular business hours by the last day of the semester or the student's last day of attendance, whichever comes first; however, students who delay and do not submit their financial aid forms until the final days of their enrollment may render themselves ineligible for grants and loans by doing so because there may be insufficient processing time. For example, if a student would have been eligible for a Direct loan and the loan was not originated prior to the student's last day of enrollment the student is ineligible to receive those funds.

The consequences for failing to submit verification documents by applicable deadlines

In the initial notification email and in all subsequent communications, the FAO notifies students that failure to submit all required documents will result in ineligibility for all forms of Title IV financial aid as well as some types of institutional aid. If the student has already received a disbursement(s) of Title IV aid for which he has become ineligible the notification from the FAO contains the information that he will also forfeit those funds.

The method the FAO will use to notify students if their EFC and/or Title IV aid amount changes

The FAO initially prepares awards only for those students who have completed the verification process. If a student is selected after having been packaged and prior to all disbursements, the FAO provides notification as above. If the student's EFC and/or Title IV aid amount changes, the FAO notifies the student via email. The notification email contains information to enable the student to access the revised award letter.

The procedures the FAO will follow to correct FAFSA data

When any dollar or non-dollar item changes as a result of the verification process, the FAO submits the updated information correcting the student's FAFSA via the web. The ISIR is the report that is produced after the student files a FAFSA. The ISIR contains all of the student's answers to the questions on the FAFSA. The FAO usually downloads ISIRs daily: Monday – Thursday. When the corrected ISIR, reflecting the updates, is downloaded into the College's student information system, the FAO confirms that the data is accurate. The FAO packages (or repackages, as necessary) applicants and students whose ISIRs are accurate and their files are otherwise complete. The FAO then notifies affected applicants and students via email as to their updated EFC and/or award.

The procedure the FAO will follow to refer a student or others to the Office of Inspector General (OIG)

If any college employee (or other individual) develops a credible suspicion that a student, parent, employee, or other individual has misrepresented information or altered documentation to fraudulently obtain federal funds, he or she is to report the observation to the Director of Financial Aid (DFA), Vice President for Student Affairs or the Director of Human Resources (DHR). Unless the report is that the DFA's conduct has caused the suspicion, the DFA is to be immediately advised of the evidence. If the DFA is suspected of fraudulent activity the report is to be made to the DHR. Otherwise, the DFA is responsible for assembling any available evidence and providing it along with a statement (usually in writing) of the suspect activity to the OIG. The DFA will also refer the student for institutional disciplinary action. The DFA may also be required to report the suspected fraudulent activity to state agencies (and other entities) from which the student received financial aid funds.

Return of Title IV (R2T4)

Presentation College has established policies and procedures to define and administer the Return of Title IV (R2T4) funds requirements as promulgated in the Higher Education Act (HEA), Section 668.16. The R2T4 policy includes information that reflects institutional procedures as well as text that is copied from the Federal Student Aid (FSA) Handbook, Volume 5 Chapter 1.

The R2T4 policy governs the determination of students' eligibility to receive funding from the following federal programs offered at Presentation College (PC) when they cease attendance in all Title IV eligible classes during a semester:

- Federal Pell Grant
- Federal Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Direct Subsidized Loan
- Federal Direct Unsubsidized Loan
- Federal Parent Loan for Undergraduate Students (PLUS)

The U.S. Department of Education (ED) offers Title IV programs in addition to those listed above. Presentation College only participates in the programs listed.

The College adheres to federal policy, as set forth in the *FSA Handbook* and the Higher Education Act (HEA), Section 668.16, in the administration of R2T4 policies and procedures in all respects.

Title IV funds are provided to students with the expectation that they will attend their classes for the entire period for which the assistance has been awarded. When students stop attending their classes, for any reason including medical withdrawals or even circumstances that are beyond their control, they may no longer be eligible for the full amount of Title IV funds that they were originally awarded and may have already received.

When students stop attending all of their Title IV eligible classes and are no longer participating in any academically-related activities (last date of engagement), the College is required to determine if the student is eligible to retain or to receive any Title IV financial aid. Federal regulations require the College to use a calculation called Return to Title IV (R2T4) to determine the percentage of financial aid funds the student has earned as well as the amount that is unearned.

The R2T4 calculation is based upon the concept that students earn their financial aid in proportion to the number of days they are enrolled in and attending their classes. The calculation is based upon the number of days that the student attended as a percentage of the days in the semester. Under this reasoning, a student who withdraws in the second week of classes has earned less of his financial aid than a student who withdraws in the seventh week. Once students have begun to attend approved classes, they begin to incrementally earn their Title IV financial aid (if they have completed their files and are otherwise eligible). Prior to the 60% point of the semester students earn a percentage of aid that increases with each day of attendance. Once aid recipients have attended their classes for 60% of the semester, they are considered to have earned 100% of their financial aid (as long as they are otherwise eligible) for that term and will not be required to return any funds.

If students withdraw from all of their Title IV eligible courses prior to completing at least 60% of a semester, typically they would have earned only a portion of the federal financial aid that they received, or are scheduled to receive, for that term. If a student remains enrolled in only those courses that are not Title IV eligible, an R2T4 calculation is likewise required. A prorated schedule is used to determine the amount and type of federal student aid funds they have and have not earned at the time of the withdrawal or cessation of attendance in all Title IV eligible classes.

Of note, students may have earned a percentage of their Title IV financial aid when they begin and then cease attendance during the two-week add/drop period at the beginning of the semester. Thus, students may be eligible for a post-withdrawal disbursement of Title IV aid when they cease attendance prior to the census date, regardless of whether the College has disbursed aid or assessed any institutional charges.

When students fail to attend their classes they could leave the College owing money because their charges for tuition, fees, housing and meal plan exceed the amount of financial aid that they have earned. For these reasons, students are strongly advised to meet with a member of the business office or FAO to discuss the financial consequences of dropping out of or withdrawing from the College before doing so.

Determination for students who earn all "F" and other zero quality point grades

When students receive all "F" and other zero quality point grades, the College is required to determine if they earned the grades or ceased to attend at some point in the semester.

When final grades for the semester have been posted, the FAO reviews the records of those students who received any combination of "F", "I", "U", "W", and "WF" grades to identify the last date of attendance as submitted by the students' instructors.

Order of return of Title IV funds to the federal programs

As dictated by federal regulation, the FAO returns Title IV funds that the student has not earned to the applicable program in the following order:

1. Federal Direct Unsubsidized loan
2. Federal Direct Subsidized loan
3. Federal Direct Parent Loan for Undergraduate Students (PLUS)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)
6. Federal Iraq and Afghanistan Service Grant

The student's grace period for loan repayment of unsubsidized and subsidized Direct Loans will commence as of the date of the withdrawal from the College. The student's grace period is also triggered when he is no longer attending at least six credits. Students should contact the FAO if they have questions regarding their grace period or repayment status.

Post-withdrawal disbursements

If a student receives less federal student aid than the amount earned, the College must offer a disbursement of the earned aid that was not received. This is called a post-withdrawal disbursement.

A post-withdrawal disbursement to the student for earned Title IV funds in excess of outstanding current (educationally related) charges must be made as soon as possible, but no later than, 45 days for grants, and as soon as possible, but no later than, 180 days for loans. The College's policy is to make post-withdrawal disbursements for grants within two weeks whenever it is possible to do so. Whenever possible, post-withdrawal disbursements for loans are made within two weeks of the deadline established for the student to accept or decline the loan portion of a post-withdrawal disbursement.

Institutional and student responsibilities under the R2T4 policy

The institution's responsibilities under the R2T4 policy include:

1. provide students with the information about the R2T4 policy;
2. identify students affected by this policy and complete the R2T4 calculation;
3. inform the student of the result of the R2T4 calculation and any balance owed to the College from the required return of unearned funds;
4. return any unearned funds to the applicable Title IV program(s);
5. notify the National Student Loan Data System (NSLDS) of the student's withdrawal date;
6. notify the student (or parent, as applicable) of eligibility for a post-withdrawal disbursement, if any.

The student's responsibilities under the R2T4 policy include:

1. review the R2T4 policy and understand how withdrawing from courses affects eligibility for Title IV aid;
2. adhere to the College's withdrawal policy and promptly notify the institution of intention to separate;
3. promptly pay any outstanding balance owed to Presentation College resulting from the required return of unearned Title IV aid;
4. pay all collections costs and attorney's fees that may be required to satisfy any balance that the student fails to promptly pay.

Sample R2T4 calculation

To review an example of how the R2T4 calculation affects a student who ceases attendance before the 60% point of the semester visit the financial aid pages on the College's website.

Return to Title IV Questions

The procedures and policies listed above are subject to change without advance notice as may be required by federal and institutional regulations. When the College makes updates, the new policy will be published as soon as is reasonably possible. Students are held to the most current published policy. The above policies and procedures are intended to provide an overview of a complicated and complex area of the Title IV regulations.

Students, parents, and others who have questions regarding the R2T4 calculation or general inquiries about the Title IV federal student aid programs should connect with any of the following resources for information:

PC's Financial Aid Office
 www.presentation.edu
 financialaid@presentation.edu
 1.605.229.8429

Federal Student Aid Information Center
 1.800.4.FEDAID (1.800.433.3243)
 TTY users may call 1.800.730.8913

Student Aid on the Web
<https://studentaid.ed.gov/sa/>

Minnesota Higher Education Services Office Refund Policy

If a student is receiving a Minnesota State Grant, Minnesota Child Care Grant, or Supplemental Education Loan Funds (SELF) the calculations are processed under the Minnesota Higher Education Services Office refund policy. Presentation College utilizes the Refund Calculation Worksheet provided by the Minnesota Officer of Higher Education in calculating any return of funds.

Student Financial Aid Programs

Financial aid awards are subject to availability of federal, state, and institutional funding. Often financial aid awards are made prior to the notice of actual federal, institutional, and state allocations. For this reason, all Federal Loans, Federal Supplemental Educational Opportunity Grants, Federal Work-Study, Minnesota State Grant and Minnesota Childcare Grant Programs, and forms of institutional aid awarded are subject to confirmation of final allocations and budget approval. Presentation College reserves the right to adjust award offers without prior notice to students, based on final allocation from federal and state governments and approval of the institutional budget.

INSTITUTIONAL SCHOLARSHIPS

Presentation College's institutional scholarships include:

- Merit Scholarships
- Athletic Scholarships
- Catholic High School Scholarships
- Scholar Dollars

Generally, institutional scholarship recipients must be enrolled full-time (12 credits or more at Presentation College) in an eligible program during each semester of receipt to qualify. Institutional scholarships are only available during the fall and spring semesters and are not offered during the summer semester.

Merit Scholarships

Merit scholarships are available for up to eight semesters of enrollment for the baccalaureate degree and up to four semesters for the associate degree. Students' eligibility for institutional scholarships is reduced to the number of semesters required for graduation when they have earned transfer credits that are applicable to their programs. When extenuating circumstances prevent students from completing their degree in the expected number of semesters of enrollment they may appeal for up to two additional semesters of eligibility (one semester for the associate degree). Students may submit an appeal letter and their documentation of extenuating circumstances to the Scholarship Committee. Students are awarded merit based upon residential or commuter status.

Athletic Scholarships

NAIA conference membership allows Presentation College to offer athletic scholarships. Students should contact the Athletic Department for more information.

Students may be eligible to receive pro-rated athletic scholarships when they enroll part-time during their final semester of enrollment prior to graduation.

Catholic High School Scholarship

Students who are enrolling at the College for the first time may be eligible for a Catholic High School Scholarship. Students who meet the eligibility criteria should notify a counselor in either the Admissions Office or the FAO.

In order to receive this scholarship, students must:

1. be a first time freshman. Transfer students do not qualify for this scholarship; and
2. have a high school grade point average (GPA) of 3.0 or higher on their official transcripts; and
3. enroll full-time in the Fall semester after high school graduation, which is defined as a minimum of 12 credits per semester; and
4. live on campus in the residence halls.

Eligible students may receive up to \$4,000 for the academic year (up to \$2,000 for the fall semester and up to \$2,000 for the spring semester). Continuing eligibility for this scholarship requires students to be full-time, maintain a 3.0 cumulative grade point average, and live on campus in the residence halls.

PC Scholar Dollars

Students are eligible to receive up to \$500 per semester match for competitive scholarships the student is awarded from organizations other than Presentation College. The maximum amount of Scholar Dollars that a student can receive per academic year is \$1,000. Funds from federal and state agencies are not included in the Scholar Dollars matching program. This scholarship is automatically awarded once scholarship funds are received at the College; the scholarship must be made payable to Presentation College on the student's behalf and delivered directly to the Advancement Office. Scholarships that are awarded or administered by Presentation College do not qualify for the Scholar Dollars matching program.

Thank You Notes

A portion of the institution's merit and athletic scholarships are made available through the generosity of donors to the College. If the funds to support the student's scholarship were provided by a donor the student is required to write a thank you letter and to attend a scholarship event. The Advancement Office will contact students who are required to write a thank you letter and to attend a scholarship event.

Presentation College Sibling and Family Discount

A family discount will be awarded when two, three, or four members of the student's immediate family attend Presentation College simultaneously. A 10% tuition discount will be awarded to the first and second family members. A 5% tuition discount will be awarded to the third and fourth family members. First-time students must notify a financial aid or admissions representative if another member of their immediate family will be attending the College during the same semesters that they are enrolling. Students are required to confirm the enrollment of the family member(s) for each subsequent semester with the business office. The College may require documentation of the familial relationship.

Other Scholarships and Grants

Hatterscheidt Scholarship

Scholarships are awarded by the Hatterscheidt Foundation to students who have a minimum cumulative GPA of 3.00, are residents of South Dakota, graduate from a South Dakota high school, and are in need of financial assistance.

Bishop Hoch Scholarship

Scholarships are awarded by the Diocese of Sioux Falls. The scholarship is available to active members of Catholic parishes located in eastern South Dakota.

Howard Memorial Grant

Grants are awarded by the Howard Memorial Grant Foundation to students demonstrating financial need*.

Ted and Lucylle Stehly Memorial Scholarship

Graduates of Frederick and Hecla High Schools, and Britton-Hecla High School are awarded scholarships of \$500 per semester while enrolled full-time at Presentation College. Please notify the FAO if you are a graduate of the Frederick or Hecla High Schools.

South Dakota Opportunity Scholarship

This scholarship, funded by the State of South Dakota, provides \$6,500 over four years to qualifying students who attend an eligible higher education institution in South Dakota. Students must be residents of South Dakota, have an ACT composite score of 24 or higher, complete high school course requirements commonly known as the Regents Scholar curriculum with no final grade below a "C", and earn a minimum cumulative high school GPA of 3.00. Application and additional information may be

found at <http://sdos.sdbor.edu> Eligible students receiving the South Dakota Opportunity Scholarship prior to Fall 2015 are awarded under the original funding structure of \$5,000 over four years.

Dakota Corps Scholarship Program

This scholarship is intended to provide free full-time tuition for South Dakota high school graduates pursuing a degree in a critical need occupation. Eligible programs at Presentation College include Nursing and Allied Health. The scholarship is renewable as long as students maintain eligibility requirements. Since Presentation College is required to cover a portion of the funding, a limited number of scholarships are awarded. This scholarship becomes a loan if students fail to fulfill the program requirements. Application and additional information may be found at <http://www.sdbor.edu/dakotacorps/welcome.htm>

***For a comprehensive listing of scholarships, visit <http://www.presentation.edu/tuition-aid/scholarships/>

FEDERAL AND STATE GRANT PROGRAMS

Federal Pell Grant

The purpose of the Pell Grant is to provide eligible students with a base of gift aid to help defray the costs of post-secondary education. The Pell Grant is an entitlement program administered by the federal government and the College's FAO. The amount students receive is based on the number of eligible credit hours in which they are enrolled, the student's expected family contribution (EFC)*, and the institution's cost of attendance (COA)*. Students may receive the Pell Grant until they earn their first baccalaureate degree (or the equivalent) or they have received the equivalent of twelve semesters of full-time eligibility, whichever occurs first. In very limited circumstances students who have earned a baccalaureate degree who are enrolled in certain teacher certification programs may be eligible for Pell Grant. Students are not required to repay the Pell Grant unless they failed to meet attendance and other eligibility criteria or made errors on the FAFSA that when corrected make them ineligible for this type of funding

Pell Grant eligibility for enrollment in the nursing programs

Students who enter the College's nursing program after previous enrollment at another institution should carefully monitor the aggregate amount that they have received from the Federal Pell Grant program. Nursing students should also carefully project the amount they have in remaining funding to determine if they have sufficient remaining Pell Grant to complete their program. Nursing students can monitor the annual and aggregate amounts that they have received from the Pell Grant program through the National Student Loan Data System at www.nslds.ed.gov

If you are a nursing student who received Pell Grant at one or more institutions prior to your enrollment at Presentation College, please visit the FAO for assistance in understanding your remaining eligibility.

Federal Iraq and Afghanistan Service Grant

The purpose of the Iraq and Afghanistan Service Grant is to provide money to college students to help pay their education expenses. Iraq and Afghanistan Service Grants have special eligibility criteria that include the following: you may be eligible to receive the Iraq and Afghanistan Service Grant if you are not eligible for a Federal Pell Grant on the basis of your expected family contribution (EFC)* but meet the remaining Federal Pell Grant eligibility criteria, and your parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, and you were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death. Students are not required to repay the Iraq and Afghanistan Service Grant unless they failed to meet attendance and other eligibility criteria or made errors on the FAFSA that when corrected make them ineligible for this type of funding.

Federal Supplemental Educational Opportunity Grant (FSEOG)

The purpose of the FSEOG program is to provide grants to students who demonstrate the highest financial need*. Grants are made to eligible students with priority given to students with a zero expected family contribution (EFC)*, who are Pell Grant recipients. FSEOG is available to students who have not earned their first baccalaureate degree or its equivalent. Students are not required to repay the FSEOG unless they failed to meet attendance and other eligibility criteria or made errors on the FAFSA that when corrected make them ineligible for this type of funding. Funds are limited and are generally awarded to the earliest applicants throughout the academic year.

Minnesota State Grant, Childcare Grant, and Indian Scholarship Programs

The Minnesota State Grant, Minnesota Childcare Grant, and Minnesota Indian Scholarship programs are awarded to students who meet Minnesota residency requirements and who will be enrolled as undergraduate students at the Fairmont, Minnesota,

campus. Among the eligibility requirements for the Minnesota State Grant program is enrollment for at least three credits during each semester of receipt. Among the eligibility requirements for the Minnesota State Childcare program is enrollment for at least six credits during each semester of receipt. Among the eligibility requirements for the Minnesota Indian Scholarship program is enrollment for at least nine credits during each semester of receipt. Award amount varies according to the number of credits enrolled, the student's expected family contribution (EFC)*, program of study, and funding levels. Students must apply annually by submitting the FAFSA* and the appropriate grant application.

STUDENT EMPLOYMENT PROGRAMS

Federal Work-Study (FWS)

Federal Work-Study is designed to stimulate and promote the part-time employment of students at the College who are in need of earnings to assist them in meeting their educational expenses. The FWS program is available to undergraduate students who show a demonstrated need* documented through analysis of the information on their FAFSAs*.

Students who wish to participate in the FWS program should review the list of available job opportunities on the College's website. The student should then contact the applicable supervisor for an interview. If the student is selected for employment and was not awarded FWS, the supervisor is required to contact the FAO to confirm whether or not the student is eligible for FWS. If the student is eligible for FWS, that form of assistance will be added to the student's financial aid award. Employed students are paid once per month through the Business Office based upon hours worked.

America Reads/America Counts Work-Study

Students who enjoy working with elementary and toddler-aged children may be eligible to participate in the America Reads/America Counts tutoring program. Tutors work with children who need additional help in reading or math. Students must be awarded Federal Work-Study funds to qualify for this program.

Institutional Work-Study

Institutional Work-Study is a part-time employment program funded by the College. The Institutional Work-Study Program follows the guidelines set forth above for the Federal Work-Study Program, except that institutional work-study is not need-based. Funding is limited.

Summer Work-Study

The College has a summer work program. Students can apply by contacting the Coordinator of Student Housing at 1-800-437-6060.

Minnesota State Work-Study

Minnesota State Work-Study is a part-time employment program sponsored by the State of Minnesota. It is awarded to students attending the Fairmont, Minnesota, campus, who meet the residency requirements for the State of Minnesota and demonstrate financial need*. The Minnesota State Work-Study Program follows the guidelines set forth above for the Federal Work-Study Program.

LOAN PROGRAMS

Federal Subsidized and Unsubsidized Direct Loan Program

The purpose of the Federal Direct Loan Program is to make low-interest, long-term loans to students to assist them in meeting their educational expenses.

First-time Federal Direct Loan borrowers are required to complete the Master Promissory Note (MPN)* and entrance loan counseling prior to disbursement of funds. Once a student has completed the MPN, the Note is valid for ten years so long as it is used within the first year after it is signed. Students must be enrolled at least half-time (six credit hours) in an eligible program to receive the funds from the Direct Loan Program. Students who are enrolled but are in less than six eligible credits at the time of disbursement are not eligible to receive Direct Loan funds. Repayment generally begins six months after students graduate or drop below half-time (six credits) enrollment in an eligible program. Generally, borrowers may take up to 10 years (or more) to repay their federal student loans.

Federal Direct Subsidized Loan

The Federal Direct Subsidized Loan is available to students who qualify based on their financial need*. Students who qualify for subsidized loan funds are not required to make interest payments during in-school, deferment and grace periods. Students who qualify for unsubsidized loan funds are required to make interest payments during in-school, deferment and grace periods. Students who qualify for unsubsidized loan funds may elect to capitalize their interest during in-school, deferment and grace periods.

Otherwise, the same application processes, terms and conditions apply to both the subsidized and unsubsidized loan programs. After graduation or cessation of half-time enrollment students are required to make payments on both the principle borrowed and interest as it accrues on their subsidized (and unsubsidized) loans.

Federal Direct Unsubsidized Loan

The Federal Direct Unsubsidized Loan is available to students who do not qualify for the Federal Direct Subsidized Loan based on their financial need*.

The same application processes, terms and conditions apply to both the subsidized and unsubsidized loan programs, except that unsubsidized loans require payment of interest during in-school and grace periods. Borrowers are required to begin making interest payments on unsubsidized loans while they are still enrolled. Students may elect to capitalize the interest on their unsubsidized loans; however, this adds to the cost of borrowing. If they can afford to do so, students should make interest payments on their unsubsidized loans to keep the principle amount borrowed as low as possible. After graduation or cessation of half-time enrollment students are required to make payments on both the principle borrowed and interest as it accrues (as well as any accumulated capitalized interest) on their unsubsidized loans.

Dependent students whose parents are not approved for a Direct PLUS Loan due to adverse credit history, may be able to receive additional unsubsidized direct loan funds.

The following chart from <https://studentaid.ed.gov/sa/types/loans/subsidized-unsubsidized> shows the annual and aggregate limits for subsidized and unsubsidized loans. The student loans website is an excellent source of information about the federal loan programs.

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500—No more than \$3,500 of this amount may be in subsidized loans.	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500—No more than \$4,500 of this amount may be in subsidized loans.	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500—No more than \$5,500 of this amount may be in subsidized loans.	\$12,500—No more than \$5,500 of this amount may be in subsidized loans.
Subsidized and Unsubsidized Aggregate Loan Limit	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates—No more than \$23,000 of this amount may be in subsidized loans.

- The aggregate loan limits include any subsidized Federal loans and unsubsidized Federal loans from both the Federal Family Education Loan and Direct Loan programs.
- If a student's grade level changes during the academic year and this results in additional direct loan eligibility, the student must submit a written request to the FAO for the additional funds.

Direct Loan eligibility during enrollment in an associate degree program

Most of the College's associate degree programs are designed to be completed in two years. Students who are enrolled in an associate degree program are eligible to receive as a maximum the loan amount for sophomores. Students are not eligible to exceed the annual sophomore loan level during any academic year even when they enroll for more than two years to complete any associate degree program.

Simultaneous enrollment

Students who are simultaneously enrolled in any combination of associate and/or baccalaureate degree programs are typically eligible to receive Direct Loan funds at the grade level for which they qualify in the program that has the longest length. For example, a student who is simultaneously enrolled in associate and baccalaureate degree programs and has reached the junior grade level in the baccalaureate program is likely eligible for a junior level loan, even though the associate is a two-year program.

Changes in type of program

Students who are enrolled in a baccalaureate degree program and change to an associate program may decrease the amount of their eligibility for Direct Loan funds. For example, if a student is enrolled in a baccalaureate degree program in the fall semester and has earned sufficient credits to place him at the junior grade level and changes to an associate program in the spring, his loan eligibility will decrease to the freshman or sophomore level depending on the student's academic progression in the associate program. In this scenario a portion of the student's loan for the spring semester must be cancelled and cannot be disbursed.

Direct Loan eligibility for enrollment in the nursing programs

Students who enter the College's nursing programs after previous enrollment at another institution should carefully monitor the aggregate amount that they have borrowed. Nursing students should also carefully project the amount that they anticipate they will borrow to complete their program to determine if they have sufficient remaining eligibility in Direct Loan funding. Nursing students can monitor their annual and aggregate amounts borrowed from the federal student loan programs through the National Student Loan Data System at www.nslds.ed.gov

If you are a nursing student who borrowed at one or more institutions prior to your enrollment at Presentation College, please visit the FAO for assistance in understanding your remaining loan eligibility.

Loan Proration for graduating students

The FAO is required to prorate loan eligibility for those students who will graduate, or complete, their programs after one semester of enrollment during the academic year. For example, if a student will graduate at the end of the fall semester, the FAO is required to prorate her loan eligibility. The maximum that a student who enrolls for twelve credits is eligible to borrow is generally one-half of the annual amount for which she is otherwise eligible. Students who enroll for six or more but less than twelve credits are eligible for less than half of the annual maximum amount of loan funds.

If you will graduate after attending only one semester in an academic year, please visit the FAO for assistance in understanding your remaining loan eligibility.

Monitoring annual and aggregate amounts borrowed

Students who have borrowed from any of the federal student loan programs can monitor their annual disbursements and aggregate amounts by logging into the National Student Loan Data System at www.nslds.ed.gov

Changes in your program, number of credits, and your prior borrowing history can significantly alter your eligibility for funding from the Direct Loan program. If you have questions about the aggregate or annual amounts that you have borrowed or are considering changes in your enrollment or program please visit the FAO for assistance in understanding your status.

Direct Parent Loan for Undergraduate Students (PLUS)

The Direct PLUS program is available to credit-worthy parents of undergraduate dependent students. The parents of independent students are not eligible to borrow from the PLUS program for the student. The amount of loan eligibility is determined by the cost of attendance (COA)* minus the financial aid (including student loans) already awarded. The students must be enrolled at least half-time (six credit hours) for the parent to be eligible for the PLUS program. A parent must complete the Direct PLUS Loan Application and Master Promissory Note (MPN)* and submit authorization for a credit check.

Dependent students whose parents are not approved for a Direct PLUS Loan due to adverse credit history may be able to receive additional unsubsidized Direct loan funds.

Graduate PLUS Loan

The Graduate PLUS loan program is available to credit-worthy graduate level students. The amount of loan eligibility is determined by the cost of attendance (COA)* minus the financial aid (including student loans) already awarded. The students must be enrolled at least half-time (five graduate credit hours) to be eligible for the PLUS program. The student must complete

the Graduate PLUS Loan Application, Master Promissory Note (MPN)*, Graduate PLUS Loan Entrance Counseling, and submit authorization for a credit check.

Nursing Education Assistance Loan Program

The 1998 South Dakota Legislature authorized this loan program to provide financial assistance to qualified South Dakota residents who are admitted to a nursing program. The number and amount of each loan will be determined annually by the South Dakota Board of Nursing but may not exceed \$1,000 per full academic year. Student borrowers may elect to repay the loan either by employment in nursing in South Dakota at a conversion rate of \$1 per hour or monetary payments within the required time period of five years. Applications are available at doh.sd.gov/boards/nursing/loan.aspx

Alternative Loans

Information on alternative loans is available on the Presentation College website at www.presentation.edu/tuition-aid. Alternative loans may be an option for qualifying students (and parents) who are in need of additional resources to cover education-related expenses. Typically alternative loans require that the borrower have a good credit history and may have minimum income levels as well as a maximum debt-to-income ratio. Students and/or parents may borrow up to the remaining cost of attendance * for the student's education. Students have the right to select a lender of their choice.

FEDERAL FINANCIAL AID SATISFACTORY ACADEMIC PROGRESS POLICY

Presentation College (PC) has established the following policy and procedure to define and administer Satisfactory Academic Progress (SAP) for those students who are recipients of Title IV* (or federal) funding, as well as several other types of financial assistance administered by the College. All recipients of Title IV* funding are governed by this policy as specified below. The SAP policy is in accordance with and references the language from regulations, CFR 34, Section 668.16, promulgated under the Higher Education Act of 1965 (HEA), as amended. The College adheres to federal policy, as set forth in HEA in the administration of SAP for Title IV* recipients, in all respects.

The College has also established academic standards apart from the SAP policy that govern all students including those who are not Title IV* recipients. HEA requires that, to demonstrate administrative capability, an institution must have a SAP policy that is equivalent to or stricter for Title IV* recipients than the standards for students enrolled in the same educational program who are not receiving federal aid. Students who are Title IV* aid recipients are also subject to all of the College's academic policies and must meet those standards in addition to the minimum federal policies detailed below. In those instances when the College's academic policies are stricter than the minimum SAP standard, students are subject to the College's academic policy for receipt, continuation or reinstatement of their Title IV (p. 29)* financial aid. Thus, PC's SAP policy is stricter for Title IV* recipients than it is for those students who are not receiving federal aid. For additional information about the College's academic progress policies that govern all students please read that section of the catalog.

The SAP policy applies to the following types of Title IV* aid:

- Federal Pell Grant
- Federal Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Loans (Subsidized and Unsubsidized)
- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Graduate PLUS Loan

The SAP policy also applies to several other types of financial aid that are administered by the College which may include, but not be limited to, institutional aid, Minnesota state grants and work study, and scholarships (which may require a higher grade point average than the minimum in the SAP policy). Academic progress (and other) requirements for non-Title IV* aid are described in the eligibility criteria for those forms of assistance.

Components of Presentation College's SAP Policy

The quantitative and qualitative standards listed below are used to evaluate the cumulative results of all periods of students' enrollment, including those semesters or payment periods during which they did not receive Title IV* funds or other types of financial assistance. Thus, a student who has not previously received Title IV* aid may be ineligible to do so at initial application.

The numbers that result from the qualitative and quantitative calculations for SAP are not rounded. Thus, the student's GPA and rate of completion must be equal to or above the minimums cited below without rounding.

1. **Frequency of evaluation:** HEA requires that an institution evaluate SAP at least annually for programs that are longer than one year and every payment period for programs of one year or less. PC evaluates all components of SAP at the end of each academic year which corresponds to the end of the spring semester. Students who fail to meet the College's academic progress policy are reviewed at any time during the academic year for financial aid eligibility if they appeal their academic suspension and are permitted to return to the College.

All students who submit the Free Application for Federal Student Aid (FAFSA*), as well as those who receive any type of Title IV* financial assistance, are evaluated for SAP annually. Transfer students and those who are returning to the College after a hiatus are evaluated upon entry (or reentry), whether or not that point in time is at the end of the academic year. Financial aid recipients and applicants (upon submission of the FAFSA) who are found not to be in satisfactory academic standing will be notified. Students can also check their eligibility status by logging into the student portal.

When a change of grade is submitted subsequent to the SAP evaluation, PC will recalculate the student's SAP status using that new information.

2. **Qualitative component:** PC uses the student's grade point average (GPA) to measure qualitative progress. To meet this standard, Title IV* recipients are required to achieve and maintain a minimum cumulative 2.00 GPA for undergraduate programs of study and a minimum cumulative 3.00 GPA for graduate programs of study, which is consistent with PC's graduation requirements for most programs. If the Title IV* recipient is enrolled in a program that requires a higher GPA (usually 2.50 for undergraduate programs of study) the student must meet the program GPA in order to maintain eligibility for financial aid. When the GPA required by the program is higher than the SAP GPA, students will be considered to have met the SAP qualitative standard so long as they are eligible to continue in the program and their cumulative GPA is 2.00 or higher for undergraduate programs of study and 3.00 or higher for graduate programs of study. The cumulative GPA that PC uses to evaluate the student's SAP status is calculated based upon all courses that have been attempted, excluding those that are developmental, audited, or have no quality points associated with the course. Courses that have been repeated will have the highest grade earned calculated into the SAP GPA. The SAP GPA also includes grades for courses that have been forgiven under the College's academic forgiveness policy. Thus, the GPA used to evaluate SAP may be different from the student's GPA on the academic transcript.

3. **Quantitative component (maximum timeframe and pace of completion):** HEA requires a quantitative component that evaluates the maximum timeframe in which students must complete their educational program and a pace of completion that ensures they will complete the program within the timeframe. PC requires that all financial aid recipients successfully complete a cumulative minimum of 67% of the credits that they attempt. Successful completion for this standard is defined as earning a grade of A, B, C, D, P or S (and any pluses or minuses assigned to the letter grade). Undergraduate financial aid recipients must also complete their program within 150% of the published length required for their program of study. Graduate students must complete their program within six years from the start of their program per academic requirements. The SAP quantitative calculation is based upon all courses that the students has attempted, including those that are developmental; the calculation also includes grades for courses that have been repeated or forgiven under the College's academic forgiveness policy.

4. **ESL and developmental courses:** Students may attempt a maximum of 30 credits of ESL and/or developmental coursework, during which time they may or may not be Title IV* recipients, prior to becoming ineligible for such funds during future attempts. Developmental and ESL courses are included in the quantitative assessments of SAP.

5. **Changes of program:** Students are permitted to make changes to their program in accordance with their academic goals. So long as students are meeting all other SAP standards, changes of program alone will not disqualify them for Title IV* eligibility. After a change of program, the student's next scheduled SAP evaluation will include all previously attempted courses. The student's cumulative credits for this standard are the total of all courses attempted at PC combined with all transfer credits. Students who reach (or will reach) 150% of the length of their programs (below) and who are otherwise in satisfactory standing, may request a recalculation of their maximum timeframe based upon only those credits that are applicable to their degree.

6. **Additional degrees:** Students who seek additional degrees are treated in the same way as those who change their programs (as above). After the completion of the first degree (at PC or elsewhere), the next scheduled SAP evaluation will include all previously attempted courses. The student's cumulative credits for this standard are the total of all courses attempted at PC combined with all transfer credits.

Students become ineligible for Title IV* aid when it becomes mathematically impossible to complete the program within 150% of the published length required for their program of study, even when the student has not yet reached 150%.

- Students who are enrolled to complete an eligible associate degree are eligible, but not guaranteed, to receive Title IV* for up to 150% of the published length required to complete the associate degree.

- Students who are enrolled to complete an eligible baccalaureate degree are eligible, but not guaranteed, to receive Title IV* for up to 150% of the published length required to complete the baccalaureate degree.

Thus, the Title IV* recipient is subject to the limitation of 150% of the published length required by the degree being sought.

7. **Course incompletes, withdrawals and WF grades:** Successful completion of coursework is defined as earning a grade of A, B, C, D, P or S (and any pluses or minuses assigned to the letter grade) at PC. All other grades including I (Incomplete), F, U, WF and W (Withdrawn) are defined as unsuccessful completion. Accordingly, all courses having grades of I, F, U, WF and W count as the applicable credits attempted and count as zero credits earned in the SAP calculation. The grades of F, I and WF additionally count as zero quality points when the qualitative SAP standard is assessed. Grades of P, S, U and W are not counted when the qualitative SAP standard is assessed. Grades of P, S, U and W do not carry any quality points.

Students who have grades of Incomplete (I) and who are, as a result, in unsatisfactory standing, will have their SAP status recalculated when those grades are later reported as an A, B, C, D, P or S (and any pluses or minuses assigned to the letter grade). Students who receive other grade changes will also have their SAP status recalculated. Students who achieve satisfactory standing as the result of a grade recalculation will be evaluated for reinstatement of financial aid so long as the end of the same academic year has not occurred and all other eligibility criteria are met.

8. **Course repetitions:** Under HEA regulations, Title IV* recipients are permitted to repeat a course in which they previously earned only failing grades (F, U, WF and W) without a limit, except as imposed by the SAP and College academic standards. Once a student has earned a grade of A, B, C, D, S or P (and any pluses or minuses assigned to the letter grade) one repeat of the course is permitted to be counted toward calculating Title IV* aid eligibility for any payment period or semester. All subsequent attempts of that course, even those required by the College, are ineligible for Title IV* funding.

Course repetitions are counted in the evaluation of the qualitative standard by using the highest grade earned. All course repetitions are counted in the quantitative SAP standard.

9. **Transfer Credits:** HEA regulations require that, at a minimum, transfer credits that are applicable toward the student's current program must count as both attempted and completed hours. PC counts all transfer credits as both attempted and completed hours when evaluating the quantitative SAP standard.

10. **Financial aid warning semester:** Students must meet all of the SAP standards to be considered in satisfactory academic standing. The College does not issue a formal warning semester. Students are advised that if they are found to not be in satisfactory academic standing at the end of the academic year they are immediately ineligible for Title IV* financial aid for the subsequent semester.

Students who fail to reach all of the SAP standards and are therefore not in satisfactory academic standing are ineligible to receive further Title IV* funding, unless they have submitted an appeal (as below) which is approved. Students who submit an appeal, which is approved, will be placed on probation and required to follow an academic improvement (AIP) plan.

11. **Financial aid probation:** Students who fail to reach all of the SAP standards and are therefore not in satisfactory academic standing are only eligible to receive further Title IV* funding if they submit an appeal (as below) which is approved. Students who fail to reach all of the SAP standards after the probationary semester are also not in satisfactory academic standing and are ineligible to receive further Title IV* funding, unless they have submitted an appeal (as below) which is approved. Students who submit an appeal that is approved will be placed on probation and must continue to follow their academic plan. During any probationary semester the student must meet the SAP standards based upon their term GPA and term rate of credit accumulation. Students are also required to meet the College's academic standards during any probationary semester.

12. **SAP appeals:** HEA regulations allow but do not require an institution to permit students who are not in satisfactory academic standing to appeal their status in order to receive Title IV* funds. PC permits such appeals. Title IV* applicants and recipients, who are not in satisfactory academic standing, may appeal their status by accessing the College's SAP appeal process as described on the website. All students, except those who are eligible to request a recalculation of their SAP status, who submit an appeal must also include a completed academic plan. In order to develop the academic plan, the student must meet with an advisor and adhere to all associated requirements. If the appeal has been approved, the student must adhere to the associated academic plan. The FAO will review the student's progress at the end of the probationary semester to determine if the terms of the academic improvement plan (AIP) have been met.

Students who wish to change their academic plan must appeal to do so. Students who wish to appeal to change their academic plan should submit a letter to the FAO. In the appeal, the student must explain what has happened to make

the change necessary and how academic progress can be achieved. The appeal letter should be accompanied by appropriate documentation.

Students who wish to appeal must submit the SAP appeal form along with appropriate documentation to the FAO for evaluation. Students are responsible for developing and composing their own SAP appeals. SAP appeals that were completed by anyone other than the student are not acceptable and will be rejected. The FAO will respond to the appeal in writing by Presentation College email, and US Postal mail to the billing address, usually within two weeks of receiving the complete appeal. Students may contact the FAO to request the SAP appeal form and instructions.

As required, PC reviews progress at the end of the semester for those students on probation, to determine if the student is meeting the requirements of the academic plan. If the student is meeting the requirements of the academic plan, the student is eligible to receive Title IV* aid so long as the student continues to meet those requirements. Students who experience extenuating circumstances, that were reasonably unforeseeable at the beginning of the semester and that are beyond the student's control, may appeal. The circumstances that are cited in the appeal must be timely to the semester of enrollment during which the academic difficulty occurred. These extenuating circumstances must have been sufficiently disruptive that the student was prevented from continued enrollment and/or successful completion of the semester and meeting of the SAP standards.

Students who are otherwise in good academic standing but who have exceeded 150% of the published length required for their degree and who have changed their program of study no more than four times may appeal based solely upon their change of program without presenting extenuating circumstances. Such students may request that their SAP status is recalculated based only on those credits which are applicable to their current program of study. Students who have failed one or more of the SAP standards and have changed their program more than four times are required to present and document extenuating circumstances with their appeal.

Circumstances such as difficulty adjusting to college, time management issues, failure to balance social life against academic workload requirements, prioritization of other activities above coursework and inability to afford enrollment expenses in the absence of financial aid are not alone sufficient to qualify as extenuating.

Documented extenuating circumstances might include, but are not limited to:

- student's major illness or injury
- major illness or injury in the student's immediate family
- student's spouse's major illness or injury
- student's loss of employment
- student's parent's loss of employment
- student's spouse's loss of employment
- student's separation or divorce
- student's parent's separation or divorce
- death in the student's immediate family
- student's spouse's death
- student's deployment to active duty
- student's spouse's deployment to active duty
- student's parent's deployment to active duty
- natural disaster affecting the student
- natural disaster affecting the student's parent(s)
- natural disaster affecting the student's spouse

All SAP appeals will be evaluated by the SAP appeals committee or its designee. As noted in the instructions that accompany the SAP appeal process, the student must document all extenuating circumstances, explain changes that will allow for academic success during future enrollment, and must submit an advisor-approved academic plan.

Documentation typically consists of provider confirmation of injury or illness, an employer's separation letter, police incident or accident report, attorney's letter, divorce decree, deployment orders, obituary or death certificate as applicable; however, the SAP appeals committee or its designee solely determines the sufficiency of documentation in accordance with the circumstance(s) presented.

If a SAP appeal is approved for a student who does not enroll for the next scheduled semester, the approval is subject to submission to the SAP appeals committee for reevaluation. If the SAP appeals committee confirms that the approval is still valid the student is eligible to receive financial aid so long as all other eligibility criteria are met. If the SAP

appeals committee determines that the approval is not valid the student is ineligible for any financial aid that is governed by the SAP policy.

13. **Reestablishing eligibility for Title IV* aid:** Students who choose not to appeal, or whose appeals are not approved, may be able to reestablish eligibility for Title IV* aid. Such students may (if they are otherwise eligible) continue to enroll for courses at the College at their own expense until they have met all of the SAP standards that are applicable for Title IV* aid receipt. Neither paying for one's classes nor sitting out for a term affects a student's academic progress standing, so neither (alone or together) is sufficient to reestablish aid eligibility if the student has not met all SAP standards.

14. **Satisfactory Academic Progress definitions:**

Appeal: The process by which a student who is not meeting SAP standards petitions PC based upon extenuating circumstances for reconsideration of eligibility for financial aid funds.

Financial aid probation semester: The status PC assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid is reinstated for one payment period or semester. During any probationary semester the student must meet the SAP standards based upon their term GPA and term rate of credit accumulation.

Maximum timeframe: For an undergraduate program measured in credit hours, the maximum timeframe is a period no longer than 150% of the published length of the program. Students become ineligible for Title IV* aid when it becomes mathematically impossible to complete the program within 150% of the length of the program, even when the student has not reached 150%. Graduate students have exceeded their maximum timeframe when they have not completed their program within the six year program limit.

Payment Period: The definition of a payment period applies to all FSA programs except FWS. The common definition is integral to requirements for the administration of FSA funds in that FSA program disbursements (except FWS payments) must be made on a payment period basis, and a student's satisfactory academic progress (SAP) evaluation is required to correspond with the end of a payment period. At Presentation College a payment period is equivalent to a semester.

Minnesota State Programs Satisfactory Academic Progress Policy

Students who receive Minnesota State Grant, Minnesota Postsecondary Child Care Grant, Minnesota Indian Scholarship, and Minnesota Work-study are subject to the Federal Financial Aid Satisfactory Academic Progress Policy (SAP) requirements as outlined in the College Catalog in order to maintain eligibility to receive these funds. Students who fails to meet the SAP standards will be disqualified from further Minnesota State financial aid funding.

Glossary of terms used in the financial aid section

Award Letter

The College updates information in the students' portal as the method of notifying financial aid applicants of the financial aid assistance offered. These updates are considered an electronic award letter. The paper or electronic award letter provides information on the types and amounts of financial aid offered, as well as specific program information, student responsibilities, and the conditions which govern the award. Students are considered to have accepted all aid amounts that they do not decline. Students should decline those forms of aid that they do not wish to receive.

Cost of Attendance (COA)

The COA (or student's budget) is the total estimated amount it will cost the student to attend Presentation College for one academic year consisting of the fall and spring semesters. The COA for those students who enroll for three semesters (fall, spring and summer) during the academic year is increased so that it also includes the estimated costs for the summer term. The COA includes tuition and fees; room and board (or a housing and food allowance); and allowances for books, supplies, transportation, loan fees, and dependent care. It also includes miscellaneous and personal expenses; may include an allowance for the rental or purchase of a personal computer; costs related to a disability; and reasonable costs for eligible study-abroad programs. Contact the FAO at PC if you have any unusual educationally-related expenses that might affect your COA.

The College's COAs for full-time and half-time students are detailed on the website in the financial aid pages. Full-time is defined as enrollment for twelve or more credits per semester. Half-time is defined as enrollment for six to eight credits per semester. The College also calculates a prorated COA for students who enroll three-quarter-time (nine to eleven credits) and less-than half-time (five credits or less) per semester. For students attending less than half-time, the COA includes tuition and fees, an allowance for books, supplies and transportation; room and board expenses are not included. Students who enroll on a

less-than half-time basis are not eligible for federal Direct loans, thus loan fees are not included in the COA for this enrollment status. If a less-than-half-time student applies for and is eligible to receive an alternative loan the COA can be adjusted.

Expected Family Contribution (EFC)

This is the number that is used to determine the student's eligibility for federal student financial aid. This number results from the analysis of the financial information the student provides on the FAFSA*. The EFC is reported to the student on the Student Aid Report (SAR).

Free Application for Federal Student Aid (FAFSA)

The application that is used to apply for federal student aid, such as federal grants, loans, and work-study. The FAFSA must be filed for each year of enrollment. The College's FAFSA priority deadline is March 1.

Master Promissory Note (MPN)

The MPN is a binding legal document that the student (or parent) borrower must sign in order to apply for a federal student (or parent) loan. The MPN can be used to make one or more loans for one or more academic years (usually up to 10 years). It lists the terms and conditions under which the student (or parent) agrees to repay the loan and explains the rights and responsibilities of the borrower. It is important to read and save the MPN to refer to it later when loan repayment begins or at other times to access information about provisions of the loan, such as deferments or forbearances.

Need

Financial need is the number that results when the student's EFC is subtracted from the COA. In the following example the student's estimated cost for tuition, fees, books, housing, meals and personal expenses totals \$30,000 for one academic year.

	\$30,000	COA
-	\$ 5,820	EFC
=	\$24,180	Need

In this example the student is eligible for a maximum of \$24,180 in financial aid that is based upon need.

Return to Title IV (R2T4)

When students stop attending all of their classes and are no longer participating in any academically-related activities the College is required to determine if the student is eligible to retain or to receive any Title IV* financial aid. Federal regulations require the College to use a calculation called R2T4 to determine the percentage of financial aid the student has earned as well as the amount that is unearned. The calculation is based upon the number of days that the student attended as a percentage of the days in the term.

Once students have begun to attend approved classes they begin to incrementally earn their Title IV* financial aid (if they are otherwise eligible). Prior to the 60% point of the semester students earn a percentage of aid that increases with each day of attendance. After the 60% point of the semester students are considered to have earned 100% of their Title IV* financial aid.

When students fail to attend their classes they could leave the College owing money because their charges for tuition, fees, the suites, and meal plan are higher than the amount of financial aid that they have earned. Students are advised to meet with a staff member in the business or FAO to discuss the financial consequences of dropping out or withdrawing from the College before doing so.

Title IV

Title IV* financial aid is also called federal financial aid. The Title IV* programs were created with the passage of the Higher Education Act in 1965. All Presentation College campuses participate in these Title IV* programs: Pell Grant, Iraq and Afghanistan Service Grant, and Supplemental Educational Opportunity Grant (SEOG) programs; Direct Loans (for students and parents); and Federal Work-Study (FWS). The College also offers state and institutional scholarships and grants. To apply for Title IV* aid, students must file the FAFSA for each year of college.

Presentation College reserves the right to update and change these and all other financial aid policies as may be required by federal, state and institutional regulations at any time and without prior notice.

TUITION AND FEES

Tuition and fees for the academic year may be found at <http://www.presentation.edu/aberdeen/tuition-aid/>

Student Billing Statement, Balance Due and Refund of Credit Balance

Once a student has registered at Presentation College, the student's billing information can be viewed online through the Student Portal. The billing statement on the Student Portal will detail what costs will be incurred for that semester, along with any payments made and pending financial aid that will be applied to the balance. Any changes to students' schedules may generate a change in billing and financial aid. It is the students' responsibility to check their ledger periodically throughout the semester.

All students are required to sign a Payment Agreement and Initial Disclosure form each year. The form is available online at www.presentation.edu/tuition-aid/tuition-fees/ and must be submitted once per year. Failure to complete this form will result in a HOLD being placed on your student account and will prevent future registration or release of transcripts. The Payment Agreement and Initial disclosure document contains the official explanation of the College's payment policies.

Students are expected to pay any balance due to the College prior to the first day of each term. The balance due is calculated based on the term charges less payments made to date and less the pending financial aid shown on the statement.

Financial aid will be posted to students' accounts within three (3) days of receipt of the funds from the U.S. Department of Education. If a student's payments, including financial aid, exceed the charges shown on the statement, the student will have a credit balance and will be issued a refund within 14 days of the date financial aid funds are received by the College. Refer to the website for the dates refund checks will be processed each semester. Students are encouraged to complete a form for automatic deposit of their refund checks in order to receive the refund as quickly as possible. Refunds not made by automatic deposit will be mailed to the student's billing address of record.

Payment Plans

Presentation College offers the benefit of a monthly payment plan. Payment amounts will vary based on the student's balance due.

Students interested in using a payment plan should contact the Business Office for additional information or refer to the website.

Late Fees

A late payment fee of \$50 per month may be assessed on unpaid accounts, including accounts not settled by the first day of class, unpaid accounts as of the first of each month, and delinquent payments on monthly payment plans.

Unpaid Accounts and Business Holds

Students with unpaid balances who have not made payment arrangements with the College will have a HOLD placed on their account. A HOLD means the College will not issue degrees, transcripts, employment placement credentials, financial aid, final grade reports, or statements of honorable dismissal. Students are also not permitted to register for subsequent terms once a HOLD has been placed on an account.

If students fail to pay any balance due at the specified time, they may be administratively withdrawn from the College. Delinquent accounts may be transferred to a collection agency and fees for this service will be added to students' accounts.

Students with unpaid balances who have not made payment arrangements with the College may have their Moodle access **suspended**. A suspension will remain on the student's account until the balance is paid in full or a payment plan has been agreed upon. If payment in full or a payment plan are not completed within 5 days of the suspension, the student may be administratively withdrawn from courses.

Institutional Refund Policy - Withdrawal

Withdrawing from a course (within the publicized add/drop refund period)

Students who wish to withdraw from a registered course and receive a tuition/fees adjustment must initiate the necessary process with their academic advisor. In some cases, financial aid that has been awarded or disbursed to the student may require adjustment.

Withdrawing from a course (after the publicized deadline for a refund)

Students who wish to withdraw from a scheduled course after the publicized add/drop period must complete the necessary process with their academic advisor. In some cases, financial aid that has been awarded or disbursed to the student may require adjustment.

Withdrawal from College

Students who wish to withdraw from the College must contact their academic advisor or the Registrar's Office.

When students officially withdraw from the College or stop attending all of their classes during the early weeks of the semester, they may be eligible to be assessed only a percentage of costs assessed for the semester; they may also be eligible to retain a percentage of their federal, state and institutional financial aid to assist them with the payment of their costs due to the College.

Students must officially withdraw by using the appropriate forms and completing the withdrawal process. When students complete the official withdrawal process, the date on which the withdrawal form is received is used to determine the percentage of tuition and other account charges the College will assess. Students who wish to withdraw from the College should contact their advisor or the Registrar's Office and complete the official withdrawal process.

When it is not possible for students to complete the official withdrawal process or they stop attending their classes without providing notice, the College will determine their withdrawal date once the College becomes aware that a student is no longer attending classes.

For students withdrawing during the Summer 2018 semester, Fall 2018 semester, and Spring 2019 semester, the College performs a prorated calculation of tuition and some fees. Book expenses may or may not be pro-rated, depending on the source of funds used to purchase the books.

The following account charges are eligible for proration for Summer 2018, Fall 2018 and Spring 2019 ("COSTS ELIGIBLE FOR PRORATION"):

Tuition	IT fee
Program fees	Online per hour fee
Housing charge (cost per day calculation)	Meal plan (actual meals used)

The following account charges are not eligible for proration and are assessed at 100%:

Course fees	Disciplinary fines
New student fee	Housing fines
Books purchased in the online Bookstore	Library fines
Supplies purchased in the Saints Stop	Clinical makeup fees
Laptop if purchased from the College	Challenge exam fees
Parking fines	Transcript fees

**All institutional aid will be awarded according to the Proration Dates listed below.*

Proration Dates

FALL 2018

Before September 11, 2018	100%
September 12 to September 18, 2018	75%
September 19 to September 26, 2018	50%
September 27 to October 2, 2018	25%
October 3, 2018 and beyond	No proration

SPRING 2019

Before January 18, 2019	100%
January 19 to January 25, 2019	75%
January 26 to February 1, 2019	50%
February 2 to February 8, 2019	25%
February 9 and beyond	No proration

SUMMER 2019

Summer withdrawal dates and refund percentages may vary by session. Please consult the website for exact dates and amounts.

Students who had added non-mandatory meal plan dollars to their account will receive a refund of the balance on their account. This applies only to non-mandatory meal plan dollars.

For students who fail to complete the official withdrawal process, Presentation College will determine the date of withdrawal once the College becomes aware that a student is no longer attending classes. If an amount owed is generated as a result of the calculation, the payment must be received or repayment arrangements must be made within 30 days of notification of the withdrawal date or the student's account will be considered delinquent.

The financial aid office performs a calculation of return of Title IV funds that is separate from the College refund calculation. That policy is in the financial aid office section of the College Catalog.

Deposits

The College will retain any deposits that have been paid to the student's account to satisfy the amount due. Deposits are only refunded if the student's account reflects a credit balance.

Active Duty Policy

Refer to the institutional policy on students called to active duty under Academic Policies, Active Duty (p. 57).

CAMPUS LIFE

STUDENT AFFAIRS

Student Interests

Presentation College offers and recommends participation in the student organizations offered at the College. There are a variety of clubs and activities to meet the academic, professional, social, religious, and recreational interests of students.

Refer to the Student Handbook for a complete listing of the academic organizations, student organizations, campus ministry, and student activities.

Intercollegiate Athletics – Men's and Women's

Presentation College is a member of the National Association of Intercollegiate Athletics (NAIA), and North Star Athletic Association (NSAA). The athletic department at Presentation College offers ten sports in which men and women may participate. There are opportunities in Men's and Women's Basketball, Men's and Women's Soccer, Women's Volleyball, Men's Baseball, Women's Fast Pitch Softball, Men's and Women's Cross Country, and Men's Football.

Student Support Services

Digital Campus

Presentation College's Digital Campus Initiative is intended to better enhance the learning experience of all students. The following are technology requirements for attending Presentation College:

1. All degree-seeking students are required to have a laptop; PC Virtual students have the option of either a laptop or a desktop.
2. All laptops must meet the required specifications.
3. All laptops must be registered online with the Presentation College Help Desk.

Students who have not fulfilled the requirements above may have a laptop purchased for them and charged to their account. Additional information can be found on the website at <http://www.presentation.edu/student-life/information-technology/>

Although students will likely use their laptop for all needs, there are also computer labs located in 213, the Career and Learning Center, and the Library on the Aberdeen campus. All Presentation College campus buildings have wireless access points that allow students to access their email, Moodle, and the Internet. The wireless network is intended for individual student use ONLY. Pay-for-print network printers are located in the Career and Learning Center and the Library on the Aberdeen campus. To purchase a print card, or to add to your balance, please contact the Saint Stop at 605-229-8553 or bookstore@presentation.edu. Print balances are not refundable. Please contact the Presentation College Help Desk at 605-229-8411 for network and software questions or for assistance with purchasing or setting up a laptop.

All students accessing Presentation College electronic resources agree to full acceptance of the Technology Acceptable Use Policy and any other applicable state or federal regulations.

Library

Presentation College Library provides quality collections and services in support of all programs offered by the College. Located on the first floor of the main building in Aberdeen, the library is open 69 hours per week. Among the services provided for students are: personal and classroom instruction in the research process and the proper citation of sources, computers for patron use, printing assistance, individual and group study spaces, interlibrary loan, fax, photocopier, and document scanner.

The library's extensive online resources are available 24 hours per day, seven days per week, via the library web page. These resource collections allow ease of access, searching, and retrieval of information by all Presentation College students, faculty and staff, whether on or off campus. In addition to print book collections, the library provides access to more than 160,000 eBooks, and journal article databases offering abstracts and full-text articles from over 28,000 journals, newspapers, and magazines, and digitized audio-visual materials.

Reserve items - library or faculty owned - are made available for supplemental use. These materials do not leave the library, require a checkout, and are requested of the on-duty librarian.

A document delivery program exists for materials not locally available.

Library staff are available in-person, via phone, and via email to meet the needs of students, faculty and staff.

Fairmont Campus students may also use the Martin County Library for the shipping and return of interlibrary loan materials.

For assistance, visit the library, or contact 605-229-8546 or email at pclibrary@presentation.edu

Saint Stop

The Aberdeen campus houses the main store for sales of clothing and supplies, as well as a convenience store. The Fairmont campus also has a small selection of clothing and snacks for sale. Domestic mail services are also available at the Aberdeen store.

Clothing purchased from PC stores can be returned or exchanged for a full refund within 30 days of purchase if accompanied by the original receipt. The clothing must be unworn and unwashed. Refunds will be issued in the same manner as the original purchase.

PC Online Bookstore

Presentation College provides a listing of all required books on the College website so students can be aware of what books are needed while registering for classes. Books are no longer for sale at campus stores but are available through the new PC Online Bookstore. Through a partnership with a national book company, the PC Online Bookstore offers students many more options not available through the campus store such as purchasing new or used books, rentals, e-books, etc. Students can also post their books for sale through the online bookstore with a much larger potential of buyers and set their own resale price.

The PC Online Bookstore has advantages over ordering through other online companies because it is linked to the course listings at Presentation College and also to student accounts, enabling students to use a credit balance on their accounts to buy books. Each student's registration should be linked to their account in the PC Online Bookstore, providing the student with a list of required course books when on the site. When ordering, students should pay close attention to the specified book return policy for each item.

Students can purchase their books through other avenues as well, such as other online stores, from third parties, etc. The College encourages students to investigate all options but also cautions students to check these other sources carefully to be sure the books they purchase match the course listing requirements and that all elements of the book (such as user codes) are included in the purchase.

Career and Learning Center

The Career and Learning Center (CLC) assists students from all campus locations, providing a variety of direct services, educational programs, and resource materials. The CLC offers opportunities for one-on-one tutoring, study groups, writing assistance, and online tutoring. The Testing Center of the CLC offers proctoring services for designated tests including placement tests, CLEP exams, and approved challenge exams on the Aberdeen campus.

The CLC provides a centralized location for career services, including resume and cover letter writing assistance, editing, and training on the use of social media tools. As part of these services, the CLC coordinates and publicizes outside job postings.

The Fairmont campus also has a Career and Learning Center. Proctored testing is available at the Fairmont campus CLC, 20 hours per week and by special arrangements. Like the Testing Center on the Aberdeen campus, tests proctored include placement testing, CLEP exams, and approved challenge exams for Fairmont campus students.

Online tutoring is available for students through NetTutor, which supports students that are off-site or have schedule conflicts. This web-based tutoring is available 24 hours per day in a multitude of subject areas. Contact the CLC for more information.

Office of Disability Services

Presentation College is committed to ensuring equal learning opportunities for all students, and provides students with disabilities reasonable accommodations in accordance with the College's procedures. Students requiring accommodations or services should contact the Office of Disability Services, located in the Career and Learning Center, Aberdeen campus. Students who believe they qualify for disability services should contact the Disabilities Services Coordinator/CLC Director as soon as possible to arrange a meeting, in person or via phone or email.

Campus Ministry

Campus Ministry serves the spiritual needs of the Presentation College community. Activities are offered to students of all faiths. Ministry activities promote a community of faith, service, and friendship. Worship and prayer, a supportive environment, and faith-centered activities are available to all students, staff, and faculty. Presentation College respects and welcomes those of all faiths and affirms the dignity of all persons.

Counseling Services

Counseling services are available to all students at Presentation College. Presentation College has a licensed counselor on staff to work with students from all campus locations. Counselors provide a safe, comfortable environment in which to discuss a variety of items, such as personal, spiritual, academic, or interpersonal topics. If specialized off-campus counseling is necessary, the student will be able to have up to three visits per academic year at no cost. Drug, alcohol, gambling, and financial services education and counseling are also available. Students should contact the Student Affairs Office at 605-229-8395 or the Director of Counseling at 605-229-8524 for further information or to make a confidential appointment. Fairmont students needing counseling services should contact the campus director at 507-235-4658. PC Virtual students should contact the Director of Counseling at 605-229-8524 for a list of counseling services that may be available.

Health Services

Presentation College offers free and reduced cost medical care for its students through facilities in Aberdeen and Fairmont. Students needing services above and beyond the free services will be referred to a medical clinic in those communities. Students seen at those clinics will be charged for the office visit. Prior to seeing a physician, it is the student's responsibility to inform clinic staff, by student identification card, that she/he is a PC student. The resulting charge for the reduced cost appointment may include specified lab work at no further cost. Any other lab or radiology tests will be at the student's expense.

Aberdeen and PC Virtual students should contact the Student Affairs Office at 605-229-8395 for further information. Fairmont students should contact the campus director at 507-235-4658 for a list of health services that may be available.

Immunizations

Any student entering Presentation College for the first time after July 1, 2008, shall, within 45 days after the start of classes, present to the Student Affairs Office certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, mumps, and rubella (MMR). Students may contact the Student Affairs Office at 605-229-8395 for information regarding alternatives to this requirement.

Students should make sure the remainder of their immunization record is current. Students may be required to get immunizations for certain diseases if they cannot produce their immunization records. Some majors will require proof of immunization before acceptance into the major. Because many students are placed in clinical settings, it is the students' responsibility to ensure their immunization and health records are up-to-date. More information may be obtained from the academic department or the Student Affairs Office.

A student who fails to provide satisfactory documentation of his or her immune status will not be permitted to register or attend classes. The Vice President for Student Affairs may grant an extension of the deadline for the amount of time determined necessary. In no case will the extension be longer than one semester.

On-Campus Housing (Aberdeen only)

All new students attending Presentation College, Aberdeen campus, and enrolled in at least 9 credits are required to live in college housing and purchase a meal plan for their first two academic years.

All resident students receive a letter during the summer informing them about suite assignments, roommates, and needed furniture and supplies. Students are responsible for the care of their suite.

Dining Services (Aberdeen)

Presentation College Dining Services are located at the Aberdeen campus on the first floor of the College's Main Building. Saints Café is open Monday through Sunday and offers a wide variety of options. Java City is open Monday through Friday and has a large selection of hot and cold beverages, along with grab-and-go food options. All on-campus residents are required to purchase a meal plan. Students with a required meal plan will forfeit any unused balance on the plan at the end of each semester.

Student Welfare

In making application to Presentation College, students assume the responsibility for a high standard of community life and conduct becoming a person of exemplary moral character that will promote their own best interests and the interests of the College. Students are responsible for acquainting themselves with the specific directives in the Student Handbook and those made known by means of the www.presentation.edu website, bulletin boards, resident meetings, and memos. Parents and others responsible for the students' welfare are expected to cooperate in upholding College policies.

The College reserves the right (and students, by their act of registration, grant to the College the right) to require the withdrawal of any student when in the judgment of the College it is deemed necessary to safeguard its ideals of scholarship and/or character.

Registration at Presentation College implies acceptance of the standards and a knowledge of and compliance with applicable federal and state laws, city ordinances, and all College regulations. Students who are arrested and convicted of violating a law may be subject to disciplinary action by authorized College personnel. A felony as defined by civil law would ordinarily constitute a serious offense. A written notification of permanent termination of student status and exclusion from further enrollment at Presentation College may be issued to any students who are guilty of a felony.

Students who have been convicted of certain crimes may be ineligible for certain licensure examinations, thereby limiting program choices. See specific program descriptions for more information.

Presentation College upholds the regulations of applicable state law which prohibits the sale of beer or alcoholic beverages to persons under the age of 21 years. Students may not consume beer or other alcoholic beverages anywhere on campus. The possession, use, or distribution of illicit (illegal) drugs or narcotics may be grounds for immediate dismissal.

Sexual Harassment Policies and Procedures

Because sexual harassment is a form of sexual discrimination and compromises the attainment of the mission of Presentation College, the College strictly prohibits sexual harassment of its employees and students. Such behavior may occur between members of the same or opposite sex and may be cause for disciplinary action up to and including dismissal for students and termination for employees. Refer to the **Student Handbook** for more information.

Drug-Free Workplace

Presentation College is a drug-free workplace and complies with the Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). The possession, use or distribution of illicit drugs and the abuse of alcohol and drugs/substances by students and employees on College property or as any part of the College's activities is prohibited. See applicable **Student Handbook, Support Personnel Handbook, Faculty Handbook** or **Administration Handbook** for more information.

Tobacco-Free Campus

Tobacco use of any kind is prohibited on Presentation Campus including parking lots, college vehicles, and personal vehicles. No exceptions are allowed for tobacco use in prohibited areas, and there are no designated smoking facilities or locations on campus. No sale or "give away" or other promotion of tobacco products is allowed on campus. Presentation College will not allow distribution of materials with tobacco products and/or company images. The use of hookahs or hookah products is also prohibited.

Parking

It is the responsibility of all students, faculty, and staff who operate a motor vehicle on College property to display a parking permit on their vehicle and to become familiar with all parking/traffic regulations and policies. Certain areas are reserved for visitors and handicapped only. Presentation College does not assume any responsibility for damage to or theft from any motor vehicle while parked on the grounds.

Daycare

Children are not permitted in class or learning centers.

Student Appeal/Grievance Process

Students should review the Student Handbook for conduct procedures and appeal definitions.

Conduct

Students should review the Student Handbook for full definitions of conduct procedures.

ACADEMIC POLICIES

REGISTRATION AND ENROLLMENT POLICIES

Students are eligible to enroll in classes once their application file is complete and they have been accepted. Registration is scheduled during the fall and spring semesters at select times for currently enrolled students; see the academic calendar for dates. Registration is continuous for new students during publicized dates. New students are invited to the campus by appointment for academic advising and registration. Advising and registration for new distance learning students is coordinated through the PC Virtual Department.

Financial aid and billing are finalized on the day prior to the first day of class. Students who have not completed the financial aid process, have a hold on their registration, or have outstanding financial obligations will not be allowed to attend class.

ACADEMIC YEAR

The academic year is divided into two semesters and a summer term.

DEGREE PROGRAMS AND MINORS (AVAILABILITY MAY VARY BY CAMPUS)

UNDERGRADUATE PROGRAMS

Bachelor of Science:

Athletic Training (p. 76)
Biology (p. 81)
Business (p. 108)
Communication (p. 115)
Criminal Justice (p. 118)
Exercise Science (p. 84)
Health Science (p. 89)
Healthcare Administration (p. 87)
Human Resource Management (p. 109)
Human Services (p. 121)
Interdisciplinary Studies (p. 123)
Nursing (p. 99)
Organizational Management and Leadership (p. 111)
Psychology (p. 129)
Radiologic Technology (p. 90)
Sport and Event Management (p. 112)

Associate of Science:

Biology (p. 82)
Business (p. 114)
Chemistry (p. 83)
Communication (p. 116)
Exercise Science (p. 86)
Healthcare Administration (p. 88)
Radiologic Technology (p. 94)

Associate of Arts:

English (p. 119)
General Studies (p. 120)
Religious Studies (p. 131)

Minors:

Agricultural Business Management (p. 132)

Biology (p. 97)
 Business Essentials (p. 132)
 Coaching (p. 97)
 Communication (p. 133)
 Criminal Justice (p. 133)
 Exercise Science (p. 98)
 Finance (p. 133)
 Generalist in Psychology (p. 133)
 Healthcare Administration (p. 98)
 Human Services (p. 133)
 Management (p. 134)
 Medical Coding (p. 98)
 Nutrition (p. 98)
 Psychology (p. 134)
 Religious Studies (p. 134)
 Sports Administration (p. 134)
 Sports Psychology (p. 134)
 Women and Children's Global Issues (p. 135)

GRADUATE PROGRAM

Master of Science:

Nursing (p. 140)

OFFICIAL CHANGE IN REGISTRATION

- Add/drop requests begin with students' advisors and are processed by advisors
- Students may add courses within the publicized add period
- Students may drop courses during the publicized drop period, regardless of the course start date. The institutional refund policy for dropped classes is described in the Tuition and Fees (p. 43) section. Classes held in an accelerated format can be added or dropped according to the above policy regardless of start date; however, financial aid adjustments will not be made.

*NOTE: *Summer session add/drop requirements may vary and are posted on the summer schedule*

STUDENT CLASSIFICATION

Undergraduate students are considered full-time when enrolled in 12 or more credit hours per semester during the academic year. Students enrolled in fewer than 12 credit hours are classified as part-time. Summer session classifications vary.

The number of semester credits completed towards graduation classifies students in the following levels:

Freshman = 0-29 semester credits

Junior = 60-89 semester credits

Sophomore = 30-59 semester credits

Senior = at least 90 semester credits

CREDIT HOUR EXPLANATION

In an effort to ensure conformity with commonly accepted practices in higher education, Presentation College utilizes the U.S. Department of Education's definition of a credit hour. A credit hour is an amount of work that reasonably approximates (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or at least the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

CLASS LOAD

For undergraduate students, the recommended academic load is 12-15 credit hours during a regular semester. To exceed 18 credit hours requires the recommendation of the faculty advisor, written approval of the Vice President for Academics, and a 3.00 (B) cumulative grade point average.

STUDENT ACADEMIC LOAD EXPECTATION

The average student workload for one credit hour would be one clock hour of direct teacher interaction plus two clock hours of outside work related to the course. At Presentation College, a 15 credit semester schedule would require an average commitment of 45 hours per week for 15 weeks. This definition is consistent with the U.S. Department of Education's expectation. Laboratory courses, clinicals, practicums and internships vary in expectations and are outlined in the course syllabus.

ATTENDANCE

Students are expected to attend every class session and be on time. Online students report their attendance by participating in their online course(s) as designated by the instructor. If for any reason students must be absent from class, the responsibility of making up work rests entirely upon the students. Each faculty member has the responsibility to develop his/her own policy on class attendance. The instructor's attendance policy must be included in the syllabus. This should include statements regarding make-up work and the relationship of attendance to grading. The added costs of supervision for missed classes/clinicals may accrue to the students.

Faculty and administration will honor officially approved absences where individuals or groups are absent as part of a College-sponsored activity or in the interest of the College. The director of the activity and the students will be responsible for notifying the appropriate faculty and staff prior to the absence. Officially approved absences may include tours, athletic competitions, field trips, and professional conferences.

Faculty are required to track and report student attendance on a weekly basis. In addition, faculty are to report a last date of attendance for students who have not met any of the activities included in the definition of academic attendance found in 34 CFR 668.22(l)(7)(i) within 12 days of last attendance, or less if specified in the course syllabus. Please see the Last Date of Attendance (p. 52) section for more information.

LAST DATE OF ATTENDANCE

In determining a last date of attendance for students, Presentation College utilizes the definition of academic attendance found in 34 CFR 668.22(l)(7)(i)

"Academic attendance" and "attendance at an academically-related activity" –

1. Include, but are not limited to –
 - a. Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
 - b. Submitting an academic assignment;
 - c. Taking an exam, an interactive tutorial, or computer-assisted instruction;
 - d. Attending a study group that is assigned by the institution;
 - e. Participating in an online discussion about academic matters; and
 - f. Initiating contact with a faculty member to ask a question about the academic subject studied in the course; and
2. Do not include activities where a student may be present, but not academically engaged, such as –
 - a. Living in institutional housing;
 - b. Participating in the institution's meal plan;
 - c. Logging into an online class without active participation; or
 - d. Participating in academic counseling or advisement.

Faculty are to report a last date of attendance for students who have not met any of the functions listed in (A)(1) through (A)(6) above within twelve calendar days of last attendance, or less if specified in the course syllabus. After receipt of a last date of attendance, the advisor will be notified of attendance issues and will make contact with the student. If the student does not respond, a formal letter will be sent by the Registrar's Office indicating a possible administrative withdrawal.

PROGRAM PLANNING AND DECLARATION

A degree program is comprised of major requirements, general education classes, and electives sufficient to meet the minimum hours for graduation. Students follow the requirements of the catalog in place at the time of enrollment into the College. If major requirements are changed, the College may require students to follow the new requirements. Students who withdraw or are dismissed from the College or a major must follow the requirements of the catalog in place at the time of readmission into the College or major. The appropriate Dean and the Vice President for Academics must approve substitutions on the curriculum checklist. The College reserves the right to change requirements if mandated by an accrediting agency or as the College deems appropriate.

COURSE AND PROGRAM CANCELLATION

The College reserves the right to cancel any course(s) or program(s) for which there is insufficient enrollment. Students enrolled in a program that is canceled will be given assistance in finding a way to complete the program.

TRANSFER OF CREDITS

Official transcripts must be received from all institutions attended, whether or not credit was received and regardless of age of transcript. Transcripts are considered official only if they are sent directly by the issuing institution. All records submitted, filed, and accumulated in the Admissions and Registrar's Offices become the property of the College.

1. General
 - a. Presentation College will accept credits from an institution of higher education that is accredited by a regional accrediting organization. Credit for coursework taken at an institution of higher education that is other than regionally accredited may be evaluated on an individual basis.
 - b. Coursework that is determined to be equivalent in scope and depth to requirements for the degree or general electives required for the degree will be transferred. Credit will not be given for duplication of courses. All credits accepted from another institution become a part of the permanent student record.
 - c. Evaluation of courses will be made by the appropriate College officials. It may be necessary to request additional information on coursework in order to determine applicability to degree requirements or course equivalencies.
 - d. For undergraduate students, courses for which any grade lower than a "C-" was earned will not be accepted in transfer.
 - e. Courses with grades of S (Satisfactory), CR (Credit), or P (Pass) may be evaluated for transfer upon completion of the appropriate evaluation form. Courses being petitioned must be utilized for academic degree progression.
 - f. Students with previous college credits that are ten or more years old may be subject to challenge or qualifying exams by departments to demonstrate academic or clinical proficiency. Students who hold diplomas or certificates from a post-secondary institution may also be subject to challenge or qualifying exams.
 - g. Transfer grades are not included in computation of the Presentation College GPA. However, at the time of entrance into the College, transfer grades may be used in computation of a GPA for admission and/or program purposes.
2. Transfer credit not accepted
 - a. Transfer credit is not awarded for courses that are remedial at the previous educational institution or whose equivalent is remedial at Presentation College, with the exception of courses equivalent to EN114 or MA114 that have earned a minimum grade of C-, P, S, or other designation that the courses were successfully completed.
 - b. Courses at previous colleges granted credit by exam or credit for prior learning will not be accepted.
3. External credit
 - a. Credit for courses taken by external examination (Advanced Placement, CLEP, International Baccalaureate) will be granted upon receipt of an official score report and determination of the minimum score required. Presentation College reserves the right to limit the number of credits awarded for an examination in a subject area.

ENROLLMENT REQUEST (PRE-APPROVED TRANSFER CREDIT)

Once a student has enrolled as a degree-seeking student, remaining coursework is to be completed at Presentation College. Degree-seeking students may request to enroll in courses at other institutions while attending Presentation College, but must obtain prior approval from the Vice President for Academics at least 30 days before the start of the Presentation College academic term; requests may be submitted only in cases of extenuating circumstances and when there is no appropriate course

available to satisfy the student's degree requirements prior to graduation. Under normal circumstances, students may not enroll in courses at other institutions during their final semester at Presentation College. Presentation College reserves the right to deny transfer of credit and award of financial aid for the coursework if prior approval is not obtained, or if the approval form is not received at least 30 days prior to the start of the Presentation College academic term. Students must contact their advisor to complete the Enrollment Request/Financial Aid Consortium Agreement.

TRANSCRIPT OF RECORDS

Students are provided one official transcript free of charge upon graduation. Subsequent requests require a fee of \$10.00, payable in advance. Written consent or a release form signed by students must be on file in the Registrar's Office before a transcript will be sent. A copy of the transcript release form is available on the College website or by contacting the Registrar's Office. Requests for transcripts by students who are in debt to Presentation College will not be honored until the indebtedness has been paid. Transcripts from other institutions are considered official only if sent directly to Presentation College by the issuing institution. Transfer of records is a direct transaction between institutions.

COURSE NUMBERS

Course numbers may be three or four digits. The first digit indicates the level of college study:

0xx =	Courses that are remedial and do not carry credit toward any degree*
1xx =	Courses primarily for students in their first year of college study
2xx =	Courses primarily for students in their second year of college study
3xx =	Courses primarily for students in their third year of college study
4xx =	Courses primarily for students in their fourth year of college study
5xx =	Courses primarily for students in their first year of a graduate program+
6xx =	Courses primarily for students in their second year of a graduate program

*Remedial courses carry no degree credit and are not calculated in the grade point average.

+Undergraduate students are permitted to take graduate courses, limited to 500-level courses only, provided the student is in his or her senior year and in good standing within their current program (GPA of 3.00 or higher, has advisor approval, has the approval of the program director housing the graduate course, and whose financial account is in good standing).

GRADING POLICIES

Grading System

Student achievement is determined by evaluative procedures according to objectives set by instructors. This achievement is reported by instructors and assigned grade points per credit hour according to the following:

A	=	4.0 grade points - outstanding achievement
A-	=	3.7 grade points
B+	=	3.3 grade points
B	=	3.0 grade points - more than satisfactory performance
B-	=	2.7 grade points
C+	=	2.3 grade points
C	=	2.0 grade points - satisfactory performance
C-	=	1.7 grade points
D+	=	1.3 grade points
D	=	1.0 grade points - passing but less than satisfactory
D-	=	0.7 grade points
F	=	0.0 grade points - unsatisfactory performance

AU Audit. Not computed into GPA.

I Incomplete. Given when some portion of the work is lacking for a satisfactory reason. Students who receive an "I" (Incomplete) in a course must complete the course by the last date to add a course in the next semester (spring/fall) or as designated on the Incomplete Contract. If the coursework is not completed by that date, students will receive an "F". Students with an "I" on their record cannot be considered for the President's List or Dean's List in that semester until the Incomplete is graded. Not computed into GPA.

P Pass. Not computed into GPA.

S Satisfactory performance. Not computed into GPA.

U Unsatisfactory performance. Not computed into GPA.

W Student- or College-initiated withdrawal through 60% of semester (publicized withdrawal date). Does not affect the GPA, but is considered as credit hours attempted for financial aid purposes. Not computed into GPA.

WF Student- or College-initiated withdrawal after 60% of semester (publicized withdrawal date). **WF is computed in the GPA at 0.00 grade points per credit hour.**

WU Student- or college-initiated withdrawal after 60% of semester (published withdrawal date) from a course graded S/U. WU is not computed in the GPA.

To calculate GPA, multiply the grade points by the number of course credits. Divide the total grade points by the total number of course credits. Example:

<i>Course</i>	<i>Grade</i>	<i>Grade Points</i>		<i>Graded Credits</i>		<i>Total Points</i>
EN113	A	4.0	x	3	=	12.0
HMS324	B+	3.3	x	4	=	13.2

There are a total of 7 credits with a total of 25.2 grade points. 25.2 points divided by 7 credits = 3.60 GPA.

Students who complete and/or earn undergraduate degrees from Presentation College and subsequently pursue a graduate degree will have separate cumulative GPAs on their academic record. Undergraduate degrees include associate and baccalaureate. Transcripts will illustrate the complete academic record and note the separation of the undergraduate and graduate GPAs.

Course Repeat Policy for Undergraduate Students

If a student repeats a course, the record of all attempts will be retained on the student's transcript. Cumulative totals will be adjusted in the term in which the highest grade is achieved, and the cumulative GPA will thereafter be computed using only the

highest grade¹. The cumulative GPA will remain unchanged up to the term in which the highest grade is achieved. Students are allowed to enroll in a course three times. This repeat policy will affect courses repeated from Fall 2014 forward.

Graduate students should refer to the Course Repeat Policy (p. 137) in their section of the catalog.

¹See the Federal Financial Aid Satisfactory Academic Progress Policy (p. 37) section for more information.

Grade Reports

Grades are submitted at the end of each semester and are accessed through the student portal. Students may not receive transcripts until outstanding financial accounts have been paid. Access to final grades may be withheld from students with outstanding financial accounts.

ACADEMIC STANDING

Academic Forgiveness Policy

The Academic Forgiveness option is available to degree-seeking students re-entering Presentation College. This policy offers currently enrolled students a one-time, one-year window of opportunity to petition for Academic Forgiveness, allowing students who earlier had experienced academic difficulty to improve their academic standing and GPA. To be eligible for Academic Forgiveness students must:

1. Have been absent from Presentation College for a minimum of three years; and
2. Be currently enrolled at Presentation College; and
3. Have completed a minimum of 12 credits with at least a 2.50 cumulative GPA in residence since re-admittance to Presentation College; and
4. Not have completed a degree at Presentation College; and
5. Not have previously been awarded Academic Forgiveness at Presentation College; and
6. Have submitted the request for Academic Forgiveness within one year of re-admittance.

Students may be allowed to petition for Academic Forgiveness for one or two semesters' coursework completed at Presentation College prior to their absence by written request to the Vice President for Academics. All coursework will continue to be recorded on the students' official academic record and the semester(s) forgiven will be noted on the academic transcript. All college credit earned during the semester(s) forgiven will be eliminated from the computation of the student GPA and cannot be used to satisfy any graduation requirements.

The granting of Academic Forgiveness does not supersede institutional financial aid policies governing Satisfactory Academic Progress. Students should be aware that this policy might not be honored at other institutions of higher learning.

Review of Academic Standing

Undergraduate Students

Presentation College monitors all undergraduate students' academic progress after fall and spring terms to determine academic standing. Students who are placed on an Academic Improvement Plan may also have their academic standings reviewed after completion of summer terms.

Good Academic Standing

An undergraduate student is in good academic standing if the cumulative GPA is 2.00 or above; select majors may require higher standards.

Academic Warning

When an undergraduate student's semester GPA falls below 2.00 but cumulative GPA remains above 2.00, the student is placed on academic warning. Advisors and students create strategies to remedy the situation. Academic warning will be noted on the transcript.

Academic Probation

The purpose of academic probation is to warn students of their scholastic standing. Notification of probationary status will be made in writing to students from the Registrar's Office and a copy of the notice will be sent to the appropriate Dean and advisor. Academic probation will be noted on the transcript. An undergraduate student who earns below a 2.00 cumulative GPA during any semester is placed on academic probation. Academic probation consists of the following restrictions for the welfare and guidance of the student:

1. The student will be placed on an Academic Recovery Plan which may include the following:
 - a. Enrollment in and successful completion of GE021 Success Academy Lab II
 - b. A maximum enrollment in 14 credits, including GE021 Success Academy Lab II, allowed during the next term of enrollment
 - c. A minimum of three (3) appointments with the academic advisor

Academic Suspension

Based on credits attempted at Presentation College, an undergraduate student will be subject to dismissal from the College if:

1. The student receives three Fs in one semester or four Fs in the last two semesters attended (including summer); or
2. The cumulative GPA falls below 2.00 for two consecutive semesters; or
3. The semester GPA falls below 0.75; or
4. The student is admitted to Presentation College on a probationary basis and fails to earn a term GPA of 2.00 in the admitting semester.

A student may request appeal of a suspension within the timeframe designated in the suspension letter. If appeal of the suspension is not granted, the student may seek readmission to the College as an unclassified student after one semester of suspension. Academic suspension will be noted on the transcript.

If a student chooses to seek readmission to Presentation College as a classified student after one semester of suspension, the student is required to undergo review by the Admissions Appeal Committee, on which the Vice President for Academics (or designee) participates.

The Committee will review the status of the prospective probationary student, requiring a written appeal which will include two letters of recommendation and completion of a short questionnaire. Conditions for readmission will include entrance on probationary status, along with the required participation in an academic improvement plan that may include additional methods of remediation, mandatory counseling, mandatory appointments with the academic advisor, and/or specific class or clinical attendance requirements, and enrollment in the appropriate one-credit Success Academy Lab course. Violations of the academic improvement plan may result in dismissal from Presentation College.

ACTIVE DUTY

A student who is a member, or the spouse of a member if the member has a dependent child, of the national guard or reserve forces of the United States and who is ordered to state military service or federal service of duty has the following options:

1. Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
2. Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
3. Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

If Title IV eligible students withdraw due to being called to active duty with the Armed Forces of the United States or have been otherwise impacted by military mobilization, the College performs the Return of Title IV Funds calculations that are required by Federal statute and regulations (34 CFR 668.22).

LEAVE OF ABSENCE

Students who wish to leave Presentation College for one semester may apply for a leave of absence. Students on an approved leave of absence who return within the timeframe indicated on the leave of absence form do not need to seek formal readmission. Application for a leave of absence must be made and approved no later than the end of the semester preceding the leave. Students granted such a leave should consult with the Registrar and Financial Aid offices regarding how a leave of absence may affect their enrollment status and financial aid.

Students may request a leave of absence one time. Exceptions for leaves of absence due to emergency medical or military conditions will be made upon submission of supporting documentation.

The Request for Leave of Absence form may be found on the Registrar's web page or by contacting the Registrar's Office.

ACADEMIC RECOGNITION

President's List

To be eligible for the President's List, students must have achieved a semester GPA of 4.00 taking at least 12 credits on a graded basis, with no grade(s) of Incomplete during the semester they are eligible for the President's List.

Dean's List

To be eligible for the Dean's List, students must have achieved a semester GPA of 3.50 or higher taking at least 12 credits on a graded basis, with no grade(s) of Incomplete during the semester they are eligible for the Dean's List.

Honors at Graduation

Academic Honors at commencement are based on the cumulative GPA through the fall semester preceding graduation. Only Presentation College credit hours and grades are used in the computation. Actual degree honors will be based on the cumulative GPA at the time the degree is awarded and will be noted on the diploma and official transcript.

To be eligible for honors, Bachelor degree students must have 33 earned hours from Presentation College with the following cumulative GPA:

3.90 to 4.00	Summa Cum Laude
3.70 to 3.89	Magna Cum Laude
3.50 to 3.69	Cum Laude

To be eligible for honors, Associate degree students must have 18 earned hours from Presentation College with the following cumulative GPA:

3.90 to 4.00	With Highest Honor
3.70 to 3.89	With High Honor
3.50 to 3.69	With Honor

STUDENT APPEAL GRIEVANCE PROCESS

Purpose

The appeal/grievance process is designed to afford all students a means to redress any form of unjust, oppressive, discriminatory, or fundamentally unfair practice affecting student academic performance or progress. Such identified practice may be either academic or non-academic in nature.

Academic/Non-Academic Appeal/Grievance Defined

For the purpose of the policy and procedures that follow, academic/non-academic appeals/grievances refer to a substantial complaint of a serious nature. It is a student's claim of injury or wrong resulting from a decision, practice, or act by a member or members of faculty, administration, or staff, which is arbitrary and capricious, unjust, oppressive, discriminatory, fundamentally unfair, or exceeds the limits of academic freedom. For any matter to give rise to such an appeal/grievance subject to these procedures there must be clear and convincing evidence, which demonstrates either arbitrary or capricious action on the part of the individual faculty, administration, or staff member or action which is oppressive, discriminatory, fundamentally unfair, or which exceeds the limits of academic freedom.

The evidence must also establish that such action was injurious. In all such appeals or grievances, the burden of proof and persuasion is upon the student.

Academic/Non-Academic Appeal/Grievance Process

Students who wish to appeal or grieve academic or non-academic actions/decisions are to follow appropriate channels of communication in seeking resolution of differences. Note: ordinarily a final grade may not be appealed. In order for a student to pursue an appeal of a final grade, the student must have specific concrete evidence that the grade was either erroneously or unfairly awarded. A challenge to a grade received in a course, comprehensive examination, or other graduation requirement

will be considered only when the student alleges that the grade received reflects other than appropriate academic criteria, that is, achievement and proficiency in the subject matter as stated in the course syllabus. When a student appeals a final grade, the student will provide the faculty member with a copy of all petitions.

Informal Phase:

When a student believes that he/she has a grievance or complaint related to his/her enrollment and successful progress at the College, within 10 business days of the action for which the grievance is being filed, the student must approach the instructor/staff/administrator directly and attempt to reach an understanding at that level. In those rare instances where a student believes that a direct approach might prejudice his/her standing, the student may bring the problem directly to the attention of the instructor/staff person's supervisor or Dean. The Informal Phase shall last no longer than two weeks from the date the grievance was initiated.

Formal Phase:

Level 1. In those instances in which a satisfactory resolution is not secured in the Informal Phase, and in those instances where the grievance involved more than a single event/course or College employee:

1. The student should provide written notification of the complaint to the appropriate Dean and/or area supervisor within two weeks after the completion of the Informal Phase.
2. The Dean/Supervisor may discuss the matter with the student and any involved faculty/staff separately or together.
 - a. If the situation warrants, the Dean/Supervisor may solicit the views and opinions of other faculty members, staff, and/or students on the matter at issue and may use any division appeal or grievance mechanism that has been established.
 - b. A written decision must be given to all parties involved within 10 business days from the date Level I was initiated.

Level 2. In those cases where a satisfactory resolution has not been secured at Level 1:

1. The student may, in writing, request a conference with the appropriate College administrator (Vice President for Academics, Vice President for Finance, Vice President for Student Affairs, or Executive Director for Mission).
2. In attempting to reach a clarification and resolution of the grievance, the administrator should meet with the concerned parties within five business days after the written decision has been rendered in Level 1.
 - a. Prior to this meeting the administrator should have memos or letters from all involved persons stating the issues and describing the decisions reached in previous meetings.
3. At the meeting with the administrator, each person concerned should review all letters and memos.
 - a. New evidence relevant to the case may be brought forth at this time.
4. After studying the facts, the administrator shall make a decision. This decision must be given to all parties involved within 10 business days from the date Level 2 was initiated.

Level 3. In the event that the student or the faculty/staff member cannot accept the decision reached by the administrator, within five business days after the written decision has been rendered in Level 2:

Undergraduate Student Process

1. They may apply in writing, for a hearing before the Committee on Student Grievances (CSG), whose composition of five members is as follows:
 - a. Academic Grievance
 - i. The Presentation College Student Senate President shall appoint two students from Student Senate, who are not from the department in which the grievance originated, to serve as student representatives.
 - ii. The President of Presentation College Faculty Assembly shall appoint two faculty members, who are not from the department of the grieved faculty, to serve as faculty representatives.
 - iii. The Vice President for Academics shall appoint an academic Dean, who is not from the department of the grieved faculty, to serve as the CSG Chairperson of the committee chosen to hear the grievance.
 - b. Non-Academic Grievance
 - i. The Presentation College Student Senate President shall appoint two students from Student Senate, who are not from the department in which the grievance originated, to serve as student representatives.
 - ii. The Vice President for Student Affairs shall appoint two College staff members, who are not from the department of the grieved staff person, to serve as College staff representatives.
 - iii. The Vice President for Student Affairs shall appoint an Area Staff Supervisor, who is not from the department of the grieved staff person, to serve as the CSG Chairperson of the committee chosen to hear the grievance.

2. The five members will be notified by the appropriate administrator that they have been chosen to hear a grievance with the notice to state the time, date, and place of the hearing.
3. During the hearing, all individuals directly involved in the grievance must be present.
 - a. All letters, memos, documents, and other tangible evidence introduced in previous hearings must be available to all parties at the hearing.
 - b. All parties to the grievance have the right to obtain witnesses. The College will cooperate with the grievant in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant, to the extent not limited by law.
 - c. There must be a tape recording of this hearing.
4. After careful consideration of all the evidence relevant to the grievance as presented at the hearing, the CSG, by a majority vote, shall make a recommendation to the President of Presentation College regarding the disposition of the grievance within 30 days after the close of the hearing. Minority reports regarding the final disposition of the grievance shall be included with the recommendation.

Graduate Student Process

1. They may apply, in writing, for a hearing before the Graduate Council on Student Grievances (GCSG), whose composition of three members is as follows:
 - a. Academic Grievance
 - i. The Presentation College Graduate Council Chair shall appoint two graduate faculty members, who are not from the division of the grieved faculty, to serve as faculty representatives.
 - ii. The Vice President for Academics shall appoint an academic Dean, who is not from the department of the grieved faculty, to serve as the GCSG Chairperson of the committee chosen to hear the grievance.
 - b. Non-Academic Grievance
 - i. The Vice President for Student Affairs shall appoint two College staff members, who are not from the department of the grieved staff person, to serve as College staff representatives.
 - ii. The Vice President for Student Affairs shall appoint an Area Staff Supervisor, who is not from the department of the grieved staff person, to serve as the GCSG Chairperson of the committee chosen to hear the grievance.
2. The three members will be notified by the appropriate administrator that they have been chosen to hear a grievance with the notice to state the time, date, and place of the hearing.
3. During the hearing, all individuals directly involved in the grievance must be present.
 - a. All letters, memos, documents, and other tangible evidence introduced in previous hearings must be available to all parties at the hearing.
 - b. All parties to the grievance have the right to obtain witnesses. The College will cooperate with the grievant in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant, to the extent not limited by law.
 - c. There must be a tape recording of this hearing.
4. After careful consideration of all the evidence relevant to the grievance as presented at the hearing, the GCSG, by a majority vote, shall make a recommendation to the President of Presentation College regarding the disposition of the grievance within 30 days after the close of the hearing. Minority reports regarding the final disposition of the grievance shall be included with the recommendation.

Level 4.

The President renders the final institutional decision based upon a review of the record and the recommendations, findings, and conclusions of the CSG/GCSG and may:

1. Affirm the decision of the CSG/GCSG;
2. Remand to the CSG/GSCG with specific instructions for further findings or conclusions;
3. Conduct such further investigation or hearing as the President deems necessary; or
4. Reverse or modify the recommended disposition of the CSG/GSCG.
 - a. If the President determines to reverse or modify the recommended disposition, the President shall state in detail the disagreement with the recommended disposition of the CSG/GSCG.
 - b. If the President disagrees with the findings or conclusions of the CSG/GSCG, the President shall make available the findings and conclusions that are supported by a preponderance of the evidence in the record.

The President shall notify the parties involved by written decision rendered within 15 days after the issuance of the recommended decision of the CSG.

ACADEMIC INTEGRITY

Academic Integrity - Policies and Procedures

Inherent in the mission of Presentation College is the strong belief in the principle of academic integrity. Students' actions reflect their moral character and, by extension, the College's reputation. Therefore, all students are expected to recognize and abide by the following:

It is a major responsibility of students and faculty to promote academic integrity. The College will not tolerate violations by cheating, plagiarism, fabrication and other academic misconduct.

The principles of academic integrity require that a student:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of impermissible materials or impermissible collaboration.
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the College for integrity in its teaching, research, and scholarship is maintained and enhanced.

The faculty shares the responsibility for educating students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity. Faculty members are strongly encouraged to provide a statement concerning academic integrity and a link to the Academic Integrity Policy on their course syllabi. Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at Presentation College. An online tutorial on academic integrity is required in some courses at Presentation College. Once students pass the online examination they will receive a score in Moodle indicating they have been educated on the academic integrity policy at Presentation College. Students not in a course that requires this can ask to take it to assess their knowledge. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

Violations of Academic Integrity and Recommended Sanctions

Types of Violations

Plagiarism

Plagiarism is the act of presenting another person's work as your own without appropriate acknowledgement of his or her work. You commit plagiarism if you:

- Quote or paraphrase from another paper without crediting the original author.
- Fail to cite information or ideas from another source.
- Propose another author's idea as if it were your own.
- Submit a paper to be graded or reviewed that you have not written on your own.
- Copy answers or text from another classmate and submit it as your own.
- Cite data without crediting the original source.
- Fabricate references or use incorrect references.
- Submit someone else's presentation, program, assignment, spreadsheet, or other file with only minor alterations.

This is not a definitive list - any action, which misleadingly implies someone else's work is your own, can constitute plagiarism.

Levels of Plagiarism

Various levels of plagiarism are recognized from intentional to unintentional plagiarism; however, all are unacceptable in submitted assignments.

Level 1 plagiarism is plagiarism that is perceived to be due to a student's inexperience with academic writing or presentation of academic work, or a lack of knowledge of the conventions used for paraphrasing, referencing, or acknowledging sources, rather than an intention to deceive. Level 1 plagiarism is not considered an academic integrity violation, but is reported for tracking purposes.

Level 1 plagiarism is defined as doing any of the following without attribution for a minimal portion of the assignment:

- Inserting verbatim phrases of 2-3 distinctive words.
- Submitting synonyms into the original sentence rather than rewriting the complete sentence.
- Reordering the clauses of a sentence.
- Imitating the sentence, paragraph, or organizational structure, or writing style of a source using a source's line of logic, thesis, or ideas.

Faculty should use instances of Level 1 plagiarism as teaching opportunities and adjudicate it themselves as deemed appropriate. Instances of Level 1 plagiarism should be reported to the academic integrity committee for tracking purposes.

Level 2 plagiarism describes incidents where student conduct is considered dishonest and unfair in connection with their academic work. Level 2 plagiarism is considered a minimal academic integrity violation, and is subject to the sanctions for minimal violations described in the Levels of Violations and Sanctions section.

Level 2 plagiarism is defined as doing any of the following:

- Any of the Level 1 items without attribution to the extent that it comprises a significant portion of the assignment.
- Multiple occurrences of Level 1 plagiarism.
- Inserting verbatim sentences or longer passages from a source.
- Combining paraphrasing with verbatim sentences to create a paragraph of more text.
- Reusing or modifying a previously submitted assignment for a present assignment **without obtaining prior approval** from the instructors involved.

Level 3 plagiarism describes serious incidents where student conduct is considered dishonest and unfair in connection with their academic work. Level 3 plagiarism is considered a substantial academic integrity violation and is subject to the sanctions for substantial violations described in the Levels of Violations and Sanctions section.

Level 3 plagiarism is defined as doing any of the following:

- Multiple occurrences of Level 2 plagiarism.
- Submitting or presenting someone's complete published or unpublished work (paper, article, or chapter).
- Submitting another student's work for an assignment, with or without that person's knowledge or consent.
- Using information from a campus file of old assignments.
- Downloading a paper from a web site.
- Buying a paper from a mail order company, web site, or another student.

Cheating

Cheating is the use of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes Level 3 plagiarism such as submitting papers, research results and reports, analyses, etc., as one's own work when they were, in fact, prepared by others.

Some common examples are:

- Receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted.
- Copying another student's work or answers on a quiz or examination.
- Using or possessing books, notes, calculators, cell phones, or other prohibited devices or materials during a quiz or examination.
- Preprogramming a calculator or other electronic device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.
- Acquiring a copy of an examination from an unauthorized source prior to the examination, including the use of websites to find answers to textbook's test bank.
- Having a substitute take an examination in one's place.
- Submitting as one's own work a term paper or other assignment prepared by someone else.

Fabrication

Fabrication is the invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.

Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.

Facilitation of Dishonesty

Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by other students without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation.

Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.

Violations Involving Potentially Criminal Activity

Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are:

- Stealing an examination from a faculty member's or College office or from electronic files.
- Selling or distributing a stolen examination.
- Forging of any College document
- Falsifying a College transcript.

Levels of Violations and Sanctions

Any violation of academic integrity is a serious offense and is therefore subject to an appropriate sanction or penalty. Academic integrity violations at Presentation College are classified into two levels called minimal and substantial. Minimal violations are less severe violations for which the possible sanctions do not include suspension or expulsion from the College; substantial violations are more severe violations for which the possible sanctions include suspension or expulsion. Whether a given violation is classified as minimal or substantial depends on a number of factors including: the nature and importance of the academic exercise; the degree of premeditation or planning; the extent of dishonest or malicious intent; the academic experience of the student; and whether the violation is a first-time or repeat offense.

1. Minimal Violations

Minimal violations are less serious violations of academic integrity. These violations are generally quite limited in extent or represent a small percentage of the total course work. Below are a few examples of violations that are most often considered minimal, at least when committed as a first-time offense. This list is not exhaustive and classification of a given violation as substantial or minimal is always heavily dependent on the facts and circumstances of the violation.

- Any instances of Level 2 plagiarism.
- Unpremeditated cheating on a quiz or minor examination.
- Unauthorized collaboration with another student on a homework assignment.
- Citing a source that does not exist or that one has not read on minor assignments.
- Fabricating a small number of data points on a laboratory exercise.
- Signing in for another student via attendance sheet or clicker in a course in which attendance counts toward the grade.

An alleged second minimal violation is treated as an alleged substantial violation

Sanctions for minimal violations include, but are not limited to, one or more of the following, and do not include suspension or expulsion:

- Required participation in a noncredit workshop or seminar on ethics or academic integrity.

- An assigned paper or research project related to ethics or academic integrity.
- A make-up assignment that may be more difficult than the original assignment.
- No credit for the original assignment.
- A failing grade on the assignment.
- A failing grade for the course.
- Disciplinary warning or probation.

2. Substantial Violations

Substantial violations are very serious violations of academic integrity that affect a more significant portion of the course work compared to minimal violations. Below are some examples of violations that are most often considered substantial. Again, the list is certainly not exhaustive and classification of a given violation as minimal or substantial is always heavily dependent on the exact facts and circumstances of the violation.

- A second minimal violation.
- Any instances of Level 3 plagiarism.
- Cheating, as described above.
- Fabrication, as described above.
- Facilitation of dishonesty, as described above.
- Knowingly violating research or professional ethics.
- Any violation involving potentially criminal activity.

Sanctions for substantial violations include, but are not limited to, one or more of the following, and may, but need not, involve suspension or expulsion:

- A grade of F for the course
- Dismissal from a departmental or school honors program.
- Denial of access to internships, externships, or research opportunities
- Loss of appointment to academically-based positions.
- Loss of departmental/graduate program endorsements for internal and external fellowship support and employment opportunities.
- Removal of teaching assistantship, scholarships, or work-study support.
- Suspension for one or more semesters.
- Permanent expulsion from the College with a permanent notation of disciplinary expulsion on the student's transcript.

Faculty should report all substantial violations to the committee for adjudication.

The recommendations for sanctions at each level are not binding, but are intended as guidelines for the College community. For both minimal and substantial violations, the severity of the sanction imposed should be proportional to the severity of the violation committed.

Administration of the Academic Integrity Policy

Role of Faculty and Administration

Faculty and staff at Presentation College are required to report instances of student academic misconduct. Minimal violations can be adjudicated by the faculty member, but an incidence report must still be filed.

Faculty/Academic Staff

Faculty and academic staff are expected to promote academic integrity and educate students about the importance and principles of academic integrity. Faculty members are expected to inform students of the particular requirements regarding academic integrity within their specific courses, to make reasonable efforts to minimize academic dishonesty, and to respond appropriately to violations of academic integrity.

Academic Integrity Committee

Academic Integrity Committee is a standing Faculty Assembly Committee. Membership of the committee includes a representative from each academic department and a representative from Student Government Association. Each faculty committee member is elected for a two-year term. The Academic Integrity Committee will help educate faculty and students concerning academic integrity, advise faculty members concerning academic integrity policies and procedures, and adjudicate allegations of academic integrity.

1. The Academic Integrity Committee will meet regularly to review cases of alleged student academic misconduct. If needed, the Committee will conduct an investigation of the complaint, including but not limited to interviewing the person

bringing the complaint forward and the student accused. The Committee will determine whether adequate evidence is available to warrant student sanctions and determine the level of sanction deemed appropriate for the level of student academic misconduct.

- a. For minimal offenses the Academic Integrity Committee, at the request of the faculty member, can provide a written statement to the student explaining the offense and the sanctions assigned.
 - i. For a first-time offense, the individual faculty member can adjudicate the student violation themselves, but a report must be submitted to the Academic Integrity Committee. The reporting process provides evidence if multiple infraction occur and allows review of disciplinary action taken.
- b. For substantial violations the Academic Integrity Committee must hold a Disciplinary Conference with the student accused, explaining the offense and the sanctions assigned.
 - i. For substantial violations the Academic Integrity Committee can levy a sanction as severe as course failure without involving the Vice President for Academics.
 - ii. For substantial violations that the Academic Integrity Committee believes warrants expulsion from an academic program, the Committee will recommend such sanctions to the Dean of the appropriate Department.
 - iii. For substantial violations that the Academic Integrity Committee believes warrants expulsion from Presentation College, the Committee will recommend such sanctions to the Vice President for Academics.

Vice President for Academics

1. The Vice President for Academics will receive recommendations from the Academic Integrity Committee if the Committee feels the offense warrants expulsion from Presentation College.
2. The Vice President for Academics will be provided with the evidence from the Academic Integrity Committee and conduct his/her own investigation before adjudicating the final sanction.

Procedures for Adjudicating Allegations of Academic Violation

Initial Reporting of an Alleged Violation

A faculty or staff member who observes or is apprised a possible academic integrity violation by a student or group of students must report the incident on the Academic Integrity link.

1. Minimal Violations
 - a. If a faculty or staff member wishes to adjudicate the matter, he or she will complete the academic integrity reporting form, indicating what he or she believes the alleged violation to be, along with evidence or a narrative supporting the claim and how the allegation was resolved.
 - i. The faculty member must also notify the accused student in writing or by electronic communication that he or she is alleged to have committed a violation of academic integrity, that the matter has been referred to the Academic Integrity Committee, and that the student should expect to be contacted shortly by the Committee if follow up is required or if this incident advances the student to a substantial violation due to multiple violations. Following the referral the Academic Integrity Committee assumes responsibility for any additional follow up.
 1. The Academic Integrity Committee will run a report to ensure this is the first violation of the student. If this is not the first violation and the alleged act moves the student to Substantial Violation, the Academic Integrity Committee will open an investigation and notify the student.
 - b. If a faculty or staff member does not wish to adjudicate the matter, he or she will complete the academic integrity form, indicating what he or she believes the alleged violation to be and the evidence or narrative supporting the claim and requesting the Committee adjudicate the incident with the student.
 - i. The faculty member must also notify the accused student in writing or by electronic communication that he or she is alleged to have committed a violation of academic integrity, that the matter has been referred to the Academic Integrity Committee, and that the student should expect to be contacted shortly by the Committee. Following the referral the Academic Integrity Committee assumes responsibility for any additional follow up.
 1. The Academic Integrity Committee will run a report to ensure this is the first violation of the student. If this is not the first violation and the alleged act moves the student to Substantial Violation, the Academic Integrity Committee will open an investigation and notify the student.
2. Substantial Violations

- a. If a faculty or staff member believes a student has committed an alleged substantial violation of academic integrity, he or she is required to complete an academic integrity form, indicating what he or she believes the alleged violation to be and the evidence supporting the claim.
- b. The Faculty member must also notify the accused student in writing or by electronic communication that he or she is alleged to have committed a violation of academic integrity, that the matter has been referred to the Academic Integrity Committee, and that the student should expect to be contacted shortly by the Committee. Following the referral the Academic Integrity Committee assumes responsibility for any additional follow up.

Investigation of Alleged Academic Integrity

A faculty member or Academic Integrity Committee adjudicating an allegation of a first time minimal violation of academic integrity must meet with the student unless the student elects not to meet with the faculty member or the Committee.

At the meeting, the faculty or Committee members will specify the alleged violation, discuss the typical range of sanctions for such violation and ask the student to respond to the allegation.

In addition to meeting with the accused student and carefully considering his or her response to the allegation, the faculty member or Committee members will investigate the matter and reach a decision by considering all available physical evidence and interviewing available witnesses. If the student does not respond within the prescribed time limit or chooses not to meet with the faculty member or the Committee, the faculty member or Academic Integrity Committee will reach a decision regarding responsibility and sanction, based on the available evidence, including any written response from the student. At the end of this process, the faculty member or Academic Integrity Committee will take one of the following actions:

1. If it is found that the student has not violated the Academic Integrity Policy, the faculty member or the Committee will notify the student in writing or by electronic communication within 10 working days after meeting the student. The matter will be considered closed.
2. If it is found that the student has violated the Academic Integrity Policy, the Committee will communicate the proposed sanctions in writing or by electronic communication within 10 working days after meeting the student. The notification will also inform the student of the opportunity to appeal the sanction following the College Grievance Process. The form will be placed in the student file.
3. If the sanction recommended for the violation is suspension from the student's academic program, the Committee will forward the recommendation and evidence on to the appropriate Dean. Following the referral from the Academic Integrity Committee, the Dean will assume final responsibility in regards to a student's removal from an academic program.
4. If the sanction recommended for the violation is suspension from Presentation College, the Committee will forward that recommendation and evidence on to the Vice President for Academics. Following the referral from the Academic Integrity Committee, the Vice President for Academics will assume responsibility for final sanctions.

GRADUATION REQUIREMENTS

Because of the critical nature of the education and licensure established by the State and/or accrediting agencies, many of the programs at Presentation College require more hours to meet graduation requirements than are typical of some College programs. Each academic major may vary. See individual major requirements for details on credits and grade point average.

Presentation College requires that 30 of the last 60 credits earned for a bachelor's degree that the institution awards, and 15 of the final 30 credits for an associate's degree it awards, be credits earned at the institution.

A candidate for a degree for graduation is expected to be present for commencement ceremonies. A candidate for a degree must file an application on the website at the time designated in the academic calendar, usually at the time of registration for the final semester. Students who lack the required credits for a degree may apply to the Vice President for Academics to participate in the May commencement ceremony of that year if they are within 11 credits of degree completion. The diploma will be awarded after students complete all requirements. Students who fail to complete all remaining requirements by the end of the next regular academic semester after they commenced will be required to re-apply for graduation and pay the applicable graduation fee.

Students follow the requirements of the catalog in place at the time of enrollment into the major. If College or major requirements are changed, students may opt for the new requirements. Students who withdraw or are dismissed from the College or a major must follow the requirements of the catalog in place at the time of readmission into the College or major. The College reserves the right to change requirements.

Students who have completed the requirements for graduation but who have outstanding financial obligations to the College will receive the diploma and a release of transcript upon clearing their financial obligation with the Business Office.

PRESENTATION COLLEGE GENERAL EDUCATION PROGRAM - BACCALAUREATE DEGREE PROGRAMS

Educational Philosophy and Purpose

In recognition of our diverse, rapidly changing world, Presentation College's general education program prepares undergraduate students for responsible citizenship, ethical leadership, and careers or further education.

Goals	Outcomes
<p>1. COMMUNICATION SKILLS</p> <p>Graduates will express themselves clearly, correctly, and succinctly in a variety of rhetorical situations.</p>	<p>1a Demonstrate knowledge of elements of sentence style and correctness.</p> <p>1b Compose an informative or analytical essay that demonstrates effective consideration of rhetorical strategies and the elements of competent writing.</p> <p>1c Compose an argumentative research essay that demonstrates competence in writing and research skills.</p> <p>1d Analyze and critically evaluate elements of their own interpersonal communication skills.</p> <p>1e Apply the fundamentals of effective oral presentation in a classroom speaking situation.</p>
<p>2. RELIGIOUS AND ETHICAL EDUCATION</p> <p>While respecting the beliefs and values of all faiths, graduates will recognize the essential elements and understand the values of Christianity, especially within the Roman Catholic tradition</p>	<p>2a Gain a critical understanding of basic Christian theology.</p> <p>2b Understand basic Christian ethical values and how they apply to personal and social life.</p> <p>2c Connect Christian ethical values learned in the classroom with practical service to one's community.</p>
<p>3. CULTURAL AND SOCIAL HERITAGE</p> <p>Graduates will develop a critical understanding of human cultures and their creative achievements.</p>	<p>3a Analyze historical events, ideas, and societies from a multi-cultural perspective.</p> <p>3b Understand interrelationships of individuals and societies in their historical/ cultural contexts.</p> <p>3c Demonstrate understanding of the concepts and conversation common to a particular humanities discipline.</p> <p>3d Critically analyze creative ideas and works in the humanities from a contextual perspective.</p> <p>3e Demonstrate reading and critical analysis skills in the context of the humanities and social sciences.</p>
<p>4. NATURAL SCIENCES AND QUANTITATIVE REASONING</p> <p>Graduates will understand how knowledge is obtained through scientific and quantitative reasoning.</p>	<p>4a Correctly perform mathematical operations required of the college-educated individual.</p>

- 4b Use mathematical concepts and reasoning to analyze problems, make a plan for solving them, and solve them.
- 4c Demonstrate knowledge of the conceptual base of a natural science discipline and its laboratory practices.
- 4d Analyze the relationship between the application of natural science concepts and theories and contemporary issues.

GENERAL EDUCATION CORE REQUIREMENTS FOR THE BACCALAUREATE DEGREE

Core Requirements

Communication Skills - 9 credits

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education - 6 credits

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage - 15-21 credits

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
	Social Science/Human Culture electives	6
	AND	
	Humanities/Fine Arts electives (Liberal Arts Track)	9
	OR	
	Humanities/Fine Arts electives (Health Professions Track)	3

Natural Science and Quantitative Reasoning - 7-15 Credits

MA153	College Algebra	3
	OR	
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
	Natural Science electives (Health Professions Track)	8

Laboratory Science (Natural Sciences): Presentation College considers the Natural Science disciplines to include the following: biology, earth sciences, nutrition, physics, chemistry, environmental science, and astronomy, and the following courses: EXSC373 Exercise Physiology, EXSC393 Kinesiology, EXSC403 Clinical Exercise Physiology, and EXSC3082 Introduction to Biomechanics. Natural Science disciplines do not include the various applied sciences.

GE111	College Experience	1
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GE111: Students transferring in 12 credit hours or more of college credit with a minimum admission GPA of 2.00, or students transferring in an equivalent to GE111 College Experience, are exempt from GE111.

PRESENTATION COLLEGE GENERAL EDUCATION PROGRAM - ASSOCIATE DEGREE PROGRAMS

Educational Philosophy and Purpose

In recognition of our diverse, rapidly changing world, Presentation College's general education program prepares undergraduate students for responsible citizenship, ethical leadership, and careers or further education.

Goals	Outcomes
1. COMMUNICATION SKILLS	
Graduates will express themselves clearly, correctly, and succinctly in a variety of rhetorical situations.	1a Demonstrate knowledge of elements of sentence style and correctness. 1b Compose an informative or analytical essay that demonstrates effective consideration of rhetorical strategies and the elements of competent writing. 1c Compose an argumentative research essay that demonstrates competence in writing and research skills.
2. RELIGIOUS AND ETHICAL EDUCATION	
While respecting the beliefs and values of all faiths, graduates will recognize the essential elements and understand the values of Christianity, especially within the Roman Catholic tradition.	2a Gain a critical understanding of basic Christian theology. 2b Understand basic Christian ethical values and how they apply to personal and social life.
3. CULTURAL AND SOCIAL HERITAGE	
Graduates will develop a critical understanding of human cultures and their creative achievements.	3a Understand interrelationships of individuals and societies in their historical/cultural contexts.
4. NATURAL SCIENCES AND QUANTITATIVE REASONING	
Graduates will understand how knowledge is obtained through scientific and quantitative reasoning.	4a Correctly perform mathematical operations required of the college-educated individual. 4b Use mathematical concepts and reasoning to analyze problems, make a plan for solving them, and solve them.

- 4c Demonstrate knowledge of the conceptual base of a natural science discipline and its laboratory practices.

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE

Core Requirements

Communication Skills - 6 credits

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education - 6 credits

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage - 3 credits

	Social Science/Human Culture electives	3
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Natural Science and Quantitative Reasoning - 4-8 credits

MA114	Customized Intermediate Algebra Or higher (or competency)	4 4
	Laboratory Science (Natural Sciences)	4

Laboratory Science (Natural Sciences): Presentation College considers the Natural Science disciplines to include the following: biology, earth sciences, nutrition, physics, chemistry, environmental science, and astronomy, and the following courses: EXSC373 Exercise Physiology, EXSC393 Kinesiology, EXSC403 Clinical Exercise Physiology, and EXSC3082 Introduction to Biomechanics. Natural Science disciplines do not include the various applied sciences.

GE111	College Experience	1
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GE111: Students transferring in 12 credit hours or more of college credit with a minimum admission GPA of 2.00, or students transferring in an equivalent to GE111 College Experience, are exempt from GE111.

SOCIAL SCIENCE/HUMAN CULTURE CORE COURSES AND ELECTIVES

Social Science/Human Culture Core Courses:

BSA201	Social Issues in Sports	3
H373	Landmarks in the Human Experience	3
H423S	Science, Gender and Knowledge	3
HS213	History of the United States I	3
HS223	History of the United States II	3
HS253	World Civilization I	3
HS263	World Civilization II	3
HS312	History of Early African Civilizations	3
HS313	History and the American Indian	3
HS323	The Middle Ages	3
HS333	Modern Western Culture I	3
HS340	History of the Far East I	3
HS341	History of the Far East II	3

HS343	Modern Western Culture II	3
HS353	The American West	3
HS363	Developing Nations	3
HS383	The History of Food	3
HS403	A History of Great Ideas I	3
HS413	A History of Great Ideas II	3
RS303	World Religions	3
RS383	Justice and Peace	3
RS393	Islam and the Muslim World	3

Social Science/Human Culture Electives

(any course from the areas of):

Anthropology
 Archaeology
 Criminal Justice
 Economics
 Geography
 History
 Human Services
 Political Science
 Psychology
 Social Work
 Sociology

and the following courses:

CT363	Gender and Communication	3
CT413	Communication Theory	3
CT443	Persuasion and Social Influence	3
GI213	Women and Children's Global Voices	3

HUMANITIES/FINE ARTS CORE COURSES AND ELECTIVES

Humanities/Fine Arts Core Courses:

AR303	History of World Art	3
AR413	Fine Arts Appreciation	3
EN303	Elements and Formsof Literature	3
EN325	Children's Literature	3
EN326	British Literature I	3
EN329	British Literature II	3
EN335	Women in Literature	3
EN347	American Literature I	3
EN350	American Literature II	3
EN383	World Literature I	3
EN393	World Literature II	3
EN413	Mythology	3
EN3053	Shakespeare	3
H333	The Art of Being Human	3
H373	Landmarks in the Human Experience	3
H423S	Science, Gender and Knowledge	3
RS353	Jesus the Christ	3

Humanities/Fine Arts Electives

(any course from the areas of):

Architecture
 Cinema
 *Dance
 Literature

*Music
 Musical Stage
 Philosophy
 *Theater
 Religious Studies (except RS123, RS143, RS303, RS383, and RS393)
 Visual Arts

and the following courses:

CT413	Communication Theory	3
CT493	Advanced Interpersonal Communication	3
GI213	Women and Children's Global Voices	3

*Studio courses do not apply to this area

PARTICIPATION CREDITS

Participation credits are those attained by participation in an extracurricular activity such as athletics, music, or theater where there is not a significant academic component in addition to the benefits gained from participation. Participation credits, whether taken at Presentation College or through transfer work, will count as institutional credit without limit. NOTE: institutional credits count toward full-time status and total credits completed for purposes of financial aid, but do not necessarily apply to graduation. Participation credits will be categorized as either athletics or arts credits. Up to eight participation credits may be applied toward graduation as elective credit, with no more than five of the eight credits from a single category of athletics or arts.

SERVICE-LEARNING PROGRAM

Service-learning is an important component of Presentation College's extended mission statement. All candidates for the associate and baccalaureate degrees at Presentation College must satisfactorily complete the required and approved service-learning projects.

- Associate degree students are required to complete one service-learning project*
- Baccalaureate degree students are required to complete two service-learning projects**
- Students who transfer in 60 or more credits are required to complete at least 1 service-learning project

*RS293 Christian Ethics curriculum requires a service-learning project; therefore, successful completion of RS293 satisfies an associate degree seeking student's service-learning requirement.

**Baccalaureate degree seeking students who successfully complete RS293 Christian Ethics will satisfy one of the service-learning requirements. Students who entered Presentation College prior to Fall 2014 may use the service-learning hours toward the volunteer service hours requirement needed for graduation.

This requirement is intended to provide students with an opportunity to serve their community, apply knowledge gained in the classroom and become informed, active, responsible, and ethical citizens. Service-learning is different from volunteerism. It is anticipated that through these projects and reflection students will enrich their understanding of the gifts and opportunities they have been given in life and that all persons have an obligation to give back to their communities. Students are placing their gifts and talents at the service of others with no expectation of monetary reward. These interactions add to the richness of the student-learning experience and provide occasions for reflection on life and its meaning. It is our belief that in serving others, we serve God.

Service-learning objectives:

- Connect meaningful service, relevant academic work, and critical reflection
- Apply knowledge and skills to specific service projects
- Grow and develop academically, spiritually, and civically

Students who are granted transfer credit for RS293 Christian Ethics will be granted credit for one service-learning project. Students who transfer an ethics courses without a service-learning component will be granted credit for RS283 and must register for SLC000 Service-Learning to meet one of the required service-learning projects required for graduation.

Any student enrolled in a course that integrates a service-learning project must successfully complete both the academic course and the service-learning project to pass the course and fulfill a service-learning project.

Students can fulfill a service-learning project in three ways:

1. Successful completion of RS293 Christian Ethics
2. Successful completion of an academic course with an integrated service-learning project. Some academic majors require specific coursework, internships, or other activities that may fulfill a service-learning project. Students must pass both the academic course requirements and the service-learning project to fulfill a service-learning project. Current approved courses are:

GE411 Professional Development

HMS422 Human Services Project

NB464 Community Health Nursing

NU445 Community Health Nursing

Students may be concurrently enrolled in two of the above courses to fulfill the graduation requirement if permitted by requirements set for individual academic majors.

RESIDENCY FOR GRADUATION

A minimum of 18 credit hours must be taken at Presentation College to meet residency requirements for the Associate's degree. A minimum of 33 credit hours must be taken at Presentation College to meet residency requirements for the Bachelor's degree. Individual petitions requesting waiver of the residency requirement must be submitted in writing to the Vice President for Academics prior to the beginning of the semester of entry. External academic credit/educational credit by examination will not satisfy the academic residency requirement. **Under normal circumstances, students may not dual enroll in their final semester at Presentation College.**

GENERAL GRADUATION REQUIREMENTS

Summary of Graduation Requirements

Before graduation, students must meet the following requirements:

1. Apply for graduation on the website at the time designated in the academic calendar, usually at the time of registration for the final semester.
2. Satisfy all financial obligations with the College.
3. Complete the following requirements:
 - a. 120 hours for a Bachelor's degree or credits as required for a major, or 60 hours for an Associate's degree or credits as required for a program, with a minimum cumulative 2.00 GPA or as required per program; minors require a minimum of 18 credit hours, *nine of which must be above major requirements*;
 - b. Minimum of 30% of the degree in upper division courses for a Bachelor's degree;
 - c. 33 residency credits for the Bachelor's degree and 18 credits for the Associate's degree;
 - d. 30 of the last 60 credits earned for a Bachelor's degree that the institution awards, and 15 of the final 30 credits for an Associate's degree it awards, must be credits earned at the institution;
 - e. All work and residency requirements pertaining to the major field (see program descriptions);
 - f. General education requirements;
 - g. Assessment requirements for the College and program; any students who fail to successfully complete any requirements remaining during the semester of graduation must apply for graduation in a later semester;
 - h. Service Learning Project (degree-seeking students only).

SECOND BACHELOR'S DEGREE

Students who have earned a baccalaureate degree from an accredited college or university and are seeking a second baccalaureate degree from Presentation College may do so by completing the following:

1. Formal notification must be filed with the Registrar;
2. All admissions, prerequisite, and course requirements of the second degree major;
3. Six credits of Religious Studies in RS123 The Christian Tradition or RS143 Catholicism and RS293 Christian Ethics (required only if the students had not successfully completed such courses before);
4. At least 33 credits taken at Presentation College to meet residency requirements for the baccalaureate degree;
5. At least 30 semester hours in residence of upper level credit over and above the requirements for the first baccalaureate degree;
6. A minimum cumulative grade point average of 2.00 in the second major or as required per the second major.

NOTE: *The same degree from Presentation College may not be awarded twice.*

EXTERNAL ACADEMIC CREDIT/EDUCATIONAL CREDIT BY EXAMINATION

Credit hours may be earned through any one or combination of the following prior learning credit programs. These credits will not satisfy the academic residency requirement. The maximum allowable number of combined prior learning credits is 60.

Advanced Placement (AP) testing, College Level Examination Program (CLEP), International Baccalaureate (IB), Challenge Credits:

AP, CLEP, IB, and challenge exams measure college-level learning; therefore, Presentation College places no limit on the number of these credits accepted.

Challenge exams are department/program administered examinations and are available at the department's discretion. **The following conditions apply to challenge examinations:**

1. the course for which the examination is given is in the current College catalog;
2. no CLEP or other national examination for the course is available;
3. students earn a minimum grade of "B";
4. this grade is not counted in the GPA.

Accreditation Commission for Education in Nursing, Inc., Mobility Profile for LPNs or RNs:

Students may earn a maximum of 40 NLN credits toward an undergraduate degree as outlined in the applicable Nursing Program requirements.

ARRT Certification Credits:

A maximum of 50 semester hours blanket credit may be awarded for Radiologic Technology completion students with proof of current American Registry of Radiologic Technologists (ARRT) registration. These credits will be transcribed as RT electives upon successful completion of all other program admission requirements.

Portfolio Credits:

A student may earn up to 30 credits at the undergraduate level through work and life experience through the development of a portfolio. A portfolio presents the evidence necessary for students' learning to be evaluated. The portfolio assessment program has these three elements:

1. a College course description that serves as the standard against which students' knowledge is measured;
2. a personal narrative in which students describe what they have done, what they have learned, and how they have applied their knowledge;
3. evidence from a variety of sources that supports students' claim to knowledge.

Portfolio applications and further information may be obtained from the Registrar's Office.

ONLINE COURSES

Certain courses are offered via the Internet. Online courses are reserved for PC Virtual students. However, students on the Aberdeen and Fairmont campuses may petition for consideration in online courses. Additional online course fees apply. Students should meet with their academic advisor to determine eligibility requirements and availability, which may be found on the Petition for Online Course.

DIVISION OF HEALTH & NATURAL SCIENCE

The Division of Health and Natural Science provides hands-on, student-centered learning environments designed to assist students in reaching their academic goals. The Division offers Bachelor of Science degrees in Athletic Training, Biology, Exercise Science, Healthcare Administration, Health Science, and Radiologic Technology, as well as Associate of Science degree programs in Biology, Chemistry, Exercise Science, Healthcare Administration, and Radiologic Technology. The Athletic Training and Radiologic Technology programs are accredited by their respective professional accrediting agencies. Successful completion of academic programs will allow graduates to take the national certifying examination within the discipline.

Admission/Progression: The Division of Health and Natural Science accepts students into the division who meet the College's and specific programs' admission criteria. Most students will then apply for acceptance into a specific program based on program progression standards. These students will be evaluated according to the specific program's admission criteria. Note: many programs have a limited capacity; early application is advised.

Readmission to Programs: The Division of Health and Natural Science will evaluate all applications for readmission into an academic program. The Department acknowledges the responsibility of readmitting only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health and professional suitability to the applicable discipline; however, the Division encourages application for program readmission. Students will still be held to program admission standards and must follow any specific program guidelines for readmission.

Confidentiality is required of all students in Health and Natural Science programs. Any breach of confidentiality may result in division dismissal.

ATHLETIC TRAINING, BACHELOR OF SCIENCE

Athletic trainers (ATs) are health care professionals who collaborate with physicians. The services provided by ATs comprise prevention, emergency care, clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic trainers utilize their knowledge and skills in a variety of settings. The athletic trainer plays a vital role in the prevention, recognition/management, treatment, and rehabilitation of injuries that occur during physical activity. Athletic Trainers may work in professional, college/university, and secondary school athletics; hospital/clinics; occupational/industrial health; the military; the performing arts; and in physician offices. Many athletic trainers work outside of athletic settings; they provide physical medicine and rehabilitation, as well as other services to people of all ages.

Athletic training is practiced by athletic trainers (AT), health care professionals who collaborate with physicians to optimize activity and participation of patients and clients across age and care continuums. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute and chronic medical conditions involving impairment, functional limitations, and disabilities. ATs work under the direction of physicians, as prescribed by state licensure statutes. Their patients and clients include everyone from professional athletes to industrial workers. Recognized by the American Medical Association as allied health professionals, athletic trainers specialize in the prevention, diagnosis, assessment, treatment, and rehabilitation of muscle and bone injuries and illnesses.

Program Certification

Students must graduate and complete a Commission on Accreditation of Athletic Training Education (CAATE) accredited athletic training education program before they are eligible to sit for the Board of Certification, Inc. (BOC) certification exam. Once the student successfully passes this examination, he or she earns the "Certified Athletic Trainer (ATC)" credential from the BOC.

The ATP at Presentation College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). For more information regarding the accreditation standards of athletic training programs, please visit www.caate.net

The Athletic Training Program

Students in the Athletic Training Program (ATP) must demonstrate:

1. Physical ability to perform assessments and handle equipment;
2. Ability to communicate effectively and sensitively with patients and colleagues;
3. Capacity to maintain composure during periods of high stress;
4. Perseverance, diligence and commitment to complete the program;
5. Flexibility and ability to adjust to changing situations in clinical situations;
6. Ability to relate professionally to others.

Technical Standards for Admission and Retention

The ATP at Presentation College is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to the clinical phase of the program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer. The following abilities and expectations must be met by all students admitted to the clinical phase of the Athletic Training Program. In the event students are unable to fulfill these technical standards, with or without reasonable accommodation, students will not be permitted to progress to the clinical phase.

Compliance with the program's technical standards does not guarantee progression in the ATP at Presentation College and/or eligibility for the Board of Certification, Inc., and certification exam.

Candidates for selection to the Presentation College ATP must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts, and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. The perseverance, diligence, and commitment to complete the athletic training program as outlined and sequenced.
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for progression into the clinical phase of the athletic training program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

Presentation College disability services, in conjunction with the athletic training program director, will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states that he/she can meet the technical standards with reasonable accommodation, the College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation. This includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

Admission to Athletic Training Program

Students who are enrolled in the Athletic Training Program (ATP) are subject to two different minimum cumulative grade point average (GPA) standards. Students who are enrolled in courses that are prerequisites for the clinical phase of the ATP or general education courses required for the degree must earn a minimum cumulative GPA of 2.00. Students are, however, advised that maintaining a minimum GPA of 2.00 is not sufficient to meet the standard for enrollment into the clinical phase of the ATP.

Students applying to the clinical phase of the ATP are required to have a 2.50 cumulative grade point average or higher at the end of the semester they are applying.

Students apply for the clinical phase of the ATP after completing the foundational core during their non-clinical phase. During this time, students are required to take the following athletic training courses (may be taken concurrently during application semester):

- AT111 Introduction to Athletic Training
- BI162 Medical Terminology
- BI213 Human Anatomy and Physiology I Lecture
- BL211 Human Anatomy and Physiology I Lab
- BI293 Human Anatomy and Physiology II Lecture

- BL291 Human Anatomy and Physiology II Lab
- EXSC112 First Aid and Emergency Cardiac Care
- EXSC333 Care and Prevention of Injuries and Illnesses

These courses require a grade of a "C-" or higher in order to apply to the clinical phase of the athletic training major.

Competitive Admissions Application and Selection Process

In addition to the above academic requirements, acceptance into the clinical phase of the ATP will be determined by evaluation of the student's formal application to the ATP. The following application materials are due to the ATP Program Director in April of the spring semester:

1. Two letters of recommendation (one from faculty – non-ATC (Certified Athletic Trainer); one from supervisor)
2. Completion of 10 observation hours and worksheet packet (given in AT111)
3. Completed application form
4. Typed 500-word topical essay
5. Formal interview with ATP selection committee

Selection of the student for the clinical phase of the ATP is based on a scored rubric. Each application item (overall GPA, GPA for pre-application courses, evaluation of observation student, observation worksheet, two letters of recommendation, application essay, and interview) is scored, weighed to a maximum of 100 total points, and then multiplied by a predetermined percentage. The top point-earning students from each cohort will be selected based on the number of available openings for the ATP. For example, if 10 seats are open for a given cohort, the top 10 point-earners will be selected. During non-competitive application years (more ATP cohort seats open than applications), the interview component may be omitted.

Official acceptance into the Athletic Training Program will occur after final grades for the spring semester are posted. Students offered a position in the Athletic Training Program will have one week to confirm their appointment.

Provisional Progression

In situations where cohorts do not fill all the available clinical phase openings for the ATP, students who do not meet application minimum requirements may progress provisionally to the clinical phase in the ATP. In such cases, a formal letter of provisional acceptance stating the terms of admission to the clinical phase of the program will be sent to the student and placed in his/her official academic file. The terms will include:

- which requirement was not met
- the process the student will take to meet the requirement
- the length of time the student has to meet the minimum requirement

If the student does not meet the minimum requirement in the time allotted in the written contract, the student will be not be allowed to progress in the clinical phase of the program. During the provisional time of acceptance, students may be subject to certain clinical and/or academic requirements or limitations. Any student accepted into the clinical phase of the ATP under provisional status must meet minimum program acceptance standards within one academic year (two semesters).

Program Academic Retention Requirements

Once accepted into the clinical phase of the Athletic Training Program, the student must continue to meet the academic and clinical requirements of the program. Students who fail to meet the academic retention standards will be placed on probation. Athletic training students' compliance with the academic retention requirements will be measured at the end of the fall and spring semesters. Listed below are the academic retention requirements for each level in the program.

Clinical Level I:

- minimum 2.50 cumulative GPA;
- minimum 2.75 GPA in athletic training major courses;
- grade of "C-" or higher in all "AT" prefix courses

Clinical Level II:

- minimum 2.75 cumulative GPA;
- minimum 2.75 GPA in athletic training major courses;
- grade of "C-" or higher in all "AT" prefix courses

Clinical Level III:

- minimum 2.75 cumulative GPA;
- minimum 3.00 GPA in athletic training major courses;

- grade of "C-" or higher in all "AT" prefix courses

Clinical Education

Students formally accepted into the clinical phase of the ATP will complete a minimum of 140 hours of clinical education at various sites per semester. Before students can begin their clinical education, the following paperwork must be filed with the clinical coordinator:

1. HIPAA/FERPA training (annually)
2. Vaccination verification
 - a. MMR (once)
 - b. Varicella (once)
 - c. T-dap (once)
 - d. Hepatitis B (once, initiation of Hep B series, or complete declination form)
 - e. TB (annually)
 - f. Influenza (Sanford and Avera St. Luke's clinical sites only)
3. Technical standards
4. Verification of current emergency cardiac care certification (ARC or AHA)
5. Criminal background check (annually)
6. Confidentiality form
7. Bloodborne Pathogen Training (annually)

Academic Disciplinary Policy

Athletic training students failing to meet the academic retention requirements during their clinical phase will be placed on Level 1 academic program probation for following semester. Due to the rigors of athletic training study and the comprehensiveness of the BOC® certification exam, athletic training students must maintain an above average academic level. Academic probation serves as a warning of the student's athletic training program and overall academic status. Students must be aware that a second semester of academic probation will delay the student's graduation at least 1 year. The athletic training student will meet with the program director to develop a written contract to address the unmet requirements. The contract will address (but not limited to):

- Academic plan of action to address requirements not met
- Required study hours with ATP faculty

Academic Disciplinary Actions

1. Level 1 (no other instances of ATP probation)
 - a. Meeting with program director and clinical coordinator
 - b. Formal letter detailing the retention standard not being met
 - c. Academic plan of action
2. Level 2 (either 2 consecutive or non-consecutive semesters on probation)
 - a. Meeting with program director and clinical coordinator
 - b. Formal letter detailing the retention standard not being met
 - c. Academic plan of action
 - d. Student is not eligible for clinical phase progression and may not enroll in AT Practicum courses (AT202, AT212, AT302, AT312, AT402, AT412)
3. Level 3 (either 3 consecutive or non-consecutive semesters on probation)
 - a. Dismissal from the PC ATP

Athletic Training Program Costs

Visit the Presentation College Tuition & Aid web site for the most current program costs.

Graduation

Prior to their final semester in ATP curriculum, students may apply for graduation. Students must have a minimum cumulative GPA of 2.50 and a minimum ATP GPA of 2.75 in order to graduate with a Bachelor of Science in Athletic Training.

120 credits

Major Requirements (64 crs)

AT111 Introduction to Athletic Training

AT202	Practicum in Athletic Training I	2
AT203	Advanced Techniques in Athletic Training	3
AT212	Practicum in Athletic Training II	2
AT300	Clinical Examination and Diagnosis I	3
AT301	Clinical Examination and Diagnosis I Lab	1
AT302	Practicum in Athletic Training III	2
AT304	Clinical Examination and Diagnosis II	3
AT305	Clinical Examination and Diagnosis II Lab	1
AT312	Practicum in Athletic Training IV	2
AT323	Therapeutic Modalities	3
AT324	Therapeutic Modalities Lab	1
AT333	Therapeutic Exercise	3
AT334	Therapeutic Exercise Lab	1
AT343	Medical Aspects	3
AT402	Practicum in Athletic Training V	2
AT412	Practicum in Athletic Training VI	2
AT413	Administration in Athletic Training	3
AT422	Research Methods in Allied Health	2
AT432	Capstone in Athletic Training	2
BI162	Medical Terminology	2
EXSC112	First Aid and Emergency Cardiac Care	2
EXSC203	Introduction to Fitness	3
EXSC333	Care and Prevention of Injuries and Illnesses	3
EXSC373	Exercise Physiology	3
EXSC393	Kinesiology	3
EXSC3082	Introduction to Biomechanics	2
GE411	Professional Development	1
NUTR101	Introduction to Nutrition	3
General Education Requirements (42-43 crs)		
Communication Skills		
EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS395	Sports Psychology	3
	Humanities Fine Arts Electives	3
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3

BL291	Human Anatomy & Physiology II - Lab Other Natural Science Electives	1
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Other Natural Science electives are met through Major Requirements

College Experience

GE111	College Experience	1
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Electives (14 crs)

Restricted Electives	9
Any General Electives	5

Restricted electives must be outside the discipline of Athletic Training

BIOLOGY, BACHELOR OF SCIENCE

Students who wish to attend graduate school to study chiropractic medicine, mortuary science, physician's assisting, physical therapy, occupational therapy, medicine, optometry, dentistry, veterinary medicine, or other professional areas may usually meet the professional schools' entrance requirements while completing a biology degree. All pre-professional students must determine the specific requirements of the school(s) they wish to attend, and they should work closely with an advisor at Presentation College to develop a plan of study. In addition, graduates of the Biology major can seek immediate workplace placement in such areas as medical research, pharmaceutical sales, ethanol development, or a number of other employment opportunities.

Graduation

The Bachelor of Science degree in Biology is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all biology major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits

Major Requirements (61 crs)

BI153	General Biology I	3
BL151	General Biology Lab	1
BI162	Medical Terminology	2
BI163	General Biology II	3
BL161	General Biology II Lab	1
BI263	Introduction to Medical Microbiology	3
BL263	Introduction to Medical Microbiology Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
BI402	Biology Capstone	2
CH153	College Chemistry I	3
CL151	College Chemistry I Lab	1
CH163	College Chemistry II	3
CL161	College Chemistry II Lab	1
CH303	Organic Chemistry I	3
CL303	Organic Chemistry I Lab	1
CH313	Organic Chemistry II	3
CL313	Organic Chemistry II Lab	1
CH323	Biochemistry	3
CL321	Biochemistry Lab	1
GE411	Professional Development	1
MA243	Statistics	3
PC103	Fundamentals of Physics I	3
PL101	Fundamentals of Physics I Lab	1
PC113	Fundamentals of Physics II	3
PL111	Fundamentals of Physics II Lab	1
	Upper Level Science Electives	9

General Education Requirements (44-45 crs)**Communication Skills**

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS353	Abnormal Psychology	3
	Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA153	College Algebra	3
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1

College Experience

GE111	College Experience	1
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Electives (15 crs)

	Restricted Electives	9
	Any General Electives	6

Restricted electives must be outside the discipline of the natural sciences

BIOLOGY, ASSOCIATE OF SCIENCE

The Associate of Science degree in Biology is granted by Presentation College to those candidates who have completed the 60-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all biology major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

60 credits**Major Requirements (39 crs)**

BI153	General Biology I	3
BL151	General Biology Lab	1
BI163	General Biology II	3
BL161	General Biology II Lab	1
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
BI263	Introduction to Medical Microbiology	3
BL263	Introduction to Medical Microbiology Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
CH153	College Chemistry I	3
CL151	College Chemistry I Lab	1

CH163	College Chemistry II	3
CL161	College Chemistry II Lab	1
MA153	College Algebra	3
	OR	
MA243	Statistics	3
	Science Electives	8
General Education Requirements (20-25 crs)		
Communication Skills		
EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
Religious and Ethical Education		
RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture electives	3
Natural Science and Quantitative Reasoning		
MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
	Laboratory Science (Natural Sciences)	4
<i>MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.</i>		
College Experience		
GE111	College Experience	1
Electives (1 cr)		
	Any General Elective	1

CHEMISTRY, ASSOCIATE OF SCIENCE

The Associate of Science degree in Chemistry prepares students for a career in a variety of entry-level positions. Graduates may find employment opportunities in areas such as biotechnology, chemical manufacturing, chemical or medical research, forensics, and pharmaceuticals. The Associate of Science degree in Chemistry is strongly recommended for pre-chiropractic, pre-dental, pre-medical, pre-pharmacy, pre-veterinary, or other professional areas.

The curriculum is designed to provide students with the scientific knowledge and skills necessary to transfer into a baccalaureate program in chemistry. Students are advised to counsel with the college/ university of their choice to determine if the courses required by Presentation College are applicable at a transfer institution offering a bachelor's degree in chemistry.

60 credits

Major Requirements (39 crs)

CH153	College Chemistry I	3
CL151	College Chemistry I Lab	1
CH163	College Chemistry II	3
CL161	College Chemistry II Lab	1

CH303	Organic Chemistry I	3
CL303	Organic Chemistry I Lab	1
CH313	Organic Chemistry II	3
CL313	Organic Chemistry II Lab	1
CH323	Biochemistry	3
CL321	Biochemistry Lab	1
MA153	College Algebra	3
PC103	Fundamentals of Physics I	3
PL101	Fundamentals of Physics I Lab	1
PC113	Fundamentals of Physics II	3
PL111	Fundamentals of Physics II Lab	1
	Science Electives	8

General Education Requirements (20-25 crs)**Communication Skills**

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture electives	3
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Natural Science and Quantitative Reasoning

MA114	Customized Intermediate Algebra Or higher (or competency)	4 4
	Laboratory Science (Natural Sciences)	4

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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Electives (1 cr)

	Any General Elective	1
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EXERCISE SCIENCE, BACHELOR OF SCIENCE

Presentation College offers a Bachelor of Science degree in Exercise Science. The program is designed to ensure that students have the disciplinary knowledge and professional skills necessary for the development of strategies and programs that promote healthy lifestyles. The Exercise Science program (EXSC) is dedicated to preparing leaders in exercise science at the undergraduate level. It is the mission of the EXSC program to promote and educate our students and the public in the science and benefits of fitness, health, human movement, and lifetime activities.

The program prepares students to take various certification examinations, allowing students to work in both professional health and fitness settings. In addition, the program prepares students for graduate work in areas including, but not limited to, physical therapy, kinesiology, exercise physiology, and athletic training.

Graduation

The Bachelor of Science degree in Exercise Science is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a C- or above in all Exercise Science major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.0 or higher is required to graduate from the program.

120 credits

Major Requirements (55 crs)

AT422	Research Methods in Allied Health	2
BI162	Medical Terminology	2
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
EXSC110	Weight Training	2
EXSC112	First Aid and Emergency Cardiac Care	2
EXSC121	Introduction to Exercise Science	1
EXSC203	Introduction to Fitness	3
EXSC243	Stress Management and Relaxation	3
EXSC263	Fitness Activities	3
EXSC312	Health Promotion Programming	2
EXSC322	Fitness and Facility Management	2
EXSC333	Care and Prevention of Injuries and Illnesses	3
EXSC343	Fitness Measurements and Prescriptions	3
EXSC353	Program Design and Management	3
EXSC373	Exercise Physiology	3
EXSC393	Kinesiology	3
EXSC401	Exercise Science Capstone	1
EXSC403	Clinical Exercise Physiology	3
EXSC493	Internship	3
GE411	Professional Development	1
NUTR101	Introduction to Nutrition	3
PS3103	Behavior Modification	3

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS153	Developmental Psychology	3
	Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA153	College Algebra	3
	OR	

MA243	Statistics	3
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
College Experience		
GE111	College Experience	1
Electives (21 crs)		
	Restricted Electives	9
	Any General Electives	12

Restricted electives must be outside the discipline of Exercise Science

EXERCISE SCIENCE, ASSOCIATE OF SCIENCE

Presentation College offers an Associate of Science degree in Exercise Science. The program is designed to ensure that students have the disciplinary knowledge and professional skills necessary for the development of strategies and programs that promote healthy lifestyles. The Exercise Science program (EXSC) is dedicated to preparing leaders in exercise science at the undergraduate level. It is the mission of the EXSC program to promote and educate our students and the public in the science and benefits of fitness, health, human movement, and lifetime activities.

The program prepares students to take various certification examinations, allowing students to work in both professional health and fitness settings. In addition, the program prepares students for transfer into various four-year degree programs.

Graduation

The Associate of Science degree in Exercise Science is granted by Presentation College to those candidates who have completed the 62-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

62 credits

Major Requirements (42 crs)

BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
CT233	Communication Skills I: Interpersonal Communication	3
EXSC110	Weight Training	2
EXSC112	First Aid and Emergency Cardiac Care	2
EXSC121	Introduction to Exercise Science	1
EXSC203	Introduction to Fitness	3
EXSC243	Stress Management and Relaxation	3
EXSC263	Fitness Activities	3
EXSC312	Health Promotion Programming	2
EXSC322	Fitness and Facility Management	2
EXSC343	Fitness Measurements and Prescriptions	3
EXSC373	Exercise Physiology	3
EXSC393	Kinesiology	3
EXSC492	Internship	2
NUTR101	Introduction to Nutrition	3
PS153	Developmental Psychology	3

General Education Requirements (20-25)

Communication Skills

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition	3
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RS143	OR Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
PS133	General Psychology	3
Natural Science and Quantitative Reasoning		
MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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HEALTHCARE ADMINISTRATION, BACHELOR OF SCIENCE

The Bachelor of Science in Healthcare Administration degree prepares graduates to seek entry-level healthcare administration positions in the healthcare industry. Healthcare administrators perform the vital role of planning and managing the delivery of healthcare services for hospitals, doctor's offices, outpatient clinics, home healthcare providers, and nursing homes. This program will help develop essential skills and knowledge in areas such as human relations, leadership, budgeting, developing administrative policies and procedures, applying medical coding, and reimbursements, maintaining electronic health records, the application of healthcare law, quality marketing, healthcare economics, and total quality management in the healthcare system.

Graduation

The Bachelor of Science degree in Healthcare Administration is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a 2.00 or above grade point average in all healthcare administration major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits

Major Requirements (50 crs)

BI162	Medical Terminology	2
BU233	Accounting I	3
BU243	Accounting II	3
BU393	Human Resources Management	3
CS2003	Computer Management Systems	3
HCA103	Introduction to Healthcare Information	3
HCA113	Coding in Healthcare	3
HCA123	Healthcare Reimbursement & Revenue Management	3
HCA133	Principles of Healthcare	3
HCA143	Healthcare Law & Ethics	3
HCA213	Health Information Systems/EMR	3
HCA313	Healthcare Economics	3
HCA383	Healthcare Marketing	3
HCA413	Healthcare Law	3
HCA423	Healthcare Finance	3
HCA433	Healthcare Administration	3
HCA443	Quality Management in Healthcare Administration	3

General Education Requirements (44-45 crs)**Communication Skills**

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
	Other Social Science/Human Culture Elective	3
	Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA243	Statistics	3
BI115	Introduction to Anatomy & Physiology/Concepts of Human Biology	3
BL115	Introduction to Anatomy & Physiology/Concepts of Human Biology Lab	1

College Experience

GE111	College Experience	1
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Electives (26 crs)

	Restricted Electives	9
	General Electives	11
	Upper Level General Electives	6

Restricted electives must be outside the discipline of Healthcare Administration

HEALTHCARE ADMINISTRATION, ASSOCIATE OF SCIENCE

The Associate of Science degree in Healthcare Administration is granted by Presentation College to those candidates who have completed the 61-credit requirement as described in the curriculum plan, earned a 2.00 or above grade point average in all healthcare administration major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

61 credits**Major Requirements (32 crs)**

BI162	Medical Terminology	2
BU233	Accounting I	3
BU243	Accounting II	3
CS2003	Computer Management Systems	3
CT233	Communication Skills I: Interpersonal Communication	3
HCA103	Introduction to Healthcare Information	3
HCA113	Coding in Healthcare	3
HCA123	Healthcare Reimbursement & Revenue Management	3
HCA133	Principles of Healthcare	3

HCA143	Healthcare Law & Ethics	3
HCA213	Health Information Systems/EMR	3
General Education Requirements (23-24 crs)		
Communication Skills		
EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
PS133	General Psychology	3
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
BI115	Introduction to Anatomy & Physiology/Concepts of Human Biology	3
BL115	Introduction to Anatomy & Physiology/Concepts of Human Biology Lab	1
<i>MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.</i>		
College Experience		
GE111	College Experience	1
General Electives		
	General Electives	6

HEALTH SCIENCE, BACHELOR OF SCIENCE

The Bachelor of Science in Health Science degree prepares students for professional jobs within the healthcare industry. This degree targets individuals who already hold an associate degree (e.g., Medical Assisting, Surgical Technology) and wish to pursue further education, individuals who wish to obtain an entry-level position in a healthcare facility, individuals who want to advance into a management role, or individuals wanting to pursue a graduate degree within the healthcare field.

Curriculum for this degree was designed to follow the National Healthcare Foundation Standards and Accountability Criteria. These standards were designed to provide guidelines of proper student outcomes to develop high quality graduates that will be able to effectively contribute to the healthcare setting. Coursework utilizes courses offered within the Division of Health & Natural Science and additionally integrates courses from the Division of Social Science & Humanities.

Graduation

The Bachelor of Science degree in Health Science is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all health science major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits

Major Requirements (36 crs)

BI162	Medical Terminology	2
BI263	Introduction to Medical Microbiology	3

BL263	Introduction to Medical Microbiology Lab	1
BI402	Biology Capstone	2
BI423	Epidemiology	3
HCA103	Introduction to Healthcare Information	3
HCA123	Healthcare Reimbursement & Revenue Management	3
HCA143	Healthcare Law & Ethics	3
HCA423	Healthcare Finance	3
HCA433	Healthcare Administration	3
HLTH163	Human Diseases	3
HMS324	Human Behavior in the Social Environment	4
	Upper Level Human Services, Psychology, or Science Elective	3
General Education Requirements (44-45 crs)		
Communication Skills		
EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
SO353	Social Problems	3
	Humanities/Fine Arts electives	9
Natural Science and Quantitative Reasoning		
MA153	College Algebra	3
	OR	
MA243	Statistics	3
BI115	Introduction to Anatomy & Physiology/Concepts of Human Biology	3
BL115	Introduction to Anatomy & Physiology/Concepts of Human Biology Lab	1
College Experience		
GE111	College Experience	1
Electives (40 crs)		
	Restricted Electives	9
	Upper-level General Electives	9
	General Electives	22

Restricted electives must be outside the discipline of the natural sciences

RADIOLOGIC TECHNOLOGY, BACHELOR OF SCIENCE

The radiologic technologist, under the supervision of a radiologist, produces radiographic images and assists the radiologist in general fluoroscopic and special procedures.

The Baccalaureate degree program selects students to progress based on the number of clinical opportunities available following the completion of RT133 and RT293. Students selected to progress in this major continue to take coursework while rotating through Presentation College's radiologic technology clinical sites. The Baccalaureate program consists of four semesters and one summer session. Twelve months of clinical experience are integrated into the curriculum.

Progression in Radiologic Technology

Students who are enrolled in the Radiologic Technology program are subject to two different minimum cumulative grade point average (GPA) standards. Students who are enrolled in courses that are prerequisites for the Radiologic Technology program or general education courses required for the degree must earn a minimum cumulative GPA of 2.00. Students are, however, advised that maintaining a minimum GPA of 2.00 is not sufficient to meet the standard for progression into the Radiologic Technology program courses.

Students applying to progress into the Radiologic Technology Program courses are required to have a 2.75 cumulative grade point average or higher at the end of the semester they are applying. The number of students allowed to progress into the Radiologic Technology program courses will be limited to the number of clinical opportunities available.

A minimum cumulative GPA of 2.75 and at least a "C" in all RT courses and BI162 Medical Terminology, BI213 Human Anatomy & Physiology I - Lecture, BL211 Human Anatomy & Physiology I - Lab, and BI293 Human Anatomy & Physiology II - Lecture, BL291 Human Anatomy & Physiology II - Lab, are required for progression in the major. Failure to meet these criteria will result in dismissal from the program. Students may apply to enter or reenter, although the program will readmit only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, technical standards, and professional suitability. **No student will be allowed to enter or reenter after twice receiving less than a "C" in any *RT course (BI162, BI213, BL211, BI293, BL291, RT293 and RT133)** or after receiving less than a "C" in any two RT courses.

Preference will be given to students earning the highest GPA. Students desiring placement into the Radiologic Technology program must spend two half-days, four hours, at a hospital within a Radiology Department.

Students who are dismissed from the program may appeal, in writing, to the Radiologic Technology Program Director. The appeal should include a recommendation from the academic advisor and/or course instructor. The final decision will be decided by the Radiologic Technology Program Appeal Committee and may be approved or denied based on individual circumstances and an evaluation of the request.

Progression to Radiologic Technology Program

Students desiring a position in the Bachelor of Science program will be evaluated by the Radiologic Technology program officials of Presentation College. Program requirements include a minimum cumulative GPA of 2.75, minimum ACT composite of 18 (may be waived upon approval from the Radiologic Technology Appeal Committee), and successful completion of the prerequisite courses with a "C" or greater. Evaluation will be based on the Radiologic Technology Program Applicant Rubric which includes the following criteria: minimum cumulative GPA of 2.75, minimum ACT composite of 18 (may be waived upon approval from the Radiologic Technology Appeal Committee), progression in all prerequisite courses, and references. Candidates accepted will be admitted to radiologic technology classes and associated clinical which are conducted at Avera St. Luke's Hospital (Aberdeen), Mayo Clinic Health Systems - Mankato, and other clinical sites. Limited positions are available each year, therefore candidates are not guaranteed clinical placement.

In order to ensure patient safety and welfare, applicants must meet the required **technical standards** which can be found in the Radiologic Technology Program Student Handbook.

Once accepted into the Radiologic Technology program, students must meet the following requirements:

1. The health form and the following immunizations must be completed and submitted to the program director:
 - a. Tetanus (booster every 10 years)
 - b. Polio (proof of initial series)
 - c. Measles, Mumps, Rubella or titer/screening showing immunity (if born after 1956, you must have two doses of MMR)
 - d. Tuberculosis skin test (if there is a positive result, students must have a negative chest x-ray); this is an annual requirement
 - e. Hepatitis B (proof of series of three)
2. Current in American Heart Association Healthcare Provider CPR throughout the clinical experience
3. Proof of health insurance
4. Background check before acceptance into the program (even upon ARRT approval of certification employer/institutions may not hire based on previous criminal history; i.e., misdemeanor and/or felony conviction)

All items must be verified and submitted to the program director prior to the first day of clinical.

Appeal Process

Students may appeal decisions in writing based on admission and progression policies to the Radiologic Technology program director. The appeal should include a recommendation from the academic advisor and/or course instructor. The final decisions will be decided on by the Radiologic Technology Program Appeal Committee and may be approved or denied based on individual circumstances and an evaluation of the request.

Students who appeal and are allowed to provisionally progress must meet with the program director to complete a written contract detailing

- which requirement was not met
- the process the student will take to meet the requirement
- the length of time the student has to meet the minimum requirement

If the student does not meet the minimum requirement in the time allotted in the written contract, the student will be not be allowed to progress in the Radiologic Technology program. During the provisional time of acceptance, students may be subject to certain clinical and/or academic requirements or limitations. Any student accepted under provisional status must meet minimum program acceptance standards within one academic year (two semesters). A formal letter of provisional acceptance stating the terms of the admission to the program will be sent to the student and placed in the student's official academic file.

Graduation and Certification

Prior to their final semester in the Bachelor of Science curriculum, students may apply for graduation. Students must have a minimum cumulative GPA of 2.75 in order to graduate. All graduates are eligible to take the national certifying examination.

Note: Persons who have been convicted of a felony offense or any crime involving moral turpitude may not be eligible to write the national certifying exam. Applicants should contact the American Registry of Radiologic Technologists (ARRT) to determine eligibility.

The Bachelor of Science in Radiologic Technology program, offered at the Aberdeen and Fairmont campuses, is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). In addition, a Radiologic Technology completion program is available online.

123 credits

Major Requirements (68 crs)

BI162	Medical Terminology	2
GE411	Professional Development	1
RT133	Fundamentals of Radiologic Science	3
RT253	Radiologic Science Procedures I	3
RT263	Radiologic Science Clinical I	3
RT273	Radiologic Science Procedures II	3
RT276	Radiologic Science Clinical II	3
RT293	Radiologic Science Ethics and Patient Care	3
RT294	Radiation Physics	3
RT320	Radiologic Science Procedures III	3
RT324	Radiologic Science Clinical III	3
RT330	Radiobiology and Radiation Protection	3
RT340	Image Formation, Processing and Display	3
RT350	Radiologic Science Procedures IV	3
RT353	Cross-Sectional Anatomy	3
RT360	Radiologic Science Clinical IV	3
RT413	Image Analysis and Quality Improvement	3
RT423	Physical Principles of CT	3
RT442	RT Senior Seminar	2
RT453	Radiographic Pathology	3
RT463	Radiologic Science Clinical V	3
RT473	Radiologic Science Clinical VI	3

Distribution Electives

Choose 6 credits from the following:

BU393	Human Resources Management	3
HCA313	Healthcare Economics	3
HCA383	Healthcare Marketing	3
HCA423	Healthcare Finance	3
HCA433	Healthcare Administration	3
HCA443	Quality Management in Healthcare Administration	3

General Education Requirements (46-47 crs)

Communication Skills

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious And Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
	Social Science/Human Culture electives	6
	Humanities Fine Arts Electives	3

Natural Sciences and Quantitative Reasoning

MA153	College Algebra OR	3
MA243	Statistics	3
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
	Other Natural Science Elective	4

College Experience

GE111	College Experience	1
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Electives (9 crs)

	Restricted Electives	9
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Restricted electives must be outside the disciplines of Radiologic Technology and the natural sciences

RADIOLOGIC TECHNOLOGY, BACHELOR OF SCIENCE (COMPLETION)

The radiologic technologist, under the supervision of a radiologist, produces radiographic images and assists the radiologist in general fluoroscopic and special procedures.

Degree completion is available for a certified radiologic technologist. Proof of current American Registry of Radiologic Technologists (ARRT) registration must be provided and fifty (50) semester hours blanket credit in radiologic technology will be granted after students have successfully completed all other program progression requirements.

Admission/Progression

Students who have earned an Associate degree from an accredited institution of higher learning or completed an accredited hospital-based program, are currently registered with the ARRT, and have a cumulative GPA of 2.75 or greater are eligible for this program. A minimum of 123 credits is required for a Presentation College Bachelor of Science degree in Radiologic Technology, including the 14 required credits listed below. Upon the receipt of official transcripts, students will receive a personal degree audit approved and official degree completion plan.

Students who are enrolled in courses that are general education courses required for the degree must earn a minimum cumulative GPA of 2.00. Students are, however, advised that maintaining a minimum GPA is not sufficient to meet the standard for enrollment into the Radiologic Technology Program. Students enrolling into courses that are Radiologic Technology program major course requirements are required to have a 2.75 cumulative grade point average or higher prior to enrollment in the courses.

Appeal Process

Students may appeal decisions in writing based on admission and progression policies to the Radiologic Technology Program Director. The appeal should include a recommendation from the academic advisor and/or course instructor. The final decisions will be decided on by the Radiologic Technology Program Appeal Committee and may be approved or denied based on individual circumstances and an evaluation of the request.

Students who appeal and are allowed to provisionally progress must meet with the program director to complete a written contract detailing

- which requirement was not met
- the process the student will take to meet the requirement
- the length of time the student has to meet the minimum requirement

If the student does not meet the minimum requirement in the time allotted in the written contract, the student will not be allowed to progress in the Radiologic Technology program. During the provisional time of acceptance, students may be subject to certain clinical and/or academic requirements or limitations. Any student accepted under provisional status must meet minimum program acceptance standards within one academic year (two semesters). A formal letter of provisional acceptance stating the terms of the admission to the program will be sent to the student and placed in the student's official academic file.

Students are required to complete all required courses with a grade of "C" or better in each of the following courses:

123 credits

Major Requirements (14 crs)

BI162	Medical Terminology	2
RT353	Cross-Sectional Anatomy	3
RT423	Physical Principles of CT	3

Distribution Electives

Choose 6 credits from the following:

BU393	Human Resources Management	3
HCA313	Healthcare Economics	3
HCA383	Healthcare Marketing	3
HCA423	Healthcare Finance	3
HCA433	Healthcare Administration	3
HCA443	Quality Management in Healthcare Administration	3

General Education Requirements

See General Education Requirements (p. 66)

Electives

Additional electives to reach 123 credit hours

NOTE: A minimum of 37 credits must be upper-level courses.

RADIOLOGIC TECHNOLOGY, ASSOCIATE OF SCIENCE

The radiologic technologist, under the supervision of a radiologist, produces radiographic images and assists the radiologist in general fluoroscopic and special procedures.

The Associate degree program is three years in length. The curriculum consists of four semesters and one summer session. Twelve months of clinical experience are integrated into the curriculum. Students will complete 17 credits of general education and 64 credits of program required courses. Students are selected to progress following the completion of RT133 (p. 197) and RT293 (p. 197).

Progression in Radiologic Technology

Students who are enrolled in the Radiologic Technology program are subject to two different minimum cumulative grade point average (GPA) standards. Students who are enrolled in courses that are prerequisites for the Radiologic Technology program or general education courses required for the degree must earn a minimum cumulative GPA of 2.00. Students are, however, advised that maintaining a minimum GPA of 2.00 is not sufficient to meet the standard for progression into the Radiologic Technology program courses.

Students applying to progress into the Radiologic Technology Program courses are required to have a 2.75 cumulative grade point average or higher at the end of the semester they are applying. The number of students allowed to progress into the Radiologic Technology program courses will be limited to the number of clinical opportunities available.

A minimum GPA of 2.75 and at least a "C" in all RT courses and BI162 (p. 146) Medical Terminology, BI213 (p. 147) Human Anatomy & Physiology I - Lecture, BL211 (p. 147) Human Anatomy and Physiology I - Lab, and BI293 (p. 147) Human Anatomy & Physiology I - Lecture, BL291 (p. 147) Human Anatomy and Physiology II - Lab, are required for progression in the major. Failure to meet these criteria will result in dismissal from the program. Students may apply to enter or reenter, although the program will readmit only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, technical standards, and professional suitability. **No student will be allowed to enter or reenter after twice receiving less than a "C" in any *RT course (BI162 (p. 146), BI213 (p. 147), BL211 (p. 147), BI293 (p. 147), BL291 (p. 147), RT133 (p. 197), and RT293 (p. 197)) or after receiving less than a "C" in any two RT courses.**

Preference will be given to students earning the highest GPA. Preference will be given to students earning the highest GPA. Students desiring placement into the Radiologic Technology program must spend two half-days, four hours, at a hospital within a Radiology Department.

Students who are dismissed from the program may appeal, in writing, to the Radiologic Technology Program Director. The appeal should include a recommendation from the academic advisor and/or course instructor. The final decision will be decided by the Radiologic Technology Program Appeal Committee and may be approved or denied based on individual circumstances and an evaluation of the request.

Progression to Radiologic Technology Program

Students desiring a position in the Associate of Science program will be evaluated by the Radiologic Technology program officials of Presentation College. Program requirements include a minimum cumulative GPA of 2.75, minimum ACT composite of 18 (may be waived upon approval from the Radiologic Technology Appeal Committee, and successful completion of the prerequisite courses with a "C" or greater. Evaluation will be based on the Radiologic Technology Program Applicant Rubric which includes the following criteria: minimum cumulative GPA of 2.75, minimum ACT composite of 18 (may be waived upon approval from the Radiologic Technology Appeal Committee), progression in all prerequisite courses, and references. Candidates accepted will be admitted to radiologic technology classes and associated clinical which are conducted at Avera St. Luke's Hospital (Aberdeen), Mayo Clinic Health Systems - Mankato, and other clinical sites. Limited positions are available each year, therefore candidates are not guaranteed clinical placement.

In order to ensure patient safety and welfare, applicants must meet the required **technical standards** which can be found in the Radiologic Technology Program Student Handbook.

Once accepted into the Radiologic Technology program, students must meet the following requirements:

1. The health form and the following immunizations must be completed and submitted to the program director:
 - a. Tetanus (booster every 10 years)
 - b. Polio (proof of initial series)
 - c. Measles, Mumps, Rubella or titer/screening showing immunity (if born after 1956, you must have two doses of MMR)
 - d. Tuberculosis skin test (if there is a positive result, students must have a negative chest x-ray); this is an annual requirement
 - e. Hepatitis B (proof of series of three)
2. Current in American Heart Association Healthcare Provider CPR throughout the clinical experience
3. Proof of health insurance

4. Background check before acceptance into the program (even upon ARRT approval of certification employer/institutions may not hire based on previous criminal history; i.e., misdemeanor and/or felony conviction)

All items must be verified and submitted to the program director prior to the first day of clinical.

Appeal Process

Students may appeal decisions in writing based on admission and progression policies to the Radiologic Technology program director. The appeal should include a recommendation from the academic advisor and/or course instructor. The final decisions will be decided on by the Radiologic Technology Program Appeal Committee and may be approved or denied based on individual circumstances and an evaluation of the request.

Students who appeal and are allowed to provisionally progress must meet with the program director to complete a written contract detailing

- which requirement was not met
- the process the student will take to meet the requirement
- the length of time the student has to meet the minimum requirement

If the student does not meet the minimum requirement in the time allotted in the written contract, the student will be not be allowed to progress in the Radiologic Technology program. During the provisional time of acceptance, students may be subject to certain clinical and/or academic requirements or limitations. Any student accepted under provisional status must meet minimum program acceptance standards within one academic year (two semesters). A formal letter of provisional acceptance stating the terms of the admission to the program will be sent to the student and placed in the student's official academic file.

Graduation and Certification

Prior to their final semester in the Associate of Science curriculum, students may apply for graduation. Students must have a minimum cumulative GPA of 2.75 in order to graduate. All graduates are eligible to take the national certifying examination. **Note:** Persons who have been convicted of a felony offense or any crime involving moral turpitude may not be eligible to write the national certifying exam. Applicants should contact the American Registry of Radiologic Technologists (ARRT) to determine eligibility.

81 credits

Major Requirements (60 crs)

BI162	Medical Terminology	2
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
GE411	Professional Development	1
RT133	Fundamentals of Radiologic Science	3
RT253	Radiologic Science Procedures I	3
RT263	Radiologic Science Clinical I	3
RT273	Radiologic Science Procedures II	3
RT276	Radiologic Science Clinical II	3
RT293	Radiologic Science Ethics and Patient Care	3
RT294	Radiation Physics	3
RT320	Radiologic Science Procedures III	3
RT324	Radiologic Science Clinical III	3
RT330	Radiobiology and Radiation Protection	3
RT340	Image Formation, Processing and Display	3
RT350	Radiologic Science Procedures IV	3
RT360	Radiologic Science Clinical IV	3
RT413	Image Analysis and Quality Improvement	3
RT442	RT Senior Seminar	2
RT453	Radiographic Pathology	3
RT463	Radiologic Science Clinical V	3
RT473	Radiologic Science Clinical VI	3

General Education Requirements (20-24 crs)

Communication Skills

EN113	College Composition I	3
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	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
Religious and Ethical Education		
RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture electives	3
Natural Science and Quantitative Reasoning		
MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
<i>MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement examination, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.</i>		
College Experience		
GE111	College Experience	1
Electives (1 cr)		
	General Elective	1

BIOLOGY MINOR

(18 crs)

Required Courses

BI153	General Biology I	3
BL151	General Biology Lab	1
BI163	General Biology II	3
BL161	General Biology II Lab	1
BI263	Introduction to Medical Microbiology	3
BL263	Introduction to Medical Microbiology Lab	1
	Upper Level Biology Electives	6

COACHING MINOR

(18 crs)

Required Courses

EXSC110	Weight Training	2
EXSC112	First Aid and Emergency Cardiac Care	2
EXSC202	Officiating Team Sports	2
EXSC212	Theory of Coaching	2
EXSC302	Coaching Practicum	2
EXSC333	Care and Prevention of Injuries and Illnesses	3
PS395	Sports Psychology	3

One of the following (2 crs)

EXSC250	Theory of Coaching Baseball	2
EXSC251	Theory of Coaching Basketball	2

EXSC252	Theory of Coaching Soccer	2
EXSC253	Theory of Coaching Volleyball	2
EXSC254	Theory of Coaching Football	2

EXERCISE SCIENCE MINOR

(18 crs)**Required Courses**

EXSC203	Introduction to Fitness	3
EXSC312	Health Promotion Programming	2
EXSC343	Fitness Measurements and Prescriptions	3
EXSC373	Exercise Physiology	3
EXSC393	Kinesiology	3
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1

HEALTHCARE ADMINISTRATION MINOR

(Not available to Healthcare Administration majors)

(18 crs)**Required Courses**

HCA383	Healthcare Marketing	3
HCA423	Healthcare Finance	3
HCA433	Healthcare Administration	3
HMS293	Gerontology	3
HMS303	Death & Dying	3
	Healthcare Administration/Human Services Elective	3

Students who seek a career in Healthcare Administration may be subject to a pre-employment criminal background evaluation.

MEDICAL CODING MINOR

(18 crs)**Required Courses**

BI115	Introduction to Anatomy & Physiology/Concepts of Human Biology	3
BL115	Introduction to Anatomy & Physiology/Concepts of Human Biology Lab	1
BI162	Medical Terminology	2
HCA103	Introduction to Healthcare Information	3
HCA113	Coding in Healthcare	3
HCA123	Healthcare Reimbursement & Revenue Management	3
HCA133	Principles of Healthcare	3

NUTRITION MINOR

(18 crs)**Required Courses**

BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
NUTR110	Food Science Principles	3
NUTL110	Food Science Principles Lab	1
NUTR303	Human Nutrition	3
	Nutrition Electives	7

DIVISION OF NURSING

The Division of Nursing offers the Bachelor of Science in Nursing program. The four-year baccalaureate nursing program began in 1995. This program also provides the opportunity for the registered nurse with an associate degree or diploma in nursing to earn a Bachelor of Science in Nursing degree. The BSN completion program for RNs began in 1990. The Division of Nursing also allows licensed practical nurses to establish credit for selected nursing courses in the Bachelor degree program. Graduates of the Bachelor degree program are eligible to take the NCLEX licensing examination for registered nurses.

The baccalaureate degree program, offered at the Aberdeen, Fairmont, and PC Virtual locations, is accredited by the Commission on Collegiate Nursing Education (CCNE) and is approved by the Boards of Nursing in the following states: South Dakota, Minnesota, North Dakota, Iowa, Nebraska, Wisconsin, and Wyoming.

OVERVIEW OF PROGRAMS

Bachelor of Science in Nursing

Baccalaureate nursing education has as its goal the education of professional nurses who have a broad knowledge of nursing, the physical and behavioral sciences, and the humanities. Graduates provide leadership in nursing and collaborate with other professionals in the health care system. The graduate assumes responsibility for competent nursing practice and continued professional development while demonstrating commitment to the profession. In order to prepare generalists in nursing for beginning-level professional practice, learning experiences are designed to foster the development of critical thinking and analytical reasoning skills, decision-making abilities, and competent nursing practice. Baccalaureate degree completion courses are available at various distance education sites.

ADMISSION TO BSN PROGRAMS

General Requirements and Information

The Division of Nursing acknowledges the responsibility of admitting to a program only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, health, and professional suitability for nursing.

Students newly admitted and re-entering Presentation College should carefully read the Presentation College Catalog. Special attention should be directed to the Academic Policies (p. 50) section.

The Nursing Student Handbook is updated and available online at the beginning of each academic year. It is the students' responsibility to review the handbook and be accountable for the policies. The policies guide the students as they progress through the program.

The Division of Nursing reserves the right to refuse admission to any student who does not meet the established criteria for program admission. Additionally, the Division of Nursing reserves the right to revoke the admission of any applicants or suspend any students who have falsified or withheld the required admission information.

Admission into the nursing program is highly competitive. All students must meet the criteria below to be considered for admission to the first nursing course.

As a unique opportunity, graduating high school students may be admitted directly to the nursing program from high school after being admitted to Presentation College with a GPA of 2.70 or above, an ACT of 20 or above, and successful completion of select sections of the nursing admissions process. Progression is dependent on successful completion of specific pre-nursing or non-nursing courses and meeting the following general admission requirements listed below.

1. Admission to Presentation College and successful completion of specified pre-nursing or non-nursing courses. All prerequisite courses must be completed before enrollment in a course with the prefix NB or NU. See the course descriptions in the College Catalog for specifics.
2. Completion of nursing application (LPN and RN completion students are exempt) and submission of satisfactory professional character references.
3. Completed most current edition of the TEAS Exam (score of proficient within two attempts) and the results must be current (within one year of entry to nursing program). RN completion students are exempt.
4. Maintenance of a cumulative GPA of 2.70 or higher.
5. Submit to national criminal background screening. See the policy in the Nursing Student Handbook regarding interpretation of results. Students who reside in or have clinical experience in Minnesota are also required to complete, by state law, a state of Minnesota Department of Human Services background screening.

6. Upload of all nursing requirements and immunization documentation to Viewpoint Document Tracker by the following semester deadlines: April 1st for the summer semester, August 1st for the fall semester, and December 1st for the spring semester. **Age is not considered an exception for immunization.** All requirements are clearly outlined in the current Nursing Student Handbook.

Applications will not be considered for admission if any of the following are noted:

1. Felony convictions.
2. LPN licensure not current in states where Presentation College is authorized to offer the program.
3. Two science course failures: students who have earned less than a 2.00 ("C") in two science courses (either lab or lecture) at Presentation College or another institution (same course repeated or two different courses) within the last six academic years (fall-summer) will not be admitted. Natural science courses may be repeated only one time.
 - a. Couplet science courses (lab and lecture taken together) count as one failure.
 - b. Science courses taken singularly count as one failure.
4. Two nursing course failures: if students are unsuccessful in two nursing courses within the last six academic years (fall-summer) at Presentation College or at another institution, they will not be considered for admission.

NOTE:

1. All prerequisite courses must be completed before enrollment in a course with the prefix NB or NU.
2. NU313 must be the first nursing course for the LPN or RN students.
3. Students must be admitted to a nursing program and have been given a place in a class before final registration for any course with the prefix NB or NU is allowed.
4. A tuition deposit is required by July 1 or within 10 days of receiving notification of acceptance (waived for online completion students).
5. A laptop computer with webcam is required; access to high-speed Internet is also recommended.
6. **Any students for whom health requirements or background screen(s) will expire during a semester will not be allowed to register for any course beginning with the NB, NL, or NU prefix.**
7. Courses with the prefix NB or NU may not be audited.
8. Unclassified students may not enroll in courses with the prefixes of NB or NU.
9. To enroll in some nursing courses, students may need the approval of the Dean of Nursing.
10. Due to the complexity of orientation to a nursing clinical course the first week of the semester, **late registration after a nursing class has begun is not permitted.**
11. Students are responsible for all travel and related expenses for clinical and course requirements.
12. The Division of Nursing reserves the right to change the curriculum as deemed necessary to maintain current practice knowledge and to meet updated accreditation criteria and standards.

Policy on Payment and Refund of Clinical Lab Fees

See the College refund policy in the Tuition and Fees (p. 43) section of the Catalog. Students who successfully challenge an entire course which would otherwise include a clinical or lab component are assessed a challenge fee in lieu of the standard course lab fee as described in the College Catalog.

ADMISSION TO BACHELOR OF SCIENCE IN NURSING PROGRAM

The Traditional Bachelor of Science in Nursing Program

Applicants are considered on an individual basis. Each student should have completed a college preparatory program that included:

English and literature - 8 semesters

History

Mathematics (algebra, geometry, trigonometry, calculus) - 4-8 semesters

Laboratory science (chemistry 2-4 semesters, biology 2-4 semesters)

Social Studies

Natural Sciences

Upper level rank in high school graduating class

Aptitude test scores - American College Test (ACT). Scores must be dated within five years. *Individuals who have not taken the ACT should contact the Admissions Office.*

Admission to the Major

College-accepted students may be admitted to the Nursing major. To begin nursing courses the student can apply for early admission by October 31. All applications to the program should be received by March 1st in the academic year preceding anticipated entry. Late applications may be considered dependent upon space availability but no applications will be considered after August 1. Successful applicants will have addressed all requirements listed under the Admission to all Nursing Programs (p. 99), General Requirements and Information section.

Transfer Students

Individuals having completed coursework in another Presentation College major or in another institution may apply for admission to the major. Individuals having a degree in another discipline are exempt from the ACT/SAT requirement. Completed coursework and academic performance at the previous institution will be considered. All transfer students must meet the general admission requirements before admittance to the nursing program. Placement in specific nursing courses is not guaranteed and is subject to course availability. Individuals in this category will be notified following individual student evaluations. Transfer students needing to complete nursing prerequisite courses at "C" or higher may enroll in the College and follow the procedure outlined for a general admission into the nursing program. Applicants who previously have earned a satisfactory grade in a nursing course in another ACEN- or CCNE-accredited nursing program must first be admitted to Presentation College, and then send a request to the Division of Nursing for review of course syllabi.

Licensed Practical Nurse or Registered Nursing - Advanced Placement Opportunity

LPNs or RNs who have graduated from a state-approved nursing degree program seeking admission to the baccalaureate degree program may establish selected credit in the traditional BSN program. The program director will review files and assign an advisor to assist students to develop individual plans for completion.

Advanced placement applicants must have met the following in addition to meet all general admission requirements:

Licensed Practical Nurse (Associate Degree/Diploma)

1. Be admitted to Presentation College
2. Hold an unencumbered, active LPN license in the states where Presentation College is authorized to offer the program
3. Graduate from a state-approved practical nursing degree program
4. Have a minimum of 1,000 hours of nursing practice experience (or less with permission of department)

Registered Nurse (Associate Degree/Diploma)

1. Be admitted to Presentation College
2. Hold an unencumbered, active RN license in the states where Presentation College is authorized to offer the program
3. Graduate from a state-approved associate degree or diploma nursing program
4. Have a minimum of 1,000 hours of nursing practice experience (or less with permission of department)

Policy on Acknowledgment of Professional Development and Alternative Learning

The Division of Nursing recognizes the important contributions and accomplishments of RN and LPN students and values and supports recognition of professional development and alternative learning in the educational process. A policy has been established whereby professional development and alternative learning may be recognized for individual students. Refer to the Division of Nursing Student Handbook and general graduation requirements (p. 74) in the College Catalog for more information.

BACCALAUREATE DEGREE PROGRAM POLICIES**Sequential Progression**

Students who are enrolled in the nursing program are subject to three different minimum cumulative grade point average (GPA) standards. Nursing classes have a prefix of NB, NL, NU, or NUR. Students who are enrolled in courses that are prerequisites for nursing classes or general education courses required for the degree must earn a minimum cumulative GPA of 2.00. Students are, however, advised that maintaining a minimum GPA of 2.00 is not sufficient to meet the standard for enrollment in nursing classes.

Students must achieve a minimum cumulative GPA of 2.70 in order to initially enroll in nursing classes (see below).

After the first semester of enrollment in nursing classes, students must maintain a minimum cumulative GPA of 2.50. Once a student is admitted to the nursing major and falls below the minimum 2.50 cumulative GPA, the student must appeal in writing to the Admission and Progression Committee for consideration (see readmission policy below). A one-time grace period for the semester following the GPA of less than 2.50 is granted in order to give the student the opportunity to raise the GPA to the 2.50 standard before dismissal from the program.

Enrollment in entry level nursing courses (NB213 or NU313) will be permitted only if students have:

- Completed all prerequisite courses
 - Earned a grade of "C" (2.00) or above in all required nursing major and health professions track requirement courses
 - Maintained a minimum cumulative GPA of 2.70 or higher
- Students may continue to progress according to the curriculum plan if they:
- Complete all prerequisite courses prior to enrollment in any nursing course
 - Earn a grade of "C" (2.00) or above in all required nursing major and health professions track requirement courses
 - Maintain a minimum cumulative GPA of 2.50 or higher
 - Maintain an unencumbered and active license and be in compliance with all states where PC is authorized to offer the program and other appropriate state Nurse Practice Acts all times (LPN and RN students)
 - The RN is able to challenge NU333 Health Assessment course. This challenge requires a score of 90% on both the exam and head-to-toe assessment. The challenge exam process for NU333 must be completed by April 1st for the summer semester, August 1st for the fall semester, and December 1st for the spring semester. The RN student who is practicing as a community health nurse may be eligible to challenge NU/NL445 per the NLN and a portfolio. Courses successfully challenged with exams will be recorded on the transcript for a fee, not including the cost of the challenge test fee.
 - Demonstrate satisfactory performance of designated nursing skills with each clinical course and earn a satisfactory grade in both the theory and clinical/lab components of the nursing courses. In the event that the earned clinical/lab grade is unsatisfactory, the course grade assigned will not be higher than the letter grade of "D".
 - Pass the math calculation competency test at 100% each semester in selected clinical courses (RNs are exempt) (see Handbook for policy).

For the LPN student (diploma or associate degree), the student will have the opportunity to complete selected NLN mobility exams. The selected NLNs must be completed prior to enrolling in the first nursing course of NU313 or with approval of the division. All NLNs must be completed in order to progress past NU313 or a signed waiver must be on file with the Division of Nursing forfeiting the right to take NLNs and agreeing to complete required coursework and clinical. Students must meet the benchmark on all of the mobility NLN exams that are attempted. If students do not meet the benchmark the first time, they will do informal remediation to master the content before retaking the exam. All students are ONLY allowed two attempts on each NLN mobility exam. If the exam is not passed on the second attempt, students will be required to take the appropriate coursework and accompanying clinical.

The benchmark for the diploma and associate LPN NLN mobility exams are outlined below:

- NACE II Care of the Adult Client is 74%
- NACE II Care of the Client with a Mental Disorder is 72%
- NACE II Care of the Childbearing Family is 72%
- NACE II Care of the Child is 72%
- Multilevel achievement exam Anatomy and Physiology is 70%
- Multilevel achievement exam Microbiology is 70%

Please note that both the NACE II Care of the Childbearing Family and NACE II Care of the Child must successfully be passed in order to receive credit for Maternal-Child Nursing. Courses challenged with exams will be recorded on the transcript for a fee, not including the challenge test fee. Contact the Career and Learning Center for scores for the CLEP exam equivalent to EN113 (p. 161) College Composition I (prerequisite to EN133 (p. 161)) and CH103 (p. 155)/CL101 (p. 155) Introduction to Chemistry (prerequisite to CH133 (p. 155)/CL131 (p. 155)).

For the diploma and associate LPN *successful challenge exams can include credit as follows:

- NLN mobility exam NLN NACE II Care of the Client with a Mental Disorder: NU344 (p. 188)- 4 credits and PS133 (p. 192)- 3 credits

- NLN mobility exam NLN NACE II Care of the Childbearing Family and NLN NACE II Care of the Child: NB337 (p. 185)- 5 credits and PS153 (p. 193)- 3 credits
- NLN mobility exam NLN NACE II Care of the Adult Client: NB368 (p. 185)- 5 crs, BI263 (p. 147)- 3 credits, BL263 (p. 147)- 1 credit, BI293 (p. 147)- 3 credits, and BL291 (p. 147)- 1 credit
- Anatomy and Physiology: BI293 (p. 147)- 3 credits and BL291 (p. 147)- 1 credit
- Microbiology: BI263 (p. 147)- 3 credits and BL263 (p. 147)- 1 credit
- EN113 (p. 161) College Composition I - CLEP (prerequisite to EN133 (p. 161)) - 3 credits
- CH103 (p. 155) - 3 credits, CL101 (p. 155)- 1 credit (prerequisite to CH133 (p. 155), CL131 (p. 155))
- Remain in compliance with the standards of the nursing profession as defined by the American Nurses Association (ANA) standards of practice and the ANA code for nurses for all states in which Presentation College is authorized to offer the program.
 - Maintain all rules and regulations of Presentation College as outlined in the College Catalog.
 - Maintain current background screen(s), nursing documentation, immunizations, and other requirements in the Viewpoint Document Tracker which are valid for the entirety of the next academic semester by the deadlines of April 1st for the summer semester, August 1st for the fall semester, and December 1st for the spring semester. The cost of these items is the student's responsibility. See the Nursing Student Handbook for specific requirements.

Students who do not progress according to the curriculum plan as identified, fail, or withdraw from nursing courses, must petition in writing to the Division of Nursing Admission and Progression Committee to be readmitted or gain permission to progress out of the expected sequence (email Nursing.Progression@presentation.edu).

A nursing course may be repeated one time only regardless of whether students earn less than a "C" or withdraw failing ("WF").

Students who earn less than a "C" or withdraw failing ("WF") in two nursing courses in two separate semesters will not be allowed to progress.

Students are accountable to follow all policies in the current Nursing Student Handbook.

All program requirements must be completed within six years of enrollment in the first nursing course. Consideration may be given for up to eight years for those students who enrollment status was less than full-time. Due to curriculum changes, students not progressing in the major in a continuous manner may be required to complete additional courses.

Failure to achieve any of these standards shall constitute reason for students to be dismissed from the program. The faculty and administration of the Division of Nursing reserve the right to dismiss any student enrolled in the major for unethical, dishonest, unprofessional, or illegal conduct that is inconsistent with the **ANA Code for Nurses**.

Readmission

Students requesting readmission must apply in writing to the Division of Nursing Admission and Progression Committee (email Nursing.Progression@presentation.edu). Student situations are reviewed on an individual basis. **Requests for readmission for fall semester must be submitted by April 1 of the year in which readmission would occur, or by October 1 for readmission which would occur the following spring.** Placement is dependent upon class size and course enrollment constraints. Readmission cannot be guaranteed to any student. A formal letter of provisional acceptance and or the outcome of the appeal stating the terms of the appeal will be sent to the student via email and placed in the official academic file.

Specific guidelines for readmission include the following:

1. Course repetition policies:
 - a. A nursing course earned less than a "C" (2.00) or withdrawn failing ("WF") may be repeated only one time.
 - b. Non-nursing science courses may be repeated only one time.
 - c. A repeated course must be repeated within the next academic year at its earliest offering.
 - d. **Students who have earned less than a 2.00 ("C") in two science courses (either lab or lecture) at Presentation College or another institution (same course repeated or two different courses) within the last six academic years (fall-spring) will not be readmitted.**
 - e. If students are allowed to repeat a nursing course, they must repeat the course and corresponding clinical course in its entirety as availability allows.
 - f. Students may appeal decisions in writing based on course repetition policies to the Division of Nursing Admission and Progression Committee (email Nursing.Progression@presentation.edu). The appeal should include a recommendation from the academic advisor or course instructor. Decisions on appeal requests are the responsibility of the Admission and Progression Committee and may be approved or denied on a case-by-case basis.
2. Students readmitted to the major will be required to:

- a. Meet College re-admission criteria.
 - b. Demonstrate a satisfactory level of knowledge from prerequisite nursing courses.
 - c. Successfully validate prior medication calculation competency and clinical skills*.
3. Readmitted students will be expected to meet graduation requirements in effect at the time of readmission and to follow the baccalaureate degree nursing policies in effect for that academic year.
 4. Students must have a cumulative GPA of 2.70 or higher to be considered for readmission.
 5. A tuition deposit is required to hold a place in the class (waived for online completion students).
 6. Students must meet #1 – 6 under "Admission to All Nursing Programs (General Requirements and Information) (p. 99)".

*The range of fees for validation of mathematics and nursing skills is \$50 - \$150 dependent upon which semester of the program students re-enter. See the Division of Nursing Student Handbook for detailed discussion of program policies.

Graduation

The degree of Bachelor of Science in Nursing is granted by Presentation College to those candidates who have completed the 121-credit requirement as described in the nursing curriculum course plan and who have met all degree requirements of Presentation College. **A cumulative GPA of 2.50 or higher is required to graduate from the program.**

State Board of Nursing Regulations for Licensure

The Board of Nursing may deny, revoke, or suspend any license or application for licensure or may take corrective action if the licensee or applicant has:

1. Been convicted or pled guilty to a felony. If the applicant has a felony conviction, or if the applicant has ever pled guilty to a felony, the Board of Nursing should be contacted before seeking admission to the nursing program;
2. Become addicted to the habitual use of intoxicating liquors or controlled drugs.

Prior to the Division of Nursing approval for the candidate's licensure (NCLEX) application, an exit interview with the Division of Nursing is required. Additionally, all College graduation requirements must be met and students' accounts must be cleared. **Official transcripts or certificates of completion of education program forms will not be released to State Boards of Nursing until students have successfully completed Division of Nursing requirements for NCLEX-RN preparation. No exceptions to the Division of Nursing NCLEX-RN preparation requirements will be made.**

NURSING, BACHELOR OF SCIENCE - TRADITIONAL

121 credits

Major Requirements (66 crs)

CH133	Introduction to Organic and Biochemistry	3
CL131	Introduction to Organic and Biochemistry Laboratory	1
NB213	Introduction to Professional Nursing	3
NB235	Fundamentals of Nursing and Care of the Older Adult	5
NB333	Health Assessment	3
NB334	Pharmacology/Pathophysiology I	4
NB337	Maternal-Child Nursing	7
NB344	Mental Health Nursing	4
NB353	Pharmacology/Pathophysiology II	3
NB368	Adult Health Nursing I	8
NB383	Therapeutic Nutrition	3
NB455	Adult Health Nursing II	5
NB464	Community Health Nursing	4
NB472	Nursing Seminar	2
NB473	Research in Nursing	3
NB475	Leadership Roles in Managing Client Care	5
PS353	Abnormal Psychology	3

General Education Requirements (46-47 crs)

Communication Skills

EN113	College Composition I	3
	OR	

EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious And Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural And Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS153	Developmental Psychology	3
	Humanities Fine Arts Electives	3
Natural Sciences And Quantitative Reasoning		
MA243	Statistics	3
BI263	Introduction to Medical Microbiology	3
BL263	Introduction to Medical Microbiology Lab	1
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
College Experience		
GE111	College Experience	1
Electives (9 crs)		
	Restricted Electives	9

Restricted electives must be outside the disciplines of Nursing, the natural sciences and Psychology

NURSING, BACHELOR OF SCIENCE - LPN COMPLETION

121 credits

Major Requirements (66 crs)

CH133	Introduction to Organic and Biochemistry	3
CL131	Introduction to Organic and Biochemistry Laboratory	1
NB235	Fundamentals of Nursing and Care of the Older Adult	5
NB334	Pharmacology/Pathophysiology I	4
NB337	Maternal-Child Nursing	7
NB353	Pharmacology/Pathophysiology II	3
NB368	Adult Health Nursing I	8
NB464	Community Health Nursing	4
NB472	Nursing Seminar	2
NU313	Dimensions of Professional Nursing	3
NU333	Health Assessment	3
NU344	Mental Health Nursing	4
NU383	Therapeutic Nutrition	3
NU455	Adult Health Nursing II	5
NU473	Nursing Research	3
NU475	Leadership Roles in Managing Client Care	5
PS353	Abnormal Psychology	3

General Education Requirements (46-47 crs)**Communication Skills**

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious And Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural And Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS153	Developmental Psychology	3
	Humanities Fine Arts Electives	3

Natural Sciences And Quantitative Reasoning

MA243	Statistics	3
BI263	Introduction to Medical Microbiology	3
BL263	Introduction to Medical Microbiology Lab	1
BI213	Human Anatomy & Physiology I - Lecture	3
BL211	Human Anatomy & Physiology I - Lab	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1

College Experience

GE111	College Experience	1
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Electives (9 crs)

	Restricted Electives	9
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Restricted electives must be outside the disciplines of Nursing, the natural sciences, and Psychology

NURSING, BACHELOR OF SCIENCE - BSN COMPLETION FOR RNS**121 credits**

Minimum 37 upper level (300/400) credits to meet College standard. A minimum of 33 credit hours must be taken at Presentation College to meet residency requirement for a Bachelor's degree.

Major Requirements (31 crs)

MA243	Statistics	3
NU313	Dimensions of Professional Nursing	3
NU323	Applied Drug Therapy	3
NU333	Health Assessment	3
NU373	Family as Client	3
NU445	Community Health Nursing	5
NU473	Nursing Research	3
NUR475	Leadership Roles in Nursing	5
PS353	Abnormal Psychology	3

General Education Requirements

See General Education Requirements (p. 66)

Electives

Electives to reach 121 credit hours

DIVISION OF NURSING STUDENT ORGANIZATIONS

Presentation College Nursing Student Association (PCNSA)

The Presentation College Nursing Student Association (PCNSA) is a pre-professional organization for students in nursing programs at Presentation College. PCNSA is designed to involve student nurses of all levels in activities of interest to professional nurses. Students are able to become involved with activities in the community and in the College. Guest speakers are invited to meetings throughout the year. Participation in PCNSA allows students to meet other nursing students at programs and conventions. A convention held in the spring involves business conducted by attending delegates and election of state officers. In addition, guest speakers and a large number of recruiters from various hospitals and health care agencies are present.

PCNSA is the local chapter of the Nursing Student Association of South Dakota (NSASD), Minnesota Student Nursing Association (MSNA), and the National Student Nurses' Association (NSNA). Membership is required for all nursing students (except BSN completion students). Membership dues are included in clinical lab fees. Paying membership dues includes membership in NSASD or MSNA. Fees for the NSNA provide the following benefits:

- National NSNA publications
 - Discount registration for select seminars and conventions
 - Insurance programs
- Participating at the local level gives students an opportunity to be selected a delegate to the NSNA Convention, which is held in various parts of the United States each year. NSNA also has numerous nursing scholarships to which members can apply. Faculty advisors serve as resource professionals.

Sigma Theta Tau International – Rho Xi Chapter

This honor society promotes and recognizes academic excellence, leadership abilities and scholarship in nursing. Membership is comprised of leaders in nursing education, practice and research, and upper level baccalaureate students who demonstrate academic excellence and leadership potential. Baccalaureate nursing students are required to have completed one-half of the nursing curriculum to be considered for membership. Students invited for membership shall have a minimum cumulative GPA of 3.00 and rank within the upper 35% of third- and fourth-level students. Eligible students are invited each year by the membership to join the society. An induction ceremony honoring new members is held each year. Members may participate in all local and regional society related activities.

DIVISION OF SOCIAL SCIENCE & HUMANITIES

The ultimate goal of the Division of Social Science and Humanities is to provide students with a solid academic foundation upon which to pursue lifelong learning and build successful lives and careers. To that end the Division encompasses a wide variety of programs of study including business, communication, criminal justice, human services, psychology, and humanities. In addition, courses are offered in the general education areas of English, literature, and writing. In the majority of degree programs, the Division is "interdisciplinary" by its very nature in combining the "best" of what the disciplines offer for student success.

The Division of Social Science and Humanities offers both Bachelor and Associate degrees. Bachelor of Science degrees are offered in Business, Communication, Criminal Justice, Human Resource Management, Human Services, Interdisciplinary Studies, Organizational Management and Leadership, Psychology, and Sport and Event Management. Associate degrees are offered in most of these program areas as well. In addition to its degree programs, the Division offers several minors for its own majors as well as for other baccalaureate programs. Students should consider a minor area of study as a means to complement their major program and/or to develop expertise in an additional area of study.

BUSINESS, BACHELOR OF SCIENCE

The Bachelor of Science in Business is designed to provide students with foundational knowledge required to operate in an ever-changing business environment. The students will acquire fundamental, practical and professional skills in all phases of business. Graduates of the major will successfully apply the knowledge and skills acquired in their academic program to the workplace. The major will prepare the students for careers in all types of organizations and/or entrance into graduate school.

Admission

Students may declare a business major upon admission to Presentation College. New students admitted on probation may declare a business major but will not be admitted to the program until they have completed the Success Academy requirements.

A growth plan will be developed for business students who fail to maintain a minimum cumulative 2.50 GPA in their business courses in any given semester. This signed growth plan will be provided to the students as well as copied in their official academic file. This growth plan will address:

1. The process the students will take to increase their GPA to meet graduation requirements.
2. The length of time the student has to increase their GPA to meet graduation requirements.

Graduation

A Bachelor of Science degree in Business is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. Students must also:

1. Achieve a cumulative GPA of 2.00
2. Achieve a 2.50 GPA for all business courses (Business courses are those with prefixes BU, BSA, CS or EC)
3. Take the Comprehensive Business Examination (CBE) offered at the Presentation College Career and Learning Center

120 credits

Major Requirements (49 crs)

BU233	Accounting I	3
BU243	Accounting II	3
BU253	Business Communications	3
BU323	Business Finance	3
BU333	Business Law I	3
BU353	Marketing	3
BU393	Human Resources Management	3
BU473	Survey of Leadership Theories	3
BU483	Management Policy and Strategy	3
BU3083	Entrepreneurship and Venture Management	3
BU3123	Business Management	3
BU3253	Business Ethics	3
BU4023	Production Operations	3
CS2003	Computer Management Systems	3
CS3033	Advanced Microsoft Office	3

EC253	Principles of Microeconomics	3
GE411	Professional Development	1
General Education Requirements (44-45 crs)		
Communication Skills		
EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
EC243	Principles of Macroeconomics	3
	Other Social Science/Human Culture Elective	3
	Humanities/Fine Arts electives	9
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (27 crs)		
	Restricted Electives	9
	General Electives	18

Restricted electives must be outside the discipline of the major

HUMAN RESOURCE MANAGEMENT, BACHELOR OF SCIENCE

The Bachelor of Science in Human Resource Management is designed to prepare students to develop skills that will enable them to enter the field of human resource management. The Human Resource Management program combines a significant business management component with an emphasis on developing strong human resource, managerial, and organizational knowledge, skills, and abilities. Students will explore behavioral approaches to deal with organizational and managerial situations. The major prepares the students to pursue a graduate level program.

Students may declare a Human Resource Management major upon admission to Presentation College. New students admitted on probation may declare a Human Resource Management major but will not be admitted to the program until they have completed the Success Academy requirements.

A growth plan will be developed for Human Resource Management students who fail to maintain a minimum cumulative 2.50 GPA in their business courses in any given semester. This signed growth plan will be provided to the students as well as copied in their official academic file. This growth plan will address:

1. The process the students will take to increase their GPA to meet graduation requirements.
2. The length of time the student has to increase their GPA to meet graduation requirements.

Graduation

A Bachelor of Science degree in Human Resource Management is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. Students must also:

1. Achieve a cumulative GPA of 2.00
2. Achieve a 2.50 GPA for all business courses (Business courses are those with prefixes BU, BSA, CS or EC)
3. Take the Comprehensive Business Examination (CBE) offered at the Presentation College Career and Learning Center

120 credits**Major Requirements (55 crs)**

BU233	Accounting I	3
BU243	Accounting II	3
BU253	Business Communications	3
BU353	Marketing	3
BU393	Human Resources Management	3
BU494	Internship	3
BU3073	Employee Relations	3
BU3403	Organizational Staffing	3
BU3603	Compensation and Benefits	3
BU4033	Training and Development	3
BU4043	Labor Management Relations	3
BU4203	Employment Law	3
BU4303	HR Senior Seminar	3
CS2003	Computer Management Systems	3
EC253	Principles of Microeconomics	3
GE411	Professional Development	1
PS153	Developmental Psychology	3
PS383	Tests and Measurements	3
PS3013	Industrial/Organizational Psychology	3

General Education Requirements (44-45 crs)**Communication Skills**

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
EC243	Principles of Macroeconomics	3
PS133	General Psychology	3
CT493	Advanced Interpersonal Communication	3
	Other Humanities Fine Arts Electives	6

Natural Science and Quantitative Reasoning

MA243	Statistics	3
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	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (21 crs)		
	Restricted Electives	9
	General Electives	12

Restricted electives must be outside the discipline of the major

ORGANIZATIONAL MANAGEMENT AND LEADERSHIP, BACHELOR OF SCIENCE

The Bachelor of Science in Organizational Management and Leadership is designed to prepare students to pursue careers in business management or leadership careers. The major will prepare and shape future graduates to understand the strategies and techniques in motivating and encouraging individuals in a workplace setting as a leader. Future graduates of the major will have career opportunities to manage or lead in business, nonprofit/profit organizations, government agencies or become an entrepreneur. The major prepares the students to pursue a graduate level program.

Admission

Students may declare an Organizational Management and Leadership major upon admission to Presentation College. New students admitted on probation may declare an Organizational Management and Leadership major but will not be admitted to the program until they have completed the Success Academy requirements.

A growth plan will be developed for Organizational Management and Leadership students who fail to maintain a minimum cumulative 2.50 GPA in their business courses in any given semester. This signed growth plan will be provided to the students as well as copied in their official academic file. This growth plan will address:

1. The process the students will take to increase their GPA to meet graduation requirements.
2. The length of time the student has to increase their GPA to meet graduation requirements.

Graduation

A Bachelor of Science degree in Organizational Management and Leadership is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. Students must also:

1. Achieve a cumulative GPA of 2.00
2. Achieve a 2.50 GPA for all business courses (Business courses are those with prefixes BU, BSA, CS or EC)
3. Take the Comprehensive Business Examination (CBE) offered at the Presentation College Career and Learning Center

120 credits

Major Requirements (58 crs)

BU233	Accounting I	3
BU243	Accounting II	3
BU253	Business Communications	3
BU323	Business Finance	3
BU333	Business Law I	3
BU353	Marketing	3
BU393	Human Resources Management	3
BU412	Communication in Organizations	3
BU473	Survey of Leadership Theories	3
BU483	Management Policy and Strategy	3
BU3113	Organizational Behavior	3
BU3123	Business Management	3
BU3253	Business Ethics	3
BU4043	Labor Management Relations	3
BU4053	Leadership in a Global Environment	3
BU4063	Leading Organizational Change	3
BU4153	Leadership Development	3
CS2003	Computer Management Systems	3
EC253	Principles of Microeconomics	3

GE411	Professional Development	1
General Education Requirements (44-45 crs)		
Communication Skills		
EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
EC243	Principles of Macroeconomics	3
PS133	General Psychology	3
	Humanities/Fine Arts electives	9
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (18 crs)		
	Restricted Electives	9
	General Electives	9

Restricted electives must be outside the discipline of the major

SPORT AND EVENT MANAGEMENT, BACHELOR OF SCIENCE

The Bachelor of Science in Sport and Event Management is designed to prepare students to develop the necessary skills to enter the sport industry. The major requires two clinicals and one internship, which offers students a supervised practical experience that relates to their field of study while obtaining course credit(s). This allows students to apply knowledge and skills acquired in their academic program to practical on-the-job situations. This process enhances learning and prepares students for careers in all types of organizations and/or entrance to a graduate level program.

Admission

Students may declare a Sport and Event Management major upon admission to Presentation College. New students admitted on probation may declare a Sport and Event Management major but will not be admitted to the program until they have completed the Success Academy requirements.

A growth plan will be developed for Sport and Event Management students who fail to maintain a minimum cumulative 2.50 GPA in their business courses in any given semester. This signed growth plan will be provided to the students as well as copied in their official academic file. This growth plan will address:

1. The process the students will take to increase their GPA to meet graduation requirements.
2. The length of time the student has to increase their GPA to meet graduation requirements.

Graduation

A Bachelor of Science degree in Sport and Event Management is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. Students must also:

1. Achieve a cumulative GPA of 2.00
2. Achieve a 2.50 GPA for all business courses (Business courses are those with prefixes BU, BSA, CS or EC)
3. Take the Comprehensive Business Examination (CBE) offered at the Presentation College Career and Learning Center

120 credits**Major Requirements (58 crs)**

BSA301	Sports Administration Clinical I	1
BSA302	Sports Administration Clinical II	2
BSA303	Event Planning	3
BSA304	Sports Marketing, Promotion and Fundraising	3
BSA403	Legal and Ethical Issues in Sports Administration	3
BSA413	Sports Finance	3
BSA423	Sports Media and Public Relations	3
BU233	Accounting I	3
BU243	Accounting II	3
BU253	Business Communications	3
BU323	Business Finance	3
BU353	Marketing	3
BU393	Human Resources Management	3
BU494	Internship	3
BU3003	Planning Sports Facilities	3
BU3083	Entrepreneurship and Venture Management	3
BU3103	Principles of Sports Management	3
BU3123	Business Management	3
CS2003	Computer Management Systems	3
EC253	Principles of Microeconomics	3
GE411	Professional Development	1

General Education Requirements (44-45 crs)**Communication Skills**

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
EC243	Principles of Macroeconomics	3
PS133	General Psychology	3
	Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4

College Experience

GE111	College Experience	1
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Electives (18 crs)

Restricted Electives	9
General Electives	9

Restricted electives must be outside the discipline of the major

BUSINESS, ASSOCIATE OF SCIENCE

Students complete an Associate of Science in Business by taking foundational courses in the business field. This option permits students who meet the necessary requirements to either graduate with an Associate of Science degree or continue toward a Bachelor of Science degree in Business.

Admission

Students may declare an Associate of Science in Business upon admission to Presentation College. New students entering on probation may declare the Associate of Science in Business degree, but will not be admitted to the program until they have completed the Success Academy requirements.

A growth plan will be developed for students who fail to maintain a minimum cumulative 2.50 GPA in their business courses in any given semester. This signed growth plan will be provided to the students as well as copied in their official academic file.

This growth plan will address:

1. The process the students will take to increase their GPA to meet graduation requirements.
2. The length of time the student has to increase their GPA to meet graduation requirements.

Graduation

An Associate of Science degree in Business is granted by Presentation College to those candidates who have completed the 60-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College.

60 credits

Major Requirements (39 crs)

BU233	Accounting I	3
BU243	Accounting II	3
BU253	Business Communications	3
BU333	Business Law I	3
BU393	Human Resources Management	3
BU3083	Entrepreneurship and Venture Management	3
BU3123	Business Management	3
CS2003	Computer Management Systems	3
CT233	Communication Skills I: Interpersonal Communication	3
EC243	Principles of Macroeconomics	3
EC253	Principles of Microeconomics	3
	Business Elective	3
	Business/Computer Science Elective	3

General Education Requirements (20-25 crs)

Communication Skills

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

Social Science/Human Culture electives	3
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Natural Science and Quantitative Reasoning

MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
	Laboratory Science (Natural Sciences)	4

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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Electives (1 cr)

General Elective	1
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SUPPLEMENTAL ACTIVITIES IN BUSINESS

Although the classroom and internship experiences are the major components of the educational process, it is not the only means of learning available. Students are encouraged to supplement their formal coursework by becoming active in student organizations. The business department hosts an active Phi Beta Lambda chapter which provides experiences essential in the areas of leadership, cooperation, and professional development.

The PC Help Desk also offers opportunities for technical experience through internships and/or work-study positions. The PC Help Desk offers technical assistance and troubleshooting to students, faculty, and staff of Presentation College.

COMMUNICATION, BACHELOR OF SCIENCE

The Bachelor of Science degree in Communication is a flexible program that offers a variety of elective choices and provides students with a customizable education in communication. The coursework in both communication and elective areas prepares students for entry-level positions in communication or continued education.

Graduation

The Bachelor of Science degree in Communication is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all communication major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits**Major Requirements (40 crs)**

CS3013	Multimedia Applications	3
CT323	Communication Skills II: Public Speaking	3
CT333	Applied Communications Skills	3
CT413	Communication Theory	3
CT493	Advanced Interpersonal Communication	3
CT4003	Internship	3
EN423	Advanced Composition	3
GE411	Professional Development	1
PH103	Philosophy of Argumentation: Logic/Rhetoric	3

Choose one of the following (3 crs)

CT303	Electronic Media	3
CT313	Social Media	3

***Choose 12 credits from the following**

BU353	Marketing	3
BU393	Human Resources Management	3

BU473	Survey of Leadership Theories	3
CS293W	Web Site Planning	3
CS3023	Desktop Publishing	3
CT111	College Newspaper Staff	1
CT253	Field Experience I	3
CT300	Variable Topics in Communication	3
CT363	Gender and Communication	3
CT443	Persuasion and Social Influence	3
CT453	Speechwriting	3
HCA383	Healthcare Marketing	3
HMS243	Interviewing Skills	3
PS343	Social Psychology	3

**and other electives historically applied to the communication field, as determined by program coordinator*

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

Social Science/Human Culture Core course	3
Humanities/Fine Arts Core course	3
Social Science/Human Culture electives	6
Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA153	College Algebra OR	3
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4

College Experience

GE111	College Experience	1
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Electives (36 crs)

Restricted Electives	9
General Electives	27

Restricted electives must be outside the discipline of Communication

COMMUNICATION, ASSOCIATE OF SCIENCE

The Associate of Science degree in Communication is a flexible program that offers a variety of elective choices and provides students with a customizable education in communication. The coursework in both communication and elective areas prepares students for entry-level positions in communication or continued education.

Graduation

The Associate of Science degree in Communication is granted by Presentation College to those candidates who have completed the 60-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all communication major requirement courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

60 credits**Major Requirements (30 crs)**

CT233	Communication Skills I: Interpersonal Communication	3
CT253	Field Experience I	3
CT323	Communication Skills II: Public Speaking	3
PH103	Philosophy of Argumentation: Logic/Rhetoric	3

Choose one of the following (3 crs)

CT303	Electronic Media	3
CT313	Social Media	3

Communication/Related Electives (6 crs)

BU412	Communication in Organizations	3
CS293W	Web Site Planning	3
CS3013	Multimedia Applications	3
CS3023	Desktop Publishing	3
CT111	College Newspaper Staff	1
CT363	Gender and Communication	3
CT443	Persuasion and Social Influence	3
CT453	Speechwriting	3
EN203	Introduction to Linguistics	3
EN403	History of English Language	3
HMS243	Interviewing Skills	3

One course from each of the following disciplines

Literature	3
Psychology Electives	3
Sociology	3

General Education Requirements (20-25 crs)**Communication Skills**

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

Social Science/Human Culture electives	3
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Natural Science and Quantitative Reasoning

MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
	Laboratory Science (Natural Sciences)	4

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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Electives (10 crs)

	General Electives	10
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CRIMINAL JUSTICE, BACHELOR OF SCIENCE

The Bachelor of Science in Criminal Justice provides a well-rounded examination of the United States Criminal Justice System. The course of study will provide a critical examination of law, corrections, criminal theory, homeland security, law enforcement, the court system, and moral and ethical dilemmas in the criminal justice field. The program is designed to prepare students for a variety of career opportunities including law enforcement, corrections, court services, social services, military, and homeland security, as well as a variety of graduate study programs.

Admission and Progression

A student may enter the criminal justice program by declaring criminal justice as his or her major. Thereafter, in order to continue in the criminal justice program, a student must:

1. Maintain a minimum cumulative GPA of 2.00, and
2. As a requirement of progression, but not graduation, maintain a minimum cumulative GPA of 2.00 in all criminal justice major required courses.

At the conclusion of each spring semester, a growth plan will be developed for any criminal justice student who fails to meet either of the minimum GPA standards established herein. This growth plan will address:

1. The process the student will follow to achieve the program GPA standards, and
2. The length of time the student will have to either increase his or her cumulative GPA in order to meet graduation requirements or be dropped from the criminal justice program.

Graduation

The Bachelor of Science degree in Criminal Justice is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits**Major Requirements (52 crs)**

CJ203	Corrections	3
CJ213	Crime in America	3
CJ223	Introduction to Criminal Justice	3
CJ233	Policing	3
CJ303	Criminology	3
CJ313	Criminal Law	3
CJ333	Criminal Investigation	3
CJ343	The Criminal Justice Professional at Trial	3
CJ356	Juvenile Justice	3
CJ413	Values and Ethics in Criminal Justice	3
CJ433	Criminal Justice Capstone	3
EN315	Technical Writing	3
GE411	Professional Development	1
PS353	Abnormal Psychology	3
SO103	Introduction to Sociology	3

Criminal Justice Electives (9 crs)

BI383	Biology of Human Behavior	3
BSA403	Legal and Ethical Issues in Sports Administration	3
BU333	Business Law I	3

BU343	Business Law II	3
BU473	Survey of Leadership Theories	3
BU3123	Business Management	3
CJ243	Licit/Illicit Drug Studies	3
CJ403	Criminal Justice Internship	3
HMS243	Interviewing Skills	3
HMS263	Child and Family Welfare	3
HMS324	Human Behavior in the Social Environment	4
PS313	Theories of Personality	3
PS413	Research Methods in Psychology	3
PS3023	Forensic Psychology	3
PS3063	Positive Psychology	3
SO221	Chemical Dependency	2
SO243	Alcohol Studies	3
SO271	Crisis Intervention	1
SO353	Social Problems	3

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS153	Developmental Psychology	3
	Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning

MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4

College Experience

GE111	College Experience	1
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Electives (24 crs)

	Restricted Electives	9
	General Electives	15

Restricted electives must be outside the discipline of social science

ENGLISH, ASSOCIATE OF ARTS

The Associate of Arts degree in English is a 60-credit, two-year degree which consists of program requirements, general education requirements, and electives. This degree is preparation for a wide variety of baccalaureate programs and careers. The abilities to write clearly, synthesize information, and speak with clarity and effectiveness are valuable assets in any field.

60 credits**Major Requirements (27 crs)**

CT233	Communication Skills I: Interpersonal Communication	3
	Humanities Electives (not in English)	9
	English Electives (200-400 level)	15

General Education Requirements (20-25 crs)**Communication Skills**

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

	Social Science/Human Culture electives	3
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Natural Sciences and Quantitative Reasoning

MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
	Laboratory Science (Natural Sciences)	4

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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Electives (13 crs)

	General Electives	13
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GENERAL STUDIES, ASSOCIATE OF ARTS

The Associate of Arts degree in General Studies is a 60-credit, two-year degree which consists of program requirements, general education requirements, and electives. It is a balanced curriculum that forms a good basis for a wide range of baccalaureate programs and careers.

60 credits**Major Requirements (30 crs)**

CT233	Communication Skills I: Interpersonal Communication	3
	Humanities Electives (not in area of concentration)	9
	Social Science/Human Culture electives	6

Two of the following (6 crs)

HS213	History of the United States I	3
HS223	History of the United States II	3
HS253	World Civilization I	3
HS263	World Civilization II	3

Two of the following (6 crs)

EN326	British Literature I	3
EN329	British Literature II	3

EN347	American Literature I	3
EN350	American Literature II	3
General Education Requirements (20-25 crs)		
Communication Skills		
EN113	College Composition I OR	3
EN114	College Composition Ib	4
EN133	College Composition II	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture electives	3
Natural Science and Quantitative Reasoning		
MA114	Customized Intermediate Algebra Or higher (or competency)	4 4
	Laboratory Science (Natural Sciences)	4
<i>MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.</i>		
College Experience		
GE111	College Experience	1
Electives (10 crs)		
	General Electives	10

HUMAN SERVICES, BACHELOR OF SCIENCE

The Division of Social Science & Humanities offers a Bachelor of Science degree in Human Services as professional preparation for entry-level positions in social welfare and human service delivery systems, or entry into graduate school. The degree program prepares students at the Aberdeen campus for Generalist practice. Generalist practitioners work with individuals, families, groups, organizations and communities. A general practitioner enables people to enhance their own problem-solving and coping abilities, advocates for human rights and social justice, and links people with resources. Therefore, the generalist perspective requires that students learn competencies in a wide array of areas rather than a specialization. Graduates will be prepared to intervene in a purposeful manner, utilizing knowledge of people and environment as well as the ethics of the profession to guide their behaviors. Students with a Bachelor of Science degree in Human Services have a wide range of career possibilities in a variety of settings, including mental health agencies, child protection, adoption coordination, family support services, group and youth homes, domestic violence and homeless shelters, prisons, skilled nursing homes, senior centers, youth mentorship and independent living skills programs, and addictions treatment. A variety of minors are available to students majoring in human services, including: criminal justice, psychology, sports psychology, health care administration, human resources, communication, nutrition, coaching, and more. The Bachelor of Science program in Human Services is offered at the Aberdeen campus of Presentation College. Courses are offered in a variety of formats, including traditional classroom settings, online and videoconferencing.

Admission and Progression

Students may declare a human services major upon admission to Presentation College. Progression in the major requires a minimum cumulative GPA of 2.00. At the end of each spring semester, the GPA will be evaluated and growth plans developed for any students who do not maintain the minimum cumulative GPA of 2.00. Students may still progress in the major with

Human Services Program Director approval and a growth plan in place. In such cases, students will sign a growth plan indicating:

- the process the student will take to increase the GPA
- the length of time the student has to meet the minimum GPA requirement

If the student does not meet the minimum requirement in the time allotted in the growth plan, the student will be dismissed from the human services program. Growth plans will only be good for one academic year (two semesters).

Graduation

The Bachelor of Science degree in Human Services is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan, earned a 2.00 grade point average or above in all human services major requirement courses and other noted major courses, and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits

Major Requirements (50 crs)

HMS233	Social Welfare Policy	3
HMS243	Interviewing Skills	3
HMS273	Introduction to Human Services	3
HMS324	Human Behavior in the Social Environment	4
HMS374	Generalist Practice I: Individuals	4
HMS383	Generalist Practice II: Groups & Families	3
HMS414	Field Practicum I	4
HMS422	Human Services Project	2
HMS424	Field Practicum II	4
HMS462	Professional Leadership Seminar	2
PS353	Abnormal Psychology	3
PS413	Research Methods in Psychology	3
SO103	Introduction to Sociology	3

Choose 9 credits from the following Human Services electives

CJ356	Juvenile Justice	3
HMS303	Death & Dying	3
HMS311	Counseling Ethics	1
PS333	Child and Adolescent Psychology	3
PS395	Sports Psychology	3
PS3003	Health Psychology	3
PS3033	Psychopharmacology	3
PS3043	Pediatric Psychology	3
PS3053	Cognition and Learning	3
PS3063	Positive Psychology	3
PS3073	Psychology of Gender	3
SO333	Institutional Racism/Sexism	3
SO353	Social Problems	3
SO423	Families Today	3

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4

EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition OR	3
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
PS133	General Psychology	3
PS153	Developmental Psychology	3
	Humanities/Fine Arts electives	9
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (26 crs)		
	Restricted Electives	9
	General Electives	17

Restricted electives must be outside the disciplines of Criminal Justice, Human Services, Psychology, Sociology, and Social Work

INTERDISCIPLINARY STUDIES, BACHELOR OF SCIENCE

In order to meet the diverse and ever changing educational and career aspirations of Presentation College students, Interdisciplinary Studies provides students with tools for academic success and flexibility to design a degree path that enhances their academic and professional opportunities. This unique degree will prepare students to be self-reflective lifelong learners able to recognize the relationships within disciplines and the desire to seek knowledge.

The Interdisciplinary Studies program offers students the opportunity to develop from two academic disciplines an integrated course of study not available through current degree programs at Presentation College. The degree allows students to personally integrate courses from a wide variety of academic areas to support their academic, personal, and professional goals. Each student, in consultation with an advisor, takes an active role in designing his or her educational plans and defining career goals. The degree will combine general education courses with an interdisciplinary concentration, electives, and a capstone course. The proposed coursework is subject to approval by the Dean of the Division of Social Science and Humanities.

A bachelor's degree in interdisciplinary studies allows a student the flexibility to pursue personal and professional career goals. The degree can be designed to prepare for students planning to attend graduate school in certain disciplines and professions.

Admission

Students applying to the program, under the guidance of the director, must define the focus of the intended individualized program through a formal proposal submitted to the Interdisciplinary Studies program director. The program proposal must include the student's personalized mission statement and detailed plan of study. In addition, the student must demonstrate that the proposed program objectives cannot be adequately achieved through an existing major at Presentation College.

Students must develop a plan of study that includes Presentation College's general education requirements, a plan of study composed of an additional 42 credits within two areas of concentration, 3-credit capstone course, and 31 credits of electives for a minimum of 120 credit hours. Areas of concentration include Business, Communication, Criminal Justice, English, History, Natural Science, Religious Studies and Social and Behavioral Sciences. Areas of concentration will consist of at least 15 credits. At least half of the 15 credits in each area must be upper level (300-400). No class can be used to satisfy both a general education requirement and an area of concentration simultaneously. Identification of areas of study is necessary in order to assure that restricted electives come from outside the areas of concentration.

The student's proposal will be evaluated by the Interdisciplinary Studies program director in consultation with the Division of Health and Natural Sciences Dean for final approval. The student may be fully admitted to the program, provisionally admitted, declined admission to the program, or have the application returned with recommendations for change.

Progression

Continuation in the major requires an overall cumulative GPA of 2.00. If the student fails to maintain the required GPA, he/she may be dropped from the Interdisciplinary Studies program. The student may reapply for the program using the same process as the initial application. If the reapplication includes substantial changes in the program of study, it must again be approved by the Dean of the Division of Social Science and Humanities.

Graduation

The Bachelor of Science degree in Interdisciplinary Studies is granted by Presentation College to those candidates who have completed the 120-credit requirement as described in the curriculum plan and who have met all degree requirements of Presentation College. A cumulative GPA of 2.00 or higher is required to graduate from the program.

120 credits

Major Requirements (45 crs)

GE413	Interdisciplinary Studies Capstone	3
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Choose two of the following concentrations (42 crs)

Business

Communication

Criminal Justice

English

History

Natural Science

Religious Studies

Social and Behavioral Sciences

Detailed course requirements for each concentration are listed below.

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

Social Science/Human Culture Core course	3
Humanities/Fine Arts Core course	3
Social Science/Human Culture electives	6
Humanities/Fine Arts electives	9

Natural Science and Quantitative Reasoning		
MA153	College Algebra	3
	OR	
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (31 crs)		
	Restricted Electives	9
	General Electives	22

Restricted electives must be outside of the two chosen concentrations

Interdisciplinary Studies Concentrations – Select Two

(no course can be used to satisfy both a general education requirement and an area of concentration course simultaneously)

Business (15 crs)

(at least 8 crs must be 300-400 level)

Required:

BU233	Accounting I	3
BU353	Marketing	3
BU3123	Business Management	3
EC243	Principles of Macroeconomics	3

Choose at least one of the following:

BU253	Business Communications	3
BU333	Business Law I	3
BU3253	Business Ethics	3
CS2003	Computer Management Systems	3

The following courses apply to the concentration above 15 credits:

BU243	Accounting II	3
BU393	Human Resources Management	3
BU443	Supervisory Management	3
BU473	Survey of Leadership Theories	3
BU4053	Leadership in a Global Environment	3
EC253	Principles of Microeconomics	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

Communication (15 crs)

(at least 8 crs must be 300-400 level)

Required:

PH103	Philosophy of Argumentation: Logic/Rhetoric	3
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Choose at least two of the following:

BU412	Communication in Organizations	3
CT363	Gender and Communication	3
CT413	Communication Theory	3
CT443	Persuasion and Social Influence	3
CT493	Advanced Interpersonal Communication	3
EN203	Introduction to Linguistics	3

Choose at least two of the following:

CT111	College Newspaper Staff	1
CT253	Field Experience I	3

CT303	Electronic Media	3
CT313	Social Media	3
CT323	Communication Skills II: Public Speaking	3
CT453	Speechwriting	3
CT4003	Internship	3
EN423	Advanced Composition	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

Criminal Justice (15 crs)

(at least 8 crs must be 300-400 level)

Required:

CJ203	Corrections	3
CJ223	Introduction to Criminal Justice	3
CJ303	Criminology	3
CJ313	Criminal Law	3

Choose at least one of the following:

BU333	Business Law I	3
CJ213	Crime in America	3
CJ233	Policing	3
CJ243	Licit/Illicit Drug Studies	3
CJ333	Criminal Investigation	3
CJ343	The Criminal Justice Professional at Trial	3
CJ356	Juvenile Justice	3
CJ403	Criminal Justice Internship	3
CJ413	Values and Ethics in Criminal Justice	3
EN315	Technical Writing	3
HMS243	Interviewing Skills	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

English (15 crs)

(at least 9 crs must be 300-400 level)

Choose 15 credits from **one** of the following tracks:

General Literature

EN203	Introduction to Linguistics	3
EN213	Introduction to Literary Criticism	3
EN263	Creative Writing	3
EN303	Elements and Formsof Literature	3
EN326	British Literature I	3
EN329	British Literature II	3
EN347	American Literature I	3
EN350	American Literature II	3
EN383	World Literature I	3
EN393	World Literature II	3
EN3053	Shakespeare	3

Specialized Literary Study

EN203	Introduction to Linguistics	3
EN213	Introduction to Literary Criticism	3
EN263	Creative Writing	3
EN325	Children's Literature	3
EN335	Women in Literature	3
EN403	History of English Language	3
EN413	Mythology	3
EN423	Advanced Composition	3

EN3053	Shakespeare	3
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Other courses that historically fall under the selected concentration may be used as well, with division approval.

History (15 crs)

(at least 9 crs must be 300-400 level)

Required:

HS393	Historical Research and Writing	3
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HS393: Any research methodology course may be accepted in one of the areas of concentration when required.

Choose 12 credits from one of the following tracks:

American History

Required:

HS213	History of the United States I	3
HS223	History of the United States II	3

Choose 6 credits from the following:

GEOG301	Variable Topics: World Regions	3
HS313	History and the American Indian	3
HS315	History of Early American Civilizations	3
HS325	South Dakota History	3
HS353	The American West	3
HS373	Lakota Culture	3
HS383	The History of Food	3
POLS390	Variable Topics: Readings in Political Thought	3

World History

Required:

HS253	World Civilization I	3
HS263	World Civilization II	3

Choose 6 credits from the following:

GEOG301	Variable Topics: World Regions	3
HS312	History of Early African Civilizations	3
HS315	History of Early American Civilizations	3
HS323	The Middle Ages	3
HS333	Modern Western Culture I	3
HS340	History of the Far East I	3
HS341	History of the Far East II	3
HS343	Modern Western Culture II	3
HS363	Developing Nations	3
HS383	The History of Food	3
POLS390	Variable Topics: Readings in Political Thought	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

Natural Science (at least 15 crs)

(at least 7 crs must be 300-400 level)

Choose one of the following two-semester series (8 crs):

BI153	General Biology I	3
BL151	General Biology Lab	1
	AND	
BI163	General Biology II	3
BL161	General Biology II Lab	1
BI213	Human Anatomy & Physiology I - Lecture	3

BL211	Human Anatomy & Physiology I - Lab AND	1
BI293	Human Anatomy & Physiology II - Lecture	3
BL291	Human Anatomy & Physiology II - Lab	1
CH153	College Chemistry I	3
CL151	College Chemistry I Lab AND	1
CH163	College Chemistry II	3
CL161	College Chemistry II Lab	1
PC103	Fundamentals of Physics I	3
PL101	Fundamentals of Physics I Lab AND	1
PC113	Fundamentals of Physics II	3
PL111	Fundamentals of Physics II Lab	1

Choose 7 credits from the following:

BI303	Genetics	3
BI313	Plant Systematics	3
BI320	Animal Systematics	3
BI323	Aspects of Human Disease	3
BI373	Immunology	3
BI383	Biology of Human Behavior	3
BI423	Epidemiology	3
CH303	Organic Chemistry I	3
CL303	Organic Chemistry I Lab	1
CH313	Organic Chemistry II	3
CL313	Organic Chemistry II Lab	1
EXSC373	Exercise Physiology	3
EXSC393	Kinesiology	3
NUTR300	Variable Topics in Nutrition	1-3
NUTR303	Human Nutrition	3
NUTR312	Sports Nutrition	2
NUTR322	Maternal and Child Nutrition	2
NUTR333	Clinical Nutrition I: Chronic Disease	3
NUTR343	Clinical Nutrition II: Critical Care	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

Religious Studies (15 crs)

(at least 9 crs must be 300-400 level)

Lower level electives (maximum of 6 crs)

RS243	The Sacraments	3
RS253	Prayer and Spirituality	3

Choose at least 3 credits from the following:

RS305	Special Topics in Religious Studies	1-4
RS333	Life and Letters of St. Paul	3
RS2003	New Testament Overview	3

Choose at least 3 credits from the following:

RS303	World Religions	3
RS305	Special Topics in Religious Studies	1-4
RS353	Jesus the Christ	3
RS383	Justice and Peace	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

Social and Behavioral Sciences (15 crs)

(at least 9 crs must be 300-400 level)

Required:

PS153	Developmental Psychology	3
PS343	Social Psychology	3
SO353	Social Problems	3

Choose one of the following tracks:**Sociology****Required:**

SW363	Social Work Research	3
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*SW363: Any research methodology course may be accepted in one of the areas of concentration when required.***Choose 3 credits from the following:**

CJ243	Licit/Illicit Drug Studies	3
HMS324	Human Behavior in the Social Environment	4
SO243	Alcohol Studies	3
SO251	Rainman	1
SO271	Crisis Intervention	1
SO333	Institutional Racism/Sexism	3
SO423	Families Today	3

Psychology**Choose 6 credits from the following:**

BI383	Biology of Human Behavior	3
HMS243	Interviewing Skills	3
HMS253	Counseling Theory	3
HMS303	Death & Dying	3
PS313	Theories of Personality	3
PS333	Child and Adolescent Psychology	3
PS353	Abnormal Psychology	3
PS383	Tests and Measurements	3
PS393	Psychology of Aging	3
PS3003	Health Psychology	3
PS3033	Psychopharmacology	3
PS3043	Pediatric Psychology	3
PS3053	Cognition and Learning	3
PS3063	Positive Psychology	3

Other courses that historically fall under the selected concentration may be used as well, with division approval.

PSYCHOLOGY, BACHELOR OF SCIENCE

The Bachelor of Science degree in Psychology offers those students pursuing this degree access to all of the exciting and interesting areas of the "study of the mind." The focus of the Psychology program is to give students a solid foundation in the field of mental health with an emphasis on the value and dignity of the individual. As a result, students will be prepared for exciting work in a psychology-related field or to continue on to graduate work.

Admission and Progression

Students may declare a psychology major upon admission to Presentation College. New students admitted on probation may declare a psychology major, but will not be allowed to take *upper level* psychology courses until they have completed the Success Academy requirements. Psychology courses are those courses that have the prefix PS.

Progression in the major requires a minimum cumulative GPA of 2.00. At the end of each spring semester, GPA will be evaluated and Growth Plans developed for any students who do not maintain the minimum cumulative GPA of 2.00. Students

may still progress in the major with Psychology Program Director approval and a Growth Plan in place. In such cases, students will sign a Growth Plan indicating:

- the process the student will take to increase their GPA
- the length of time the student has to meet the minimum GPA requirement

If the student does not meet the minimum requirement in the time allotted in the Growth Plan, the student will be dismissed from the psychology program. Growth Plans will only be good for one academic year (two semesters).

While a cumulative GPA of 2.00 is sufficient to progress in the psychology program, a **cumulative GPA of 2.50** is required to **graduate** from the psychology program. Students are advised that maintaining a minimum GPA of 2.00 is not sufficient to graduate from the psychology program.

Graduation

A Bachelor of Science degree in Psychology is granted by Presentation College to students who have met the requirements of the Psychology major, as well as all requirements of Presentation College. Students must also:

- Achieve a cumulative GPA of 2.50 or higher.
- Achieve a "C" or above in psychology courses and other noted major courses

120 credits

Major Requirements (48 crs)

GE411	Professional Development	1
PS133	General Psychology	3
PS153	Developmental Psychology	3
PS313	Theories of Personality	3
PS343	Social Psychology	3
PS353	Abnormal Psychology	3
PS383	Tests and Measurements	3
PS393	Psychology of Aging	3
PS402	Senior Seminar in Psychology	2
PS403	Psychology Internship	3
PS413	Research Methods in Psychology	3
PS3003	Health Psychology	3
PS3033	Psychopharmacology	3
PS3053	Cognition and Learning	3

Choose 9 credits from the following Psychology electives:

BI383	Biology of Human Behavior	3
CJ356	Juvenile Justice	3
EDPS212	Educational Psychology	2
HMS303	Death & Dying	3
HMS311	Counseling Ethics	1
HMS324	Human Behavior in the Social Environment	4
PS333	Child and Adolescent Psychology	3
PS355	Variable Topics in Psychology	3
PS373	Psychology of Film	3
PS395	Sports Psychology	3
PS3013	Industrial/Organizational Psychology	3
PS3023	Forensic Psychology	3
PS3043	Pediatric Psychology	3
PS3063	Positive Psychology	3
PS3073	Psychology of Gender	3
PS3103	Behavior Modification	3
SO221	Chemical Dependency	2
SPED202	Individuals with Exceptionalities	2

General Education Requirements (44-45 crs)

Communication Skills

EN113	College Composition I	3
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	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3
CT233	Communication Skills I: Interpersonal Communication	3
Religious and Ethical Education		
RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3
Cultural and Social Heritage		
	Social Science/Human Culture Core course	3
	Humanities/Fine Arts Core course	3
HMS243	Interviewing Skills	3
HMS253	Counseling Theory	3
	Humanities/Fine Arts electives	9
Natural Science and Quantitative Reasoning		
MA243	Statistics	3
	Laboratory Science (Natural Sciences)	4
College Experience		
GE111	College Experience	1
Electives (28 crs)		
	Restricted Electives	9
	General Electives	19

Restricted electives must be outside the discipline of psychology

RELIGIOUS STUDIES, ASSOCIATE OF ARTS

Students earn the Associate of Arts degree in Religious Studies to prepare for work in religious education, to prepare for advanced studies in religion, theology, or ministry, or simply for their own personal spiritual or academic enrichment.

60 credits

Major Requirements (27 crs)

CT233	Communication Skills I: Interpersonal Communication	3
	Humanities Electives (not in Religious Studies)	9
	Religious Studies Electives	15

General Education Requirements (20-25 crs)

Communication Skills

EN113	College Composition I	3
	OR	
EN114	College Composition Ib	4
EN133	College Composition II	3

Religious and Ethical Education

RS123	The Christian Tradition	3
	OR	
RS143	Catholicism	3
RS293	Christian Ethics	3

Cultural and Social Heritage

Social Science/Human Culture electives	3
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Natural Science and Quantitative Reasoning

MA114	Customized Intermediate Algebra	4
	Or higher (or competency)	4
	Laboratory Science (Natural Sciences)	4

MA114 or higher: Students may meet the mathematics competency by a score of 76 or above on the Elementary Algebra section of the ACCUPLACER placement exam, an ACT math subscore of at least 20, or a Redesigned SAT math subscore of at least 515.

College Experience

GE111	College Experience	1
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Electives (13 crs)

General Electives	13
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AGRICULTURAL BUSINESS MANAGEMENT MINOR**(18 crs)****Required Courses**

BU483	Management Policy and Strategy	3
BU3043	Managerial Accounting	3
BU3083	Entrepreneurship and Venture Management	3
BU4003	Farm and Ranch Management	3
BU4013	Agricultural Marketing and Prices	3

Choose one of the following (3 crs):

BU429	Investments	3
BU3093	Agricultural Business Internship	3

BUSINESS ESSENTIALS MINOR**(18 crs)**

(not available to students with a Business, Human Resource Management, Organizational Management and Leadership, or Sport and Event Management major)

Required Courses

BU233	Accounting I	3
BU333	Business Law I	3
BU393	Human Resources Management	3

Choose one of the following (3 crs):

BU3083	Entrepreneurship and Venture Management	3
BU3123	Business Management	3

Choose one of the following (3 crs):

BU253	Business Communications	3
BU353	Marketing	3

Choose one of the following (3 crs):

CS293W	Web Site Planning	3
CS2003	Computer Management Systems	3

COMMUNICATION MINOR

(18 crs)**Required Courses**

CT323	Communication Skills II: Public Speaking	3
CT333	Applied Communications Skills	3
EN423	Advanced Composition	3
PH103	Philosophy of Argumentation: Logic/Rhetoric	3
	Communication Technology Elective	3
	Communication Elective	3

CRIMINAL JUSTICE MINOR

(18 crs)**Required Courses**

CJ203	Corrections	3
CJ223	Introduction to Criminal Justice	3
CJ233	Policing	3
CJ303	Criminology	3

Choose 6 credits from the following:

CJ313	Criminal Law	3
CJ356	Juvenile Justice	3
CJ413	Values and Ethics in Criminal Justice	3

Any other Criminal Justice course not required for the minor.

FINANCE MINOR

(18 crs)**Required Courses**

BU429	Investments	3
BU3043	Managerial Accounting	3
BU3083	Entrepreneurship and Venture Management	3
BU3243	Money and Banking	3
BU4103	Intermediate Finance	3

Choose one of the following (3 crs):

BU483	Management Policy and Strategy	3
HCA423	Healthcare Finance	3
MA193	Calculus I	3

GENERALIST IN PSYCHOLOGY MINOR

(18 crs)**Electives**

Electives from 200-level or above psychology courses	18
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HUMAN SERVICES MINOR

(18 crs)**Required Courses**

HMS243	Interviewing Skills	3
HMS273	Introduction to Human Services	3
HMS324	Human Behavior in the Social Environment	4
HMS374	Generalist Practice I: Individuals	4
	Human Services Electives	4

MANAGEMENT MINOR

(18 crs)**Required Courses**

BU422	Theories of Organization	3
BU443	Supervisory Management	3
BU483	Management Policy and Strategy	3
BU3043	Managerial Accounting	3
BU3083	Entrepreneurship and Venture Management	3
	Business Elective	3

PSYCHOLOGY MINOR

(18 crs)

(not available to students with a Psychology major)

Required Courses

PS153	Developmental Psychology	3
PS313	Theories of Personality	3
PS343	Social Psychology	3
PS353	Abnormal Psychology	3
	Upper Level Psychology Electives	6

RELIGIOUS STUDIES MINOR

(18 crs)**Required Courses**

RS293	Christian Ethics	3
RS303	World Religions	3
	Scriptural Electives	6
	Religious Studies Electives	6

SPORTS ADMINISTRATION MINOR

(18 crs)**Required Courses**

BSA303	Event Planning	3
BSA304	Sports Marketing, Promotion and Fundraising	3
BSA403	Legal and Ethical Issues in Sports Administration	3
BSA413	Sports Finance	3
BU3003	Planning Sports Facilities	3
BU3103	Principles of Sports Management	3

SPORTS PSYCHOLOGY MINOR

(18 crs)**Required Courses**

EXSC203	Introduction to Fitness	3
EXSC243	Stress Management and Relaxation	3
EXSC263	Fitness Activities	3
PS395	Sports Psychology	3

Choose 6 credits from the following:

PS153	Developmental Psychology	3
PS313	Theories of Personality	3
PS333	Child and Adolescent Psychology	3

PS343	Social Psychology	3
PS353	Abnormal Psychology	3
PS3003	Health Psychology	3
PS3033	Psychopharmacology	3
PS3053	Cognition and Learning	3
PS3063	Positive Psychology	3

WOMEN AND CHILDREN'S GLOBAL ISSUES MINOR

(18 crs)

Required Courses

GI203	Introduction to Women and Children's Global Issues	3
GI303	Women, Children, and Violence in Global Perspective	3
GI313	Global Slavery and Human Trafficking	3
GI403	Women and Children Global Experiences Seminar	3
GI413	Women and Children's Global Issues Capstone	3
	Global Issues Elective	3

PI GAMMA MU - ZETA CHAPTER

Pi Gamma Mu is the oldest and preeminent honor society in the social sciences. Pi Gamma Mu serves the various social science disciplines that seek to understand and explain human behavior and social relationships as well as their related problems and issues.

A Presentation College student may be invited or may petition to join an active chapter of Pi Gamma Mu when he/she is a junior or senior student in the upper 35 percent of the class, with at least 20 semester hours in social sciences and an average grade therein of "B" or better. Pi Gamma Mu's constitution defines the social sciences to include the disciplines of history, political science, sociology, anthropology, economics, international relations, criminal justice, social work, psychology, social philosophy, history of education, and human geography. Presentation College's Zeta Chapter received its charter in 2012.

GRADUATE STUDIES

Presentation College offers Master's degree programs in:

Nursing: Family Nurse Practitioner

Nursing: Nurse Educator

ADMISSION TO THE COLLEGE - GRADUATE STUDIES

For entrance into a Master's program offered at Presentation College, students must hold a confirmed Bachelor's degree from an accredited institution with a minimum cumulative GPA of 3.0. The GRE (Graduate Record Examination) is not required for admission to graduate programs at Presentation College for those with an undergraduate GPA of 3.0, unless required by a specific graduate program. Applicants not meeting the minimum GPA requirement may be considered for acceptance to a graduate program if the following standards are met: (i) student graduated from an undergraduate program with a minimum GPA of 2.75 or higher; and (ii) the most recent two semesters [or three quarters] of undergraduate work earned a minimum GPA of 3.0 or higher. These students are highly encouraged to take the GRE to demonstrate to the admissions committee their readiness for graduate work. Additionally, letters of reference for admission to a graduate program are determined by the individual programs; prospective students should refer to the admissions criteria and catalog information for the program of interest.

ACCEPTANCE POLICIES - GRADUATE

Students applying to a graduate program must complete an online application. The application fee is \$35. Once it has been verified that the minimum institutional requirements for admission to a graduate program are met, the admissions department will forward the application to the appropriate division/program for a final admission decision. Graduate programs offer limited capacity and admission is competitive with individual departments/programs making the final decision on whether a student will be offered acceptance to the program.

AUDITING A CLASS

Students may audit a course if space is available in the class. Course prerequisites are the same for audit as for credit. Persons who audit a class will not receive college credit nor may they take credit examinations for the course audited. Audited courses are not considered in establishing student enrollment status for financial aid purposes or for establishing eligibility to compete in intercollegiate contests. Veterans and dependents may not receive educational benefits for audited courses. A change from audit to credit or credit to audit must be made before the end of the add/drop refund period for a semester. Graduate programs may have more specific policies and procedures related to auditing a class that supersede this process. Please see the appropriate Graduate Program Handbook for more information.

ACADEMIC ADVISING

Graduate students will be assigned to a Graduate academic advisor who will help them develop a plan of study for their academic progress. Graduate students pursuing a thesis plan will need to work with their academic advisor to arrange a graduate advising committee and major thesis (research) advisor.

STUDENT CLASSIFICATION

Graduate students are considered full-time when enrolled in 8 or more credit hours per semester during the academic year. Graduate students enrolled in fewer than 8 credit hours are classified as part-time. In addition to other eligibility requirements, a minimum of 4 credits is required to be eligible for Title IV (federal) aid.

CLASS LOAD

The recommended academic load for graduate students is 6-13 credits during a regular semester. To exceed 13 credits requires the recommendation of the faculty advisor, written approval of the Dean of the program, and a 3.00 (B) cumulative grade point average.

ATTENDANCE

Students are expected to attend every class session and be on time. Online students report their attendance by participating in their online course(s) as designated by the instructor. If for any reason students must be absent from class, the responsibility of making up work rests entirely upon the students. Each faculty member has the responsibility to develop his/her own policy on class attendance. The instructor's attendance policy must be included in the syllabus. This should include statements regarding make-up work and the relationship of attendance to grading. The added costs of supervision for missed classes/clinical may accrue to the students. Graduate programs may have more specific policies and procedures related to auditing a class that supersede this process. Please see the appropriate Graduate Program Handbook for more information.

Faculty and administration will honor officially approved absences where individuals or groups are absent as part of a College-sponsored activity or in the interest of the College. The director of the activity and the students will be responsible for notifying the appropriate faculty and staff prior to the absence. Officially approved absences may include tours, athletic competitions, field trips, and professional conferences.

TRANSFER OF CREDITS

The maximum number of transfer credits accepted at the graduate level is 9 credits and all remaining credits must be taken at Presentation College. Each transfer course requires departmental approval. Courses for which any grade lower than a B was earned will not be accepted in transfer.

COURSE NUMBERS

*5xx = Courses primarily for students in their first year of a graduate program

*6xx = Courses primarily for students in their second year of a graduate program

Undergraduate students are permitted to take graduate courses, limited to 500-level courses only, provided the student is in his or her senior year and in good standing within their current program (GPA of 3.00 or higher, has advisor approval, has the approval of the program director housing the graduate course, and whose financial account is in good standing).

COURSE REPEAT POLICY

For graduate students, no more than two graduate courses may be repeated, each graduate course repeated may only be repeated once, and all repeated courses must be completed with at least a "B" grade. In addition, all courses at the graduate level with less than an earned grade of "B", will be repeated.

ACADEMIC STANDING

Presentation College monitors graduate students' academic progress after all semesters (fall, spring and summer) to determine academic standing.

Academic Probation

The purpose of academic probation is to warn students of their scholastic standing. Notification of probationary status will be made in writing to students from the Registrar's Office and a copy of the notice will be sent to the appropriate Dean and advisor. Academic probation will be noted on the transcript.

A student who earns below a 3.00 cumulative GPA after any semester is placed on academic probation.

Students may take other graduate courses towards degree if the courses meet pre- and co-requisite requirements to continue graduate studies. However, students must retake any course(s) they received less than a grade of "B" in the next semester that the course(s) is/are offered in the curriculum.

Academic Suspension

Based on credits attempted at Presentation College, a student will be subject to dismissal from the College if, while on probation, the semester GPA falls below 3.00.

A graduate student may seek readmission to Presentation College after one semester of suspension; the student is required to undergo review by applicable Division Dean.

Other Grounds for Academic Suspension/Probation

1. Students may also be given an official warning and subsequent probation or suspension for continued absences from class, continued failure in assignments over a period of time, or an attitude depicting a lack of motivation and interest as documented by faculty over a period of time. Continuation of the condition after a semester of probation will be considered grounds for suspension.
2. The physical, mental, and emotional wellbeing of students is an essential component of educational development. Therefore, a student may be requested by the College to submit evidence of health as determined by a physician or other qualified professional any time during the course of the student's education. If a student is believed to be an immediate threat to the safety of himself/herself or others, the College reserves the right to request the student to obtain immediate professional assistance, to withdraw, or to take a leave of absence for a specific period of time. The College reserves the right to request that a physician or other qualified professional be given authorization by a student to provide written documentation to Presentation College stating that he/she is in good physical, mental, and emotional health.

Administrative Withdrawal

The College reserves the right to administratively withdraw a student from a class or all classes if, in the judgment of the appropriate College officials, such withdrawal is in the best interests of the student and the College. A "WF" grade is given to a student with a College-initiated withdrawal after the last date to withdraw in each semester. A "W" may be given prior to the last date to withdraw. A "WF" is computed into the grade point average as 0.00 grade points per credit hour.

STUDENT APPEAL GRIEVANCE PROCESS

See the Student Appeal Grievance Process (p. 58) in the undergraduate section of the catalog for information on the graduate Student Appeal Grievance Process.

GRADUATION REQUIREMENTS

Graduate students who lack the required credits for a certificate or degree may apply to the Vice President for Academics to participate in the May commencement ceremony of that year if they are able to complete all graduation requirements successfully by the end of the next academic term.

Time Limitation

For students enrolled in a graduate program, graduation must occur in the semester which represents the end of six academic years since their first enrollment. At that time, if a student has not successfully graduated, the Graduate Council shall determine which courses taken by the student are obsolete and which courses may continue to be applied to a Master's degree. With Graduate Council approval, students may test out of a course that goes beyond the six-year time frame; however, a maximum of two graduate courses can be tested out of over the course of a student's program.

Graduation Processes Specific to Graduate Programs

Students applying for graduation from a graduate program at Presentation College have several additional requirements. These requirements take significant time and should be discussed with the student's graduate academic advisor (and graduate committee/research advisor as appropriate) from the earliest stages of the student's graduate work.

1. Thesis or Non-Thesis Project and Oral/Written Comprehensive Examinations
 - a. Graduate students are required to complete either a thesis or a non-thesis project as part of their degree requirements. Each division/program offering a graduate degree may have specific guidelines as to which of these two summative works would be appropriate for a program and students may consult with their graduate academic advisor as to which of these two summative works may best fit their individual goals.
 - b. Track #1: Thesis Plan: Thesis work allows the student to gain valuable research and publication experience while increasing the scholarly activity and productivity of involved faculty. Students wishing to pursue doctoral education, and particularly those wishing to work in academic settings, may desire to consider a thesis track.
 - c. Track #2: Capstone Project Plan: A capstone project is defined as a summative work that involves basic research methodologies without undue statistical analysis and may or may not proceed to publication. Capstone projects are conducted within the confines of an established course or series of courses within a program.

General Graduation Requirements

Before graduation, students must meet the following requirements:

1. Apply for graduation on the website at the time designated in the academic calendar, usually at the time of registration for the final semester.
 - a. Satisfy all financial obligations with the College.
 - i. Complete the following requirements:
 1. Complete the required number of hours for the graduate program with a minimum cumulative 3.00 GPA;
 2. Graduate students may transfer in a maximum of 9 credits to apply toward the graduate program; the remaining courses must be earned at the institution;
 3. All work and residency requirements pertaining to the major field (see program descriptions);
 4. Assessment requirements for the program; any students who fail to successfully complete any requirements remaining during the semester of graduation must apply for graduation in a later semester.

DIVISION OF NURSING - GRADUATE STUDIES

Masters nursing education has as its goal the education of advanced practice registered nurses. MSN program graduates are master's prepared nurses with advanced knowledge and skills. The MSN program is a Master of Science Nursing program with two tracks: Nurse Educator and Family Nurse Practitioner. The curriculum is comprehensive and designed to provide graduates with the knowledge and skills needed for advanced nursing practice. Learning experiences in the MSN courses prepare family nurse practitioner students for a family nurse practitioner role and support the students' eligibility to sit for the Nurse Practitioner-Certified (NP-C) the American Nurses Credentialing Center (ANCC)'s Family Nurse Practitioner board certification (FNP-BC) examinations. They also prepare nurse educator students for a nurse educator role and support the students' eligibility to sit for the National League for Nursing Certified Nurse Educator (NLN-CNE) examination. Practicum experiences for the Family Nurse Practitioner student are designed to synthesize the theoretical concepts and research findings that support advanced nursing practice while collaborating effectively as a member or leader of an interdisciplinary team in the design, coordination, and evaluation of health care delivery. Practicum experiences for the Nurse Educator are designed to integrate the role of faculty with respect to teaching, scholarship, service and practice through learning experiences in nursing education through professional development relevant to one's goals and stage of career development. Masters degree courses are provided online with residencies at the Aberdeen campus and arranged clinical in the students' area.

ADMISSION TO THE MSN PROGRAM

Students entering the MSN program must:

1. Complete the graduate application (\$35 fee);
2. Have a confirmed baccalaureate degree from an accredited nursing school;
3. Submit official transcripts from all postsecondary schools attended;
4. Have a minimum cumulative GPA of 3.00 (on a 4.00 scale) from their BSN program;
 - a. Applicants not meeting these criteria may be considered for acceptance to a graduate program if the following standards are met:
 - i. Students who apply to the graduate program who graduated from an undergraduate program with a minimum 2.75 GPA or higher; and
 - ii. their most recent two semesters (or three quarters) of undergraduate coursework earned a minimum GPA of 3.00.
 - iii. These students are highly encouraged to take the Graduate Record Examination (GRE) to show the admissions committee their readiness for graduate work.
5. Hold an unencumbered RN license (South Dakota RN license may be required for FNP students depending on clinical placement);
6. Submit two professional letters of reference (one from a supervisor/ manager, one from a professional such as nursing educator, physician/nurse practitioner);
7. Submit a statement of purpose (discuss intellectual interests, relevant clinical experience, and reasons for pursuing the MSN degree at Presentation College);
8. Hold current certification in CPR for the Healthcare Provider (certification is valid for 24 months but must be valid concurrently with the entire academic semester, from the first to last day of class, and mid-semester renewal is not permitted);
9. Submit proof of current immunizations (see Health, Background Screening(s) Certification, and Documentation Requirements in the current Nursing Student Handbook for immunization policy);
10. Complete national criminal background screening - students living or performing clinical practicum in the state of Minnesota are also required to complete, by state law, a state criminal background screening (see Criminal Background Screening(s) in the current Nursing Student Handbook for policy); and
11. Attend initial interview.

Non-resident alien and English as a Second Language (ESL) students – see Acceptance Policies - Undergraduate (p. 13) - Non-Resident Alien and ESL Students located in the Admissions section of the catalog.

NURSING, MASTER OF SCIENCE - FAMILY NURSE PRACTITIONER

48 credits

Required Courses

MSN502

Foundations of Graduate Study

2

MSN503	Advanced Pathophysiology	3
MSN512	Healthcare Quality, Safety, and Informatics	2
MSN513	Advanced Nursing Practice Roles and Leaders of Social Justice	3
MSN523	Advanced Pharmacology	3
MSN532	Rural Health Nursing	2
MSN533	Advanced Physical Assessment and Diagnostic Reasoning	3
MSN543	Epidemiology and Advanced Clinical Diagnosis	3
MSN566	Advanced Health Promotion Across the Lifespan, Lab and Practicum	6
MSN574	Nursing Theory, Scholarly Synthesis, and Research	4
MSN591	Advanced Nursing Capstone	1
MSN605	Care of the Acute and Episodic Client Conditions and Practicum	5
MSN615	Care of Chronic and Complex Client Conditions and Practicum	5
MSN625	Care of Women and Pediatric Clients and Clinical	5
MSN691	Advanced Nursing Capstone II	1

NURSING, MASTER OF SCIENCE - NURSE EDUCATOR

39 credits

Required Courses

MSN502	Foundations of Graduate Study	2
MSN503	Advanced Pathophysiology	3
MSN512	Healthcare Quality, Safety, and Informatics	2
MSN513	Advanced Nursing Practice Roles and Leaders of Social Justice	3
MSN522	Role of the Nurse Educator	2
MSN523	Advanced Pharmacology	3
MSN532	Rural Health Nursing	2
MSN533	Advanced Physical Assessment and Diagnostic Reasoning	3
MSN553	Learning Theories and Teaching Learning Strategies	3
MSN574	Nursing Theory, Scholarly Synthesis, and Research	4
MSN591	Advanced Nursing Capstone	1
MSN632	Nurse Educator Practicum	2
MSN633	Curriculum Design and Development	3
MSN642	Nursing Simulation	2
MSN643	Evaluation Methods	3
MSN691	Advanced Nursing Capstone II	1

COURSE DESCRIPTIONS

A student who has not met a course prerequisite and feels he/she has sufficient knowledge and/or experience to enroll in the course may petition to override course prerequisites. Petition must be approved by the student advisor, course instructor, and respective dean.

AR - ART

A 300 - Variable Topics in Art (3)

In this course students will have the opportunity to study specific topics of interest in art/aesthetics not covered in the present course offerings.

AR 112 - Drawing (2)

A series of drawing experiences is designed to increase perception and skills through environmental imagery and various media. (Studio course)

AR 123 - Foundation of Design (3)

This course is designed for the beginning art student who has the desire to learn to paint and draw, but who has lacked the opportunity or confidence to try. It is tailored for the student who has had little or no formal art education. As principles and elements of art are presented, the student will experience a hands-on project reflecting their understanding of each presentation. (Studio course)

AR 232 - Painting Oils/Acrylic (2)

This course offers experience in color, composition and painting techniques through projects in oil and/or acrylic. (Studio course)

AR 252 - Calligraphy (2)

This course teaches the art of beautiful writing through practice in the formation of the letters with simplicity, beauty, uniformity and arrangement. Symbols from the liturgy are studied in regard to meaning and style. (Studio course)

AR 303 - History of World Art (3)

The chronological account of art from prehistoric to modern. Topics include painting, sculpture, architecture, practical arts, and photography. (Humanities/Fine Arts Core course)

AR 413 - Fine Arts Appreciation (3)

This course is designed to expose the student to an overview of the major periods of art in Western culture together with an exploration of major artists and their individual works. (Humanities/Fine Arts Core course)

AT - ATHLETIC TRAINING

AT 111 - Introduction to Athletic Training (1)

This course provides the foundation for those students pursuing a career in athletic training. Topics covered include, but are not limited to, the history and development of the profession of athletic training, the goals, roles, and responsibilities of athletic training professionals, healing process, injury prevention and recognition, and the body's response to injury.

AT 202 - Practicum in Athletic Training I (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. The focus of AT202 is clinical application of emergency/risk management techniques and clinical examination of lower extremity injuries.

Prerequisite: ATP, AT111, EXSC112, and EXSC333.

AT 203 - Advanced Techniques in Athletic Training (3)

This course provides classroom and clinical instruction in the use and application of various taping, bracing, splinting/casing and emergency/risk management techniques used in athletic training.

Prerequisite: Admission to ATP. Corequisite: AT300.

AT 212 - Practicum in Athletic Training II (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. Students will be evaluated on the application of clinical skills instructed in AT203 and AT300.

Prerequisite: Admission to ATP, AT202.

AT 300 - Clinical Examination and Diagnosis I (3)

This course is designed to enhance knowledge and skill in the diagnosis of musculoskeletal/orthopedic/neurologic injuries of the lower extremity and low back. The course will emphasize human anatomy, medical history taking, clinical observation, palpation, functional and special testing, and injury pathology as steps to a thorough clinical examination and diagnosis.

Prerequisite: 'C-' or above in AT111, BI213/BL211, BI293/BL291, EXSC333.

AT 301 - Clinical Examination and Diagnosis I Lab (1)

This course provides hands-on application and practical experience of orthopedic and neurological examination, including functional assessment, of injuries/illnesses of the lower quarter. This course focuses on examination and diagnosis, and acute management of lower extremity, pelvis/lumbar spine, and abdominal/internal injuries/illnesses.

Corequisite: AT300.

AT 302 - Practicum in Athletic Training III (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. Students will be evaluated on the application of clinical skills instructed in AT203, AT300 and AT304.

Prerequisite: Admission to ATP, AT202, AT212.

AT 304 - Clinical Examination and Diagnosis II (3)

A continuing of AT300, this course is designed to enhance knowledge and skill and the diagnosis of musculoskeletal/orthopedic/neurologic injuries of the upper extremity, head, and cervical spine. The course will emphasize human anatomy, medical history taking, clinical observation, palpation, functional and special testing, and injury pathology as steps to a thorough clinical examination and diagnosis.

Prerequisite: AT111, BI213/BL211, BI293/BL291, EXSC333. Corequisite: AT305.

AT 305 - Clinical Examination and Diagnosis II Lab (1)

This course provides hands-on application and practical experience of orthopedic and neurological examination, including functional assessment, of injuries/illnesses of the upper quarter. This course focuses on examination and diagnosis, and acute management of upper extremity, head/face, and cervical and thoracic spine injuries/illnesses.

Corequisite: AT304.

AT 312 - Practicum in Athletic Training IV (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. Students will be evaluated on the application of clinical skills instructed in AT203, AT300, AT304 and AT323.

Prerequisite: Admission to ATP, AT202, AT212, AT302.

AT 323 - Therapeutic Modalities (3)

This course involves a comprehensive study of the principles, theoretical concepts, effects, indications, contraindications, safety precautions and standard operating procedures of therapeutic modalities commonly used in the treatment of musculoskeletal/orthopedic injuries. AT323 will emphasize the body's response to injury, the healing continuum, and clinical appraisal/application of therapeutic modalities.

Prerequisite: AT300, AT304, EXSC373.

AT 324 - Therapeutic Modalities Lab (1)

This course provides hands-on application and practical experience of therapeutic modalities. Contemporary application of cold, heat, sound, electrical introduce students to the contemporary usage and basic foundation of therapeutic modalities, transmission of energy, infrared, and mechanical therapy. Through lecture, discussion, and laboratory experience, the scientific basis of musculoskeletal rehabilitation involving therapeutic modalities will be examined.

Corequisite: AT323.

AT 333 - Therapeutic Exercise (3)

This course focuses on the principles and techniques of a comprehensive rehabilitation and reconditioning program as well as their role in athletic training. Students will learn basic and advanced therapeutic exercise safety, instruction, and exercise progression. AT333 will provide instruction of the physiologic effects of therapeutic exercise on a physically active patient as it relates to the treatment of disease/injury.

Prerequisite: AT323, EXSC203, EXSC373, EXSC393, EXSC3082.

AT 334 - Therapeutic Exercise Lab (1)

This course provides hands-on application and practical experience of therapeutic exercise. Students will be given laboratory instruction and guided practice in performing manual therapy techniques and therapeutic exercises related to the effects of therapeutic exercise on tissue repair and return to activity. This course will focus on review of the basic principles of therapeutic exercise and rehabilitation on injuries to the trunk and upper extremities.

Corequisite: AT333.

AT 343 - Medical Aspects (3)

In-depth study of general pharmacology, medical conditions, and disabilities of athletes and others involved in physical activity. The athletic training student will learn pharmacological applications, including awareness of the indications, contraindications, precautions, and interactions of medications and of the governing regulations relevant to the treatment of injuries and illnesses. The athletic training student will also learn referral management, and treatments of athletes and others involved in physical activity who suffer from general medical conditions and disabilities.

Prerequisite: Admission to ATP, AT334.

AT 402 - Practicum in Athletic Training V (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. Students will be evaluated on the application of clinical skills instructed in AT203, AT300, AT304, AT323 and AT333.

Prerequisite: Admission to ATP, AT202, AT212, AT302, AT312.

AT 412 - Practicum in Athletic Training VI (2)

This course provides the athletic training student with preceptor supervised clinical experience. Athletic training students will complete a minimum of 140 hours working with a preceptor at designated clinical sites. Students will be evaluated on the application of all previously instructed clinical skills.

Prerequisite: Admission to ATP, AT202, AT212, AT302, AT312, AT402.

AT 413 - Administration in Athletic Training (3)

This course is designed to introduce the athletic training student to the knowledge, skills, and values an athletic trainer or health care professional must possess to develop, administer, and manage an athletic training program or other health care facility. The course primarily focuses on the management dynamics of athletic training facilities, including personnel, students, facility design, purchasing and budgeting of financial resources.

Prerequisite: Admission to ATP, AT334.

AT 422 - Research Methods in Allied Health (2)

Interpretation of statistical procedures and research designs commonly used in allied health research. Students will search, examine, and apply evidence-based medicine principles to the critical appraisal of allied health research. This course will prepare students to conduct research projects related to the allied health field.

Prerequisite: Prerequisite: Junior or Senior level student majoring in a Division of Health & Natural Science allied health major.

AT 432 - Capstone in Athletic Training (2)

This course provides a comprehensive review of the most current edition of the athletic training clinical competencies. This course will review the content areas of the athletic training clinical competencies and the knowledge/skills in the Role Delineation Study/Practice Analysis of the Board of Certification. In addition, AT432 will review current topics in the athletic training profession.

Prerequisite: AT413.

ATH - ATHLETICS

ATH 100 - Variable Topics in Athletics

In this course, students have the opportunity to study topics of interest in Athletics not usually covered in the present course offerings.

ATH 101 - Intercollegiate Cross Country (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 102 - Intercollegiate Softball (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 103 - Intercollegiate Baseball (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 104 - Intercollegiate Soccer (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 105 - Intercollegiate Men's Basketball (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 106 - Intercollegiate Volleyball (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 107 - Intercollegiate Women's Basketball (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 108 - Intercollegiate Football (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 109 - Intercollegiate Competitive Dance (1)

Open for one credit per year to those who qualify for and participate in intercollegiate athletics. This course may be taken in the semester each sport competes. Maximum credits per athlete will be limited to 4 credits for those pursuing a Bachelor's degree. This course is graded on a Satisfactory/Unsatisfactory basis. (Participation credit: athletics)

ATH 200 - Variable Topics in Athletics

In this course, students have the opportunity to study topics of interest in Athletics not usually covered in the present course offerings.

ATH 300 - Variable Topics in Athletics

In this course, students have the opportunity to study topics of interest in Athletics not usually covered in the present course offerings.

ATH 400 - Variable Topics in Athletics

In this course, students have the opportunity to study topics of interest in Athletics not usually covered in the present course offerings.

BI/BL - BIOLOGY

BI 100 - Variable Topics in Biology (1-5)

In this course, students have the opportunity to investigate in depth an aspect of biological science or study material which is not usually covered in the regular biology courses. (Natural Science course)

BI 115 - Introduction to Anatomy & Physiology/Concepts of Human Biology (3)

This one-semester combined anatomy and physiology course includes a brief overview of human anatomy and physiology designed to introduce students to each of the systems of the human body and familiarize students with the medical terminology associated with each system. Emphasis is on structure and function of the systems and the relationship of the body structures (anatomy) to their function (physiology). This course is specifically designed for students not progressing on to advanced learning in human anatomy and physiology. (Laboratory/Natural Science course)

BL 115 - Introduction to Anatomy & Physiology/Concepts of Human Biology Lab (1)

Laboratory component to BI115.

BI 153 - General Biology I (3)

Basic biological concepts will be introduced including evolution and other origin of life theories, scientific method, biochemical fundamentals, cell biology, photosynthesis and plant physiology, and ecology. 3 hours lecture and 3 hours lab weekly. (Laboratory/Natural Science course)

BL 151 - General Biology Lab (1)

Laboratory component to BI153.

BI 162 - Medical Terminology (2)

This course is the study of the meaning, derivation, and usage of medical terminology. This course is designed to help the students achieve a mastery of the medical terminology essential to its understanding and use in health fields and in medical records. 2 hours lecture.

BI 163 - General Biology II (3)

As a continuation of General Biology I, this course introduces the student to concepts in the fields of biotechnology, cell reproduction, genetics, animal physiology, and molecular genetics. 3 hours lecture and 3 hours lab weekly. (Laboratory/Natural Science course)

BL 161 - General Biology II Lab (1)

Laboratory component to BI163.

BI 200 - Variable Topics in Biology (1-5)

In this course, students have the opportunity to investigate in depth an aspect of biological science or study material which is not usually covered in the regular biology courses. (Natural Science course)

BI 213 - Human Anatomy & Physiology I - Lecture (3)

This course is designed to give the student a knowledge of the normal structure and function of the human body. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lecture concentrates on the physiological principles and the lab (separate course) involves an exploration of the human anatomy with the use of cadavers and other materials to supplement the lecture learning in both anatomy and physiology. The course will look specifically at the musculoskeletal systems such as skin, bone, muscle, and nervous systems. 3 hours lecture (Laboratory/Natural Science course)

BL 211 - Human Anatomy & Physiology I - Lab (1)

A laboratory course that is designed to give the student a knowledge of normal structure and function of the human body. The lab utilizes the cadavers and other materials to supplement the lecture learning in both anatomy and physiology. The course will look specifically at the musculoskeletal systems, such as skin, bone, muscle and nervous. (Laboratory/Natural Science course)

BI 263 - Introduction to Medical Microbiology (3)

This course is a study of microbial structure and function, host defense mechanisms, and specific pathogenic agents with their associated diseases. It includes a study of the basic principles and laboratory skills in bacteriology, immunology, mycology, and parasitology. The lab may only be taken if previously or concurrently enrolled in the lecture section. 3 hours lecture and 2 hours lab. (Laboratory/Natural Science course)

BL 263 - Introduction to Medical Microbiology Lab (1)

Laboratory component to BI263.

BI 293 - Human Anatomy & Physiology II - Lecture (3)

A continuation of BI213/BL211, this course is designed to give the student knowledge of the normal structure and function of the human body. Emphasis is on the interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The lecture concentrates on the physiological principles of anatomy and the lab (separate course) involves an exploration of the human anatomy and physiology with the use of cadavers and other materials to supplement the lecture learning in both anatomy and physiology. The course will look specifically at the internal organ systems such as the senses, endocrine, digestive, urinary, respiratory, cardiovascular, lymphatic and reproductive systems. 3 hours lecture and 2 hours lab. (Laboratory/Natural Science course)

Prerequisite: BI213/BL211 or instructor permission.

BL 291 - Human Anatomy & Physiology II - Lab (1)

A laboratory course that is designed to give the student a knowledge of the normal structure and function of the human body. The lab utilizes cadavers and other materials to supplement the lecture learning in both anatomy and physiology. The course will look specifically at the senses, the endocrine, cardiovascular, respiratory, urinary, digestive, and reproductive systems. (Laboratory/Natural Science course)

BI 294 - Diagnostic Microbiology (4)

This course is a comprehensive study of the morphology, physiology and classifications of the bacteria pathogenic to humans. The course will also include anaerobic bacteria, parasites and fungi associated with diseases of humans. Techniques of isolation, cultivation, identification, sensitivity testing, sterilization, disinfection and quality control are taught. Emphasis will be put on identification of unknown pathogenic organisms. 3 hours lecture and 3 hours lab. (Laboratory/Natural Science course)

Prerequisite: BI263/BL263.

BL 294 - Diagnostic Microbiology Lab (0)

Laboratory component to BI294.

BI 300 - Variable Topics in Biology (1-4)

In this course students have the opportunity to investigate in depth an aspect of biological science or study material which is not usually covered in the regular biology courses. (Natural Science course)

BI 303 - Genetics (3)

This course is designed to provide an introduction to the field of genetics with an understanding of the structure, function, and transmission of genes, the interactions both among genes and between genes and the environment, and the role of genetic factors in health and disease. The course will examine classic (Mendelian) genetics, cytogenetics, molecular and clinical genetics with an emphasis on genetics of traits and heritable diseases. (Natural Science course)

Prerequisite: BI153/BL151 and BI163/BL161, or instructor permission.

BI 313 - Plant Systematics (3)

The study of the diversity, classification, and evolutionary history of various types of plants. This course will introduce the principles of plant identification, nomenclature, classification, speciation, adaptation, biogeography, specimen collection and preservation, and current systematic methodologies. (Natural Science course)

Prerequisite: BI153/BL151, BI163/BL161.

BI 320 - Animal Systematics (3)

An investigation of the animal kingdom focusing on biological diversity, ecology and evolutionary relationships, systematics, reproductive patterns, and the principles of functional anatomy and function. Develop a basic understanding of methods for constructing phylogenies for comparing phenotypes, and for analyzing diversity. (Natural Science course)

BI 323 - Aspects of Human Disease (3)

This course is a study of the physiology of disease with an organ-system approach. (Natural Science course)

Prerequisite: 8 credits of college biological sciences to include BI263/BL263.

BI 373 - Immunology (3)

A comprehensive study of the human immune system. Anatomy and physiology of the system will be reviewed. The course will also include gene expression, immune system activation, the different types of immunity, tolerance, cancer, autoimmunity and immune deficiencies. (Natural Science course)

Prerequisite: BI213, BI293 and BI263/BL263.

BI 383 - Biology of Human Behavior (3)

The study of the anatomy and physiology of nervous tissue and the nerve impulse, hormonal effect on the nervous system, brain pathologies and addictions, the biology of wakefulness, sleep, learning and memory.

Prerequisite: BI115/BL115, BI153/BL151, BI163/BL161, BI213, or BI293, and PS133 or instructor permission.

BI 402 - Biology Capstone (2)

In seminar format, students will focus on critical issues in biology and current research in the field. Students will engage in reading, research, discussion, and presentation to the seminar cohort. The objective is to guide students to integrate academic preparation in their discipline into their professional lives, further developing life-long learning skills and a perspective of intellectual curiosity.

Prerequisite: Senior standing in Biology. Corequisite: GE411.

BI 423 - Epidemiology (3)

The study of epidemiology concepts and methods specifically related to health care. The course is designed to help students evaluate the validity of epidemiological studies. Students will review data on major causes of morbidity and mortality through the life cycle, applications of epidemiology in clinical practice, care management and public health administration. (Natural Science course)

BI 453 - Internship (1-3)

Students will integrate theoretical knowledge from academic work with practical experience in their areas of concentration. This is accomplished by supervised work in a biology setting.

Prerequisite: Junior or Senior standing in Biology and Biology Program Director permission.

BSA/BSL - BUSINESS-SPORTS ADMINISTRATION

BSA 200 - Variable Topics in Business-Sports Administration (3)

In this course, students will have the opportunity to study topics of interest in Sports Administration not usually covered in the present course offerings.

BSA 201 - Social Issues in Sports (3)

This course is designed to provide students with a way of understanding the historical, social and cultural impact of sports by conceptualizing sports as a microcosm of society. Students will explore how sports, throughout the ages, have played a role in shaping cultural values and how different cultures interact with and affect one another through sports in relation to politics, social class, race, religion, gender, ethnicity and economics. (Social Science/Human Culture Core course)

BSA 301 - Sports Administration Clinical I (1)

Students will learn to handle the administrative and organizational challenges of actually running a sports team or organization by being paired with the team's coach or administrator during the team's 'off-season' semester.

Prerequisite: Junior or Senior status as defined by the College catalog or instructor permission.

BSA 302 - Sports Administration Clinical II (2)

Students will learn to handle the administrative and organizational challenges of actually running a sports team or organization by being paired with the team's coach or administrator during the team's 'in-season' semester.

Prerequisite: Junior or Senior status as defined by the College catalog or instructor permission.

BSA 303 - Event Planning (3)

This course covers the management and operation of meetings, conventions and various athletic and other events and the economic impact of these events. Students gain an introduction to the sports tourism industry and the marketing of hospitality. Students will also learn about the meetings industry and the process of negotiation for meeting and convention equipment and services including food and beverage catering and other services. Facilities, technology, media and trends are discussed. Students will plan and manage an actual event.

BSA 304 - Sports Marketing, Promotion and Fundraising (3)

This course will study the basic principles of marketing theory and practice in the sports industry and will include the areas of promotion and fundraising. Emphasis will be placed on professional sports, corporate fitness, college/high school athletics, and youth, amateur and recreational sports, leagues and organizations. 3 credits lecture and 1 credit lab (20 hours).

BSL 304 - Sports Marketing, Promotion and Fundraising Lab (1)

Laboratory component to BSA304.

BSA 400 - Variable Topics in Business-Sports Administration (3)

In this course, students will have the opportunity to study topics of interest in Sports Administration not usually covered in the present course offerings.

BSA 403 - Legal and Ethical Issues in Sports Administration (3)

This course is designed to build on the basic legal concepts taught in Business Law I. Students are required to demonstrate the ability to understand, analyze and apply the substantive areas of sports law, regulation and ethics governing players, teams and sports organizations. The course will focus on the practical application and impact of such laws, regulations and ethical considerations at various competitive levels including youth, amateur, high school, collegiate and professional sports..

BSA 413 - Sports Finance (3)

This course is designed to build on the basic concepts of financial analysis and decision making taught in BU323. Students will demonstrate the ability to apply these concepts to make financial, management and other decisions in the unique world of sports business. Students will also sharpen their analytic skills and will gain practical experience by solving real world problems related to sports finance.

BSA 423 - Sports Media and Public Relations (3)

This course focuses on the study and application of media relations and communications and the role they play in contemporary sports.

Prerequisite: CT233 and BU253.

BU - BUSINESS

BU 133 - Principles of Business (3)

This course surveys the nature of our capitalistic system with an emphasis on modern business problems in the various specialized areas of management, marketing, and finance. This course introduces students to the concepts of working with others in a professional manner, managing and organizing their work, and managing other employees. Other key skill areas emphasized throughout the semester are: decision-making and planning, teamwork, technology, and communication.

BU 153 - Business Mathematics (3)

This course focuses on the applied mathematical skills required by modern business in a variety of business forms and situations.

BU 233 - Accounting I (3)

This is an introductory study of modern accounting principles, procedures, and practices with attention given to the creation of financial statements and reports for single proprietorships.

BU 243 - Accounting II (3)

This course focuses on principles and application of accounting for partnerships and corporations. Attention is given to analysis and reports.

Prerequisite: BU233.

BU 253 - Business Communications (3)

This course is designed to teach the writing of effective business letters through the proper use of words and sentences to achieve the desired purpose. Emphasis is placed on the mechanics of good English and letter appearance, as well as on composing messages to cover various business situations.

BU 271 - Variable Topics in Business (1)

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 272 - Variable Topics in Business (2)

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 273 - Variable Topics in Business (3)

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings. In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 323 - Business Finance (3)

This course focuses on business management decisions. Topics included are financial environment, financial institutions, interest rates, planning, securities and credit. In addition, risk, budgeting, leveraging and inflation will be integrated to give students an overall concept of how they are related.

Prerequisite: BU233.

BU 333 - Business Law I (3)

This course is a study of the interrelationship of the law and business decision-making. The materials covered are those most common to business and under the provisions of the Uniform Commercial Code.

BU 343 - Business Law II (3)

This course is a study of the interrelationship of the law and business decision-making. The materials covered are those most common to business and under the provisions of the Uniform Commercial Code.

BU 353 - Marketing (3)

This course focuses on market strategy, including strategy and decision-making in the marketing of real property, personal property, services and organizations. Topics to be covered include product distribution, product development and pricing, and consumer motivation.

BU 393 - Human Resources Management (3)

This course studies human factors in organizations, emphasizing the findings of behavioral research and the changing environment in which today's and tomorrow's employees and managers can expect to work.

BU 403 - Cost Accounting (3)

A study of cost principles emphasizing cost control, allocation and distribution.

Prerequisite: BU243.

BU 407 - Income Tax Accounting (3)

Procedures and guidelines used for individual and business tax problems and preparations.

Prerequisite: BU243.

BU 412 - Communication in Organizations (3)

This course develops an understanding of the communication process, the effects of organizational structure on communication and conflict management. An emphasis is placed on understanding of the process of communication in leadership roles and the improvement of interpersonal skills.

Prerequisite: BU253 or CT233.

BU 421 - International Business (3)

This course overviews some of the problems faced by firms engaging in international business activities. The importance of understanding the foreign economic, social, political, cultural, and legal environment is stressed. Importing/exporting, joint ventures, franchising, and subsidiaries, international dimensions of management, marketing, problems of multinational corporations, and recent problems of international trade and countertrade are analyzed.

Prerequisite: EC243 and EC253.

BU 422 - Theories of Organization (3)

This course analyzes the major organizational theories and their interfacing with the organization's mission statement. Participants will study the role, process and influence of organizations in general and their own organization in particular.

BU 429 - Investments (3)

This course is an overview of basic investment concepts identifying methods and techniques for analyzing investment opportunities. It considers investment environments, analysis and principles of portfolio management.

Prerequisite: BU323 or instructor permission.

BU 443 - Supervisory Management (3)

This course focuses on the skills necessary to be an effective supervisor. The course builds on a foundation of basic human resources knowledge. The role of supervision and various techniques for effective supervision will be covered.

Prerequisite: BU393.

BU 453 - Intermediate Accounting I (3)

A summary course designed to re-emphasize many of the concepts of accounting principles, plus a more in-depth study into the development of additional procedures.

Prerequisite: BU243.

BU 463 - Intermediate Accounting II (3)

A summary course designed to re-emphasize many of the concepts of accounting principles, plus a more in-depth study into the development of additional procedures.

Prerequisite: BU243 and BU453.

BU 473 - Survey of Leadership Theories (3)

This course introduces major leadership theories such as intellectual leadership, reform leadership, revolutionary leadership and transformational leadership.

BU 483 - Management Policy and Strategy (3)

This advanced course focuses on the broad problems encountered by organizations. Problem solving will be examined in several areas including the following: evaluating an organization's resources, developing objectives and strategies to achieve those objectives, evaluating alternatives, implementing strategic actions, and monitoring results. This course will use case studies, simulations, and guest speakers.

Prerequisite: BU3123.

BU 485 - Senior Seminar (3)

This capstone course will give students an opportunity to develop an idea for a new business, to create a detailed business plan to start that business and to enter the business plan in a state competition. Students will also apply accumulated knowledge to real world situations using simulation software. Business leaders with expertise will meet with students to share knowledge and practical tips.

BU 491 - Variable Topics in Business

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 492 - Variable Topics in Business (2)

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 494 - Internship (3)

The internship will provide students with an opportunity to earn academic credit for experiential learning in a business environment suitable to their field of study.

BU 495 - Variable Topics in Business (5)

In this course, students will have the opportunity to study specific topics of interest in business not usually covered in the present course offerings.

BU 3003 - Planning Sports Facilities (3)

This course covers the planning of sport facilities involving proper design, dimensions and safety features.

BU 3043 - Managerial Accounting (3)

This course focuses on managerial uses of financial and accounting information in decision making, planning, and evaluating performance. It integrates coverage of both traditional topics (such as costing, pricing, and production), and more innovative topics (such as opportunity cost analysis and quality cost management).

Prerequisite: BU243 or instructor permission.

BU 3053 - Office Procedures (3)

This course introduces an overview of the management and organization of the business office, including appropriate office related skills, leadership, communication, problem solving, meeting management, and other human resource and supervisory practices.

BU 3063 - Information Systems (3)

Management issues and practical business applications in telecommunications.

Prerequisite: CS2003 or instructor permission.

BU 3073 - Employee Relations (3)

This course examines interpersonal relations within organizations and provides methods for improvement of interpersonal skills. Methods to enhance teamwork are explored along with experimental activities and case studies.

Prerequisite: BU393.

BU 3083 - Entrepreneurship and Venture Management (3)

The purpose of this course is to introduce the fundamentals of entrepreneurship and the process of new venture creation, growth, and operation.

BU 3093 - Agricultural Business Internship (3)

This specialized internship experience will provide students with an opportunity to earn academic credit for experiential learning in an agribusiness environment. This internship is specifically focused on agribusiness and is in addition to BU494, the general business internship required of all business students.

Prerequisite: Junior classification or instructor permission.

BU 3103 - Principles of Sports Management (3)

This course is a critical study of problems, philosophy and principles of various physical education and sports programs. Additional issues such as cost, budgeting, and sponsorships will be covered.

BU 3113 - Organizational Behavior (3)

The course will provide a comprehensive analysis of behaviors associated with today's global organizations. Both individual and group behaviors will be addressed throughout the course. Course topics include, but are not limited to, organizational structure, organizational change, individual and group behavior, motivation, conflict, job design, etc. Understanding organizational behavior enables the manager/leader to be able to select the suitable tools and techniques to enhance organizational outcomes and effectiveness.

BU 3123 - Business Management (3)

This course seeks to develop the knowledge and skills of students in business management and administration with special emphasis on planning, implementation, organization, and leadership within the business environment of a global society.

BU 3213 - Internet Business Applications (3)

The purpose of this course is to give students an understanding in the Internet process. The Internet environment will help students understand the unique components, capabilities and culture of the system.

BU 3233 - Cyber Business (3)

This course examines the impact Internet has on business practices and the changes it has introduced. A major focus on the course is the emerging culture of e-business.

BU 3243 - Money and Banking (3)

This is a course covering the financial institutions and their impact on economic activity. This course also covers the Federal Reserve System, the multiplier effect and general equilibrium analysis.

Prerequisite: EC243.

BU 3253 - Business Ethics (3)

This course provides an overview on the importance of ethical decision making and how it affects individuals, business and society. The course will provide knowledge on ethical concepts and the importance of critical topics in morality, theories of ethics and economic justice, and understanding the capitalism and corporate responsibility.

BU 3403 - Organizational Staffing (3)

This course prepares all current and future managers with the necessary tools needed to identify, attract, select, and retain talent and provides a study of external influences, support activities, staffing specific activities, and the staffing management process. Real-world examples are utilized with special emphasis on staffing models, the labor market and unions, employment law, job analysis and planning, recruitment tools, and strategic staffing decision making.

Prerequisite: BU393.

BU 3603 - Compensation and Benefits (3)

This course presents the dynamics involved in compensating employees for services rendered in a modern organization. This course focuses on the critical tools and techniques of job analysis, job descriptions, job evaluations, pay surveys, pay administration, and required benefits.

Prerequisite: BU393.

BU 4003 - Farm and Ranch Management (3)

This course examines those business management practices and techniques best suited for farm or ranch operations from the viewpoint of continuous profit and maximum efficiency.

Prerequisite: CS2003.

BU 4013 - Agricultural Marketing and Prices (3)

This course examines the principal factors affecting the supply, demand and prices of agricultural commodities and the use of futures trading in managing a farm or ranch operation.

Prerequisite: BU323.

BU 4023 - Production Operations (3)

This course is a comprehensive introduction to operation topics and issues faced by service and manufacturing organizations. An emphasis on new developments in the field of operation management, while retaining a strong focus on fundamental concepts such as forecasting, inventory and project management, material requirements and quality control.

Prerequisite: MA114 or higher or appropriate math placement score.

BU 4033 - Training and Development (3)

This course provides an organizational development model in human resource management to prepare professionals to train and develop people throughout the career continuum in the international arena. The course will present an overview of mentoring and coaching, the role of team leaders and managers in performance appraisals, and orientation programs.

Prerequisite: BU393.

BU 4043 - Labor Management Relations (3)

The study of unionization and collective bargaining in the private sector; the mediation and arbitration process; a review of the workers compensation system; conditions of employment; federal and state employment anti-discrimination laws; application of the ADA in the workplace and occupational health and safety issues in the work environment.

Prerequisite: BU393.

BU 4053 - Leadership in a Global Environment (3)

This course provides an understanding of the challenges leadership and management face in today's global environment. The course will provide knowledge of how global forces of technology, commerce and communication influence how leaders will lead.

Prerequisite: BU3123.

BU 4063 - Leading Organizational Change (3)

This course provides an overview of the process of planning and implementing change in organizations to minimize employee resistance and cost to the organization, while maintaining full effectiveness while change is happening.

Prerequisite: BU3123.

BU 4103 - Intermediate Finance (3)

This course reinforces the concepts and techniques covered in BU323. Through the use of case studies, intermediate finance gives the skills required to analyze various financial problems, write reports, and make decisions.

Prerequisite: BU323.

BU 4153 - Leadership Development (3)

This course is designed to build on fundamental leadership theory while exploring effective leadership through leader and follower perspectives. Emphasis will be placed on self-development and application of leadership skills, leadership communication, conflict resolution abilities, and motivation of employees. Self-assessment and experiential activities will be used throughout the course to enable students to identify personal leadership orientation and avenues for development.

Prerequisite: BU473.

BU 4203 - Employment Law (3)

This course provides a working knowledge of federal legislation and regulations affecting employers. The course introduces a simple approach to employment law with a foundation of legal principles explained in the layperson's language. A consistent theme of the course is employer awareness of protected classes.

Prerequisite: BU393.

BU 4303 - HR Senior Seminar (3)

This capstone class will give entry level human resource professionals all the knowledge they need to gain the aPHR certification. HRCI's Associate Professional in Human Resources (aPHR) is the perfect certification to help fast-track career growth and provide the confidence to launch into the HR profession. The aPHR is the first-ever HR certification designed for professionals who are just beginning their HR career journey and proves their knowledge of foundational Human Resources.

Prerequisite: Senior standing.

CH/CL - CHEMISTRY**CH 103 - Introduction to Chemistry (3)**

This course provides a one-semester study of measurements, periodic table, states of matter, nomenclature, chemical equations, stoichiometry, chemical bonds, solutions, chemical equilibrium, acids, bases, and pH. This course includes 3 hours of lecture plus 2 hours of laboratory and/or recitation weekly. The lab may only be taken if previously or concurrently enrolled in CH103. (Laboratory/Natural Science course)

CL 101 - Introduction to Chemistry Laboratory

Laboratory component to CH103.

CH 133 - Introduction to Organic and Biochemistry (3)

This one-semester course offers an introduction to the chemical principles important to biological systems. It is designed mainly for students of nursing, health sciences, and those not planning to take additional chemistry courses. Topics covered are those especially important for health-related majors with special emphasis placed on examples illustrating the relevance of organic and biochemical principles to medical applications. It will involve approximately five weeks of organic chemistry and 10 weeks of biochemistry. This course includes 3 hours of lecture and 2 hours of lab and/or recitation weekly. (Laboratory/Natural Science course)

Prerequisite: Prerequisite: 'C' or above in CH103/CL101 or its equivalent, or successful completion of high school chemistry, or a satisfactory score on the division-approved placement exam. The lab may only be taken if previously or concurrently enrolled in CH133/CL131. Corequisite: MA114.

CL 131 - Introduction to Organic and Biochemistry Laboratory (1)

Laboratory component to CH133.

CH 153 - College Chemistry I (3)

This course utilizes a modern concepts approach to atomic structure, periodic classification, gases, solutions, oxidation and reduction, and chemical equilibrium. It explores the systematic separation of the common cations and anions using semi-micro analytical techniques. This course includes 3 hours lecture plus 3 hours of laboratory and 1 hour of recitation weekly. The lab may only be taken if previously or concurrently enrolled in CH153/CL151. (Laboratory/Natural Science course)

Prerequisite: 'C' or above in MA114, and 'C' or above in CH103/CL101 or its equivalent, or successful completion of high school chemistry, or a satisfactory score on the division-approved placement exam.

CL 151 - College Chemistry I Lab (1)

Laboratory component to CH153.

CH 163 - College Chemistry II (3)

This course covers the states of matter, solids, liquids, gases, solutions, oxidation and reduction reactions, rates of chemical reaction, chemical equilibrium, thermodynamics, electrochemistry and nuclear chemistry. 3 hours lecture, 3 hours laboratory and 1 hour of recitation weekly. This lab may only be taken if previously or concurrently enrolled in CH163/CL161. (Laboratory/Natural Science course)

Prerequisite: Successful completion of CH153/CL151.

CL 161 - College Chemistry II Lab (1)

Laboratory component to CH163.

CH 303 - Organic Chemistry I (3)

This course is the study of carbon compounds with emphasis put on saturated and unsaturated hydrocarbons. It includes the classification of organic compounds by their functional groups and a study of alkanes, alkenes, alkynes, alkyl halides, alcohols, ethers, aldehydes and ketones. This course includes 3 hours lecture plus 3 hours of laboratory and 1 hour of recitation weekly. (Laboratory/Natural Science course)

Prerequisite: Successful completion of CH163 and CL161.

CL 303 - Organic Chemistry I Lab (1)

Laboratory component to CH303.

CH 313 - Organic Chemistry II (3)

This course is the second half of a two-semester sequence with emphasis on aromatics, acids, esters, amides, carbohydrates, lipids, and amino acids. 3 hours lecture, 3 hours of laboratory and 1 hour of recitation weekly. (Laboratory/Natural Science course)

Prerequisite: CH303 and CL303.

CL 313 - Organic Chemistry II Lab (1)

Laboratory component to CH313.

CH 323 - Biochemistry (3)

A study of the organization of living cells, the structure and function of the biomolecules, enzymatic reactions, metabolism and information pathways. 3 hours lecture, 3 hours laboratory and 1 hour of recitation weekly. (Laboratory/Natural Science course)

Prerequisite: CH303 and CL303.

CL 321 - Biochemistry Lab (1)

Laboratory component to CH323.

CH 353 - Science in Society (3)

This course is designed to integrate concepts and views from the natural sciences, the social sciences, and philosophy through the exploration of complex issues current to modern societal structures using cooperative and interactive learning projects. Classes include 3 hours of lecture weekly plus project hours outside of class to be arranged.

Prerequisite: Junior or Senior status and a minimum of six (6) credit hours in the natural sciences or mathematics.

CJ - CRIMINAL JUSTICE

CJ 203 - Corrections (3)

This course is an historical survey of the American correctional system. The evolution, philosophy, and methods of corrections will be explored. This course may be taken as an elective or as part of the Criminal Justice minor. (Social Science/Human Culture elective)

CJ 213 - Crime in America (3)

This course explores the nature of crime in America, the theories of crime causation, the theories of victims and victimization, types of crimes committed, and recommended interventions to decrease crime. (Social Science/Human Culture elective)

CJ 223 - Introduction to Criminal Justice (3)

This course is designed to expose students to the criminal justice system in America. The study of criminal justice is truly an interdisciplinary field of knowledge. Under the umbrella of criminal justice the law is studied to examine aspects of criminal law and procedure, and sociology is reviewed to examine the structure of social institutions and how they affect the administration of justice. The field of criminal justice also includes influences from other disciplines including history, anthropology, and psychology, as well as public administration. (Social Science/Human Culture elective)

CJ 233 - Policing (3)

This course provides an overview of the philosophy and role of the American system of law enforcement, including police operations and effectiveness, as well as police in society. Students will develop a sensitivity to the issues related to policing in a democratic society, examining critical issues and the new advances in law enforcement. (Social Science/Human Culture elective)

CJ 243 - Licit/Illicit Drug Studies (3)

A survey of the use, abuse and addictive nature of mood altering chemicals and the symptomology and treatment of addictions. The student should gain a basic knowledge of the facts, insights in regard to the use and abuse of a wide range of legal and illegal drugs, as well as approaches to prevention and treatment. (Social Science/Human Culture elective)

CJ 303 - Criminology (3)

This course reviews and applies the theories and data predicting where, when, by whom and against whom crimes happen. This is accomplished by using case studies to examine in depth the facts surrounding various crimes and the criminals who commit them. Students gain an understanding of the theoretical underpinnings of criminality, the development of criminal careers, the various typologies of offenders and victims and are encouraged to conduct a critical analysis of public policies concerning crime control in society. (Social Science/Human Culture elective)

CJ 313 - Criminal Law (3)

This course introduces the fundamental principles of substantive criminal law: the history and philosophy of modern criminal law, the basic dimension of criminality, the elements of major crimes, criminal defenses, the nature of criminal sanctions, and the basic understanding of criminal procedure and criminal evidence rules in the United States. (Social Science/Human Culture elective)

Prerequisite: CJ223.

CJ 333 - Criminal Investigation (3)

This course provides an introduction to the concepts and methodologies used by criminal investigators including the fundamentals of investigation; crime-scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi and criminal profiling; sources of information; interview and interrogation of witnesses and victims; follow-up and case preparation; writing accurate and effective investigative reports; and the application of research methods and techniques used in criminal justice and other behavioral sciences. (Social Science/Human Culture elective)

CJ 343 - The Criminal Justice Professional at Trial (3)

This course provides an introduction to the skills, knowledge and techniques a criminal justice professional needs to master in order to become an effective witness in criminal and other evidentiary proceedings. These skills and knowledge include an understanding of the rules of evidence; courtroom practice and procedure; how to survive cross-examination; successful trial preparation; the effective use of investigative notes and reports; how to make a proper record; and effective communication techniques. This course will also provide students with an opportunity to apply what they have learned, and gain practical experience, by 'testifying' as a witness in various simulations, mock trials, and other scenarios. (Social Science/Human Culture elective)

CJ 356 - Juvenile Justice (3)

The study and nature of juvenile delinquency, its causes, and correlates, as well as the current strategies being used in its prevention and control including historical and philosophical background is presented. (Social Science/Human Culture elective)

CJ 403 - Criminal Justice Internship (3)

The Criminal Justice Internship allows students to integrate what they have learned in an academic setting with relevant experience in a criminal justice agency. The internship will provide hands-on experience that provides students an opportunity to see and appreciate where and how theory and practice meet in the criminal justice field in a supervised work environment. (Social Science/Human Culture elective)

Prerequisite: Junior or Senior standing in Criminal Justice and Criminal Justice Program Director permission.

CJ 413 - Values and Ethics in Criminal Justice (3)

This course is an exploration of professionalism and decision making in criminal justice through the lens of ethics, professional codes of conduct, and leadership in organizations. The course will lay a foundation for exploration through a comprehensive survey of various ethical theories and leadership theories. With this foundation, the students will examine their own decision making process and apply these theories to current problems and issues facing criminal justice professionals. (Social Science/Human Culture elective)

CJ 433 - Criminal Justice Capstone (3)

This seminar is a senior level course designed to allow students to review, analyze, and integrate the work the students have completed toward a degree in Criminal Justice. Students will complete an approved academic project or paper that demonstrates mastery of the program of study in a meaningful culmination of their learning, as well as assess their level of mastery of the stated outcomes of their degree requirements. The final written project will consist of research, reviews, and analysis targeted towards a specific audience. A presentation of the project is required. (Social Science/Human Culture elective)

Prerequisite: Senior standing in Criminal Justice in good academic standing.

CS - COMPUTER SCIENCE

CS 193 - Variable Topics in Computer Science (1-3)

This course is an exploration of various areas of Computer Science according to the needs and interests of the students.

CS 201 - Introduction to Hardware (1)

In this introductory course students will learn to identify the various units of a computer and their functions. Students will understand the interrelated workings of these units and employ the appropriate terminology which identifies these units, their functions, and their relationships.

CS 293 - Variable Topics in Computer Science (1-3)

This course is an exploration of various programming areas of Computer Science according to the needs and interests of the students.

CS 293E - E-Trading (3)

This course examines the emerging technologies and how to conduct business in a wired world. The course emphasizes how to access and evaluate investment information for stocks, bonds and mutual funds.

CS 293W - Web Site Planning (3)

This course will cover the creation of web sites and will provide students with an overview of web page layout and working with text, graphics, backgrounds, formatting, and color using professional web page design guidelines.

CS 1001 - Introduction to Computer Management (1)

This introductory computer course is designed to help the user navigate word processing documents, electronic spreadsheets, presentations, Internet, Windows, e-mail, keyboarding, and learning management systems. This course should be taken concurrently with CS2003 Computer Management Systems.

Corequisite: CS2003.

CS 2003 - Computer Management Systems (3)

This course uses case studies to develop an understanding of different approaches to the use of computers in the business setting. These applications will demonstrate advanced techniques with word processing, spreadsheet software packages, and

slide presentations. Students who have successfully completed CS2003 or its equivalent with a grade of 'C' or better may not subsequently enroll in CS1001.

CS 3013 - Multimedia Applications (3)

This course covers basic multimedia concepts such as the principles of design, graphics and animation, video, and digital sound and music and their application to the needs of business.

CS 3023 - Desktop Publishing (3)

This course will provide students with an overview of page layout and working with text, graphics, backgrounds, formatting, and color. The student will create a variety of printed and web publications using professional design guidelines.

CS 3033 - Advanced Microsoft Office (3)

This computer course develops advanced and post-advanced concepts and techniques for word processing, spreadsheets, and database software.

Prerequisite: CS2003.

CT - COMMUNICATION

CT 111 - College Newspaper Staff (1)

This course offers students the opportunity to explore aspects of reporting, writing, editing, photography, and graphic layout used in newspapers. Research and writing skills, as well as initiative and self-discipline, are emphasized. Students will work together in planning and design, as well as in implementation of publication of the student newspaper. This course may be taken up to six times for credit.

CT 200 - Variable Topics in Communication (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

CT 233 - Communication Skills I: Interpersonal Communication (3)

This course goes beyond the basic verbal communication offering by developing the skills of critical listening and by emphasizing the wide range of nonverbal messages as they influence the speech communication process. A combination of activities is designed to provide insight into the relationship between perception of self and success in the communicative/interactive process.

CT 253 - Field Experience I (3)

This course offers the Associate degree students opportunity for directed work experience in the field of communication.

CT 300 - Variable Topics in Communication (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

Prerequisite: CT233 and EN113.

CT 303 - Electronic Media (3)

This course is a study of media and its effects on culture by consideration of how media technologies develop, operate, converge, and affect society. It will provide an introduction to today's global media environment and ongoing developments in technology, culture, and critical theory that continue to transform this rapidly evolving industry.

CT 311 - College Newspaper Editor (1)

This course offers students the opportunity to edit and manage a small publication. Teamwork and leadership skills, as well as initiative and self-discipline, are emphasized. Editor will lead a student group in planning and design, as well as in implementation of publication of the student newspaper. This course may be taken up to two times for credit.

Prerequisite: Instructor permission.

CT 313 - Social Media (3)

A study of planning and methods in social media marketing, to include targeted platforms for reaching marketing goals. Consideration will also be given to measurements and estimation of return on investment on social media marketing activities.

CT 323 - Communication Skills II: Public Speaking (3)

This course continues the proficiency in verbal and non-verbal communication gained in CT233 Communication Skills I: Interpersonal Communication, with increased one-to-one and group skills involving presentations (talks/speeches) on a variety of topics. Limited to 20 students.

Prerequisite: CT233.

CT 333 - Applied Communications Skills (3)

This course explores both verbal and written communication skills in order to enhance the students' ability to effectively create workplace messages. Critical thinking strategies will be studied as a means of producing more logical, informed communications. Emphasis will be placed on oral, written, and digital communication, based on probable situations encountered in the work world.

Prerequisite: EN133, PH103, and CT303 or CT313, or instructor consent.

CT 363 - Gender and Communication (3)

This course examines the relationship between gender and communication. The goal is to develop a broad definition of gender and how this knowledge connects with our personal identity, our experiences, and our positions in society. Students will examine how gender and communication exist within a societal framework and look at gender and communication within various societal contexts. (Social Science/Human Culture elective)

Prerequisite: CT233 and PH103.

CT 413 - Communication Theory (3)

This course is concerned with understanding some of the many approaches to the study and analysis of communication. Consideration of the background, principles, and implications of particular approaches or theories will be accompanied by attention to the ways that differing approaches and theories color the ways communication behaviors are perceived and interpreted. (Humanities/Fine Arts elective) (Social Science/Human Culture elective)

CT 443 - Persuasion and Social Influence (3)

Persuasion is a form of social influence in which an audience is intentionally encouraged to adopt an idea, attitude, or course of action by symbolic means. This course is an investigation of communication's critical role in persuasion and social influence processes, from the way influential messages are composed to the technologies that disseminate them and the effects they have on various audiences. (Social Science/Human Culture elective)

Prerequisite: CT233, EN133, PH103.

CT 453 - Speechwriting (3)

This course deals with how to analyze audiences, target them with a message, interview the speaker and research the speech, form the material into a compelling story, give it structure, write it with style, create visual aids, and coach the speaker through the delivery process.

Prerequisite: CT233, CT323, EN133, PH103.

CT 493 - Advanced Interpersonal Communication (3)

This course goes beyond the basic verbal communication offering by developing the skills of critical listening and by emphasizing the wide range of nonverbal messages as they influence the speech communication process. A combination of activities is designed to provide insight into the relationship between perception of self and success in the communicative/interactive process. (Humanities/Fine Arts elective)

Prerequisite: CT233 and EN133.

CT 4003 - Internship (3)

This course offers the students opportunity for directed work experience in the field of communication. Besides providing this work experience, this course requires each student to present a reflection paper on the work experience.

Prerequisite: EN133, PH103, CT303 or CT313, and at least one Distribution Elective course, or instructor consent.

EC - ECONOMICS

EC 243 - Principles of Macroeconomics (3)

Introduction to the foundations of economic analysis concentrating on macroeconomic structures and models as they relate to the global economy. Special attention will be paid to the United States economy. The course focuses on fundamentals of supply and demand; features of the economy's performance; measures of economic growth such as GDP; employment and inflation; determinants of trends in economic growth and business cycle fluctuations; fiscal, monetary and international trade policies and their effects on domestic and foreign business. (Social Science/Human Culture elective)

EC 253 - Principles of Microeconomics (3)

Economic analysis of consumer and producer behavior and decision-making with a concentration on how economic agents voluntarily interact in markets for various goods and services. Topics include advanced supply/demand analysis; the theory of consumer utility maximization; output and profit maximization under differing market structures including competitive, monopolistic and hybrid alternatives. (Social Science/Human Culture elective)

EDPS - EDUCATION

EDPS 212 - Educational Psychology (2)

The Educational Psychology course is designed to introduce the selected psychological concepts, learning theories and methodologies to issues of teaching and learning in schools. Students will develop their philosophy of teaching and understanding of adolescent development and motivation.

Prerequisite: PS133.

EN - ENGLISH

EN 105 - Variable Topics in English (1-4)

In this course students have the opportunity to study material not usually covered in the present course offerings.

EN 113 - College Composition I (3)

This is a course designed to help students develop competence in writing at the college level with integrated reinforcements of critical reading and thinking skills. Students study the writing process and are instructed and guided in carrying this process through planning, drafting, and revising stages to final drafts of essays in the narrative/descriptive, analysis, casual, and comparative techniques. Students will receive reinforcement in editing and proofreading for organization, fluency, and conventions. This course meets the General Education Communication Goal 1b.

Prerequisite: Course required of all students with an ACT English AND Reading subscore of 18 or higher, or Redesigned SAT Reading and Writing subscore equal to or greater than 480, or ACCUPLACER score of at least 80 in Sentence Skills and at least 78 in Reading.

EN 114 - College Composition Ib (4)

This course will assist students in reinforcing and using the critical reading and writing skills necessary for successful completion of college-level academic coursework. Through an integrated approach to reading and writing, students will practice applying concepts to a variety of reading and writing tasks with a laboratory component to enhance writing, reading, and critical thinking skills. 3 hours lecture and 2 hours laboratory per week. This course meets the General Education Communication Goal 1b.

Prerequisite: Course required of all students with an ACT English or Reading subscore of less than 18 or Redesigned SAT Reading and Writing subscores less than 480, or ACCUPLACER score of 79 or less in Sentence Skills or 77 or less in Reading.

EN 133 - College Composition II (3)

This course helps students to achieve higher levels of writing competencies while applying critical reading and thinking skills to research and writing in the disciplines. Students must take EN133 in addition to EN113 or EN114 to fulfill core requirements for the baccalaureate and associate degrees.

Prerequisite: 'C' or above in EN113 or EN114.

EN 200 - Variable Topics in English (1-4)

In this course students have the opportunity to study material not usually covered in the present course offerings.

EN 201 - Research, Writing and APA (1)

This writing course is designed to provide students with techniques for effective academic writing. It focuses on writing styles and academic research and includes a review of APA style.

Prerequisite: EN113. Corequisite: EN133.

EN 203 - Introduction to Linguistics (3)

This course introduces the learner to the scientific study of language by analysis of its internal structure. It is not the study of any particular language, but rather the study of language, as such. Language will be investigated from two points of view: sound and meaning, or as Gleason (1961) refers to them: expression and content.

EN 213 - Introduction to Literary Criticism (3)

This course introduces the major principles of literary theory and criticism and its major schools of thought, both historical and modern. Students will analyze theories and then apply their knowledge of specific literary theories to works of literature. (Humanities/Fine Arts Elective)

Prerequisite: EN113 and EN133.

EN 223 - Introduction to Literature (3)

This course includes study of the elements and forms of fiction, drama, and poetry; reading of short stories, dramas, and poetry; and writing in response to literature. (Humanities/Fine Arts Elective)

EN 263 - Creative Writing (3)

This course offers the students opportunity to creatively communicate in a variety of genres. The class primarily works with fiction, poetry, and drama although the class structure allows individuals to pursue genres of particular interest to them. The course also examines styles and form.

Prerequisite: EN113.

EN 300 - Variable Topics in English (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

Prerequisite: EN113 and EN133.

EN 303 - Elements and Formsof Literature (3)

This course includes the study of the elements and forms of fiction, drama, and poetry; reading of short stories, dramas, and poetry that range both over time and ethnic background; and writing in response to literature. The course will study and apply literary criticism to short stories, dramas, and poetry. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 315 - Technical Writing (3)

This course prepares students for writing and designing documents in technical and professional discourse communities. Students will study and apply strategies for communicating within the workplace, producing technical writing documents that range from memoranda to proposals and that incorporate appropriate visual graphic support.

Prerequisite: EN113 and EN133.

EN 325 - Children's Literature (3)

This course is designed to acquaint students with a broad range of children's literature and with critical tools for evaluating that literature. Students will learn about the types of children's literature and then immerse themselves in reading that literature. Students will also explore how diversity issues of western culture have been reflected in literature written for children. This course stresses both critical reading skills and reading for enjoyment. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 326 - British Literature I (3)

Students study selected works of British poetry, drama and fiction from medieval to eighteenth-century works. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 329 - British Literature II (3)

Students will study selected works of British poetry, drama, fiction, and essay from the nineteenth and twentieth century. This course will be presented in the seminar style. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 335 - Women in Literature (3)

This course introduces students to representative works by and about women from various historical, social and literary perspectives as it seeks to inform students about gender identities. Interdisciplinary and feminist approaches will be used to engage race, ethnicity, and class in addition to those of gender. Students will learn how gender roles develop and change and how women's views of themselves are reflected through their writing. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 347 - American Literature I (3)

This is a survey course of American literature to 1865. Students study selected works in American literature from the Colonial Period to 1800 and the early nineteenth century to 1865 in historical and cultural contexts. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 350 - American Literature II (3)

Students study selected works of American literature since 1865 in historical and cultural contexts. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 383 - World Literature I (3)

This course introduces students to masterpieces of ancient, classical, medieval, and renaissance literature. Works in foreign languages are read in English translation. Students are expected to study the literature as well as its historical and cultural contexts. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 393 - World Literature II (3)

This course introduces students to masterpieces of Enlightenment, Romantic, Realist, Symbolist, Modernist, Post-Modernist, and Colonial literature. Works in foreign languages are read in English translation. Students are expected to study the literature as well as its historical and cultural contexts. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 403 - History of English Language (3)

This linguistics course is a phonological, syntactic, and semantic study of the origin and development of the English language from Indo-European through Modern English. The course explores the historical milieu that prompted the evolution and dispersal of the English language.

Prerequisite: EN113, EN133, EN203.

EN 413 - Mythology (3)

This course is designed to increase student awareness and understanding of the relationships between mythology and culture, both historically and currently. Course instruction will focus on the ancient Greek mythological system and its influence on Western thought and literature. Student research will focus on another mythological system and its interrelationships both with its culture and other mythological systems. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EN 423 - Advanced Composition (3)

This course develops the proficiency gained in Junior Composition, and expands that proficiency so students develop expertise in essay writing of many forms: the profile, the informal essay, the interview, the background piece, and other forms for which there is not yet agreed upon terminology.

Prerequisite: EN113 and EN133.

EN 3053 - Shakespeare (3)

This course is an exploration of the range of Shakespeare's work in drama and poetry. Students will read a variety of Shakespeare's comedies, tragedies and historical plays as well as his sonnets. (Humanities/Fine Arts Core course)

Prerequisite: EN113 and EN133.

EXSC - EXERCISE SCIENCE

EXSC 110 - Weight Training (2)

This course is an introductory course for those students who have limited weight training experience. There will be a concentration on weight training principles, exercises, terminology, and safety. Students will participate in a weight training program.

EXSC 112 - First Aid and Emergency Cardiac Care (2)

Students learn about the recognition and treatment of emergency injury and illness. Concepts learned will include controlling bleeding, bandaging, splinting, victim examination, single/two-person rescuer CPR (adult, child, and infant), utilization of a BVM (bag-valve mask) and AED training.

EXSC 121 - Introduction to Exercise Science (1)

This course is to introduce the foundations underlying the field of Exercise Science. The course will explore the discipline, sub disciplines and the future development of the field.

EXSC 200 - Variable Topics in Exercise Science (1-3)

In this course, students will have the opportunity to study specific topics of interest in exercise science not usually covered in the present course offerings.

EXSC 202 - Officiating Team Sports (2)

Students will learn the basic rules of officiating the major team sports of football, basketball, baseball, volleyball, soccer and softball. Students will leave with a basic knowledge and understanding of how to officiate and the role of officials in various team sports.

EXSC 203 - Introduction to Fitness (3)

Students will be introduced to the basic concepts of fitness. Topics covered will include benefits, careers, components of fitness, and types of fitness programs.

EXSC 212 - Theory of Coaching (2)

Comprehensive introduction to the art and science of coaching. This course focuses on major coaching theories, methods, practices, and outcomes. Topics include study of principles in coaching, positive coaching philosophies, coaching cases and analyses, training and conditioning, motivation and team management, and other contemporary issues.

EXSC 243 - Stress Management and Relaxation (3)

Research shows that a large proportion of doctors' office visits in the U.S. are prompted by conditions associated with stress. This course focuses on the powerful influence of stress on health. Stress is defined holistically, and its relationship to factors in modern society is explored. Students learn how exercise, diet, and relaxation techniques can help people to reduce or eliminate stress from their lives.

EXSC 250 - Theory of Coaching Baseball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to intercollegiate baseball.

EXSC 251 - Theory of Coaching Basketball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to intercollegiate basketball.

EXSC 252 - Theory of Coaching Soccer (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to intercollegiate soccer.

EXSC 253 - Theory of Coaching Volleyball (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to intercollegiate volleyball.

EXSC 254 - Theory of Coaching Football (2)

An in-depth study of the history, foundations, theory, techniques, principles, strategies, and practical applications relating to intercollegiate football.

EXSC 263 - Fitness Activities (3)

Combined study of cardiovascular conditioning, muscular development, and strength and flexibility training for all populations. Typical and adapted activities will be discussed. After principles are learned, students will be offered practical experience in aerobic workouts, isotonic and isometric weight training, therapeutic stretch and adapted activities. Additional out-of-class activity is required. 6 hours lab/activity.

EXSC 300 - Variable Topics in Exercise Science (1-3)

In this course, students will have the opportunity to study specific topics of interest in exercise science not usually covered in the present course offerings.

EXSC 302 - Coaching Practicum (2)

This course is designed to provide students a practical coaching experience. Students will have the opportunity to apply the principles and practices of coaching in a college, high school, or junior high sports setting, under the guidance and supervision of a qualified coach. Students enrolled in this course will complete a minimum of 80 hours (40 hours/credit) of observation and coaching.

Prerequisite: Students must complete 6 credits of theory coursework prior to completing this course.

EXSC 303 - Motor Development and Learning (3)

This course is designed to promote an understanding of human motor development. This course will explore fundamental motor control, motor learning, and motor development concepts.

Prerequisite: BI213/BL211.

EXSC 312 - Health Promotion Programming (2)

Students will develop practical skills in the creation and implementation of health promotion and worksite wellness programs. Topics to be included: needs assessment, goal and objective formulation, instructional methods and materials, program implementation, and evaluation.

EXSC 322 - Fitness and Facility Management (2)

This course is designed to teach students the day-to-day operations of a fitness facility. The topics will include, but are not limited to, the operation, maintenance, planning, designing, equipping, and staffing of health fitness facilities. Students will be required to complete 8 hours of shadowing experience at various health fitness facilities.

EXSC 333 - Care and Prevention of Injuries and Illnesses (3)

Introduction to common athletic injuries and their causes, prevention, and care. After principles are learned, students will be offered practical experience in taping, bandaging, and wrapping injuries. 2 hours lecture/demonstration, field work to total 30-45 hours.

EXSC 343 - Fitness Measurements and Prescriptions (3)

Introduction to various concepts of fitness, appraisal, and evaluation. Appraisal principles will apply to cardiovascular fitness, flexibility, and muscular strength. Principles of prescription tailored to the appraisal outcomes will be learned. Students will engage in individual projects involving analysis and diagnostic fitness testing followed by designing prescriptions. 2 hours lecture, lab work to total 30 hours.

Prerequisite: EXSC373 and MA114 or higher math course, or instructor permission.

EXSC 343L - Fitness Measurements and Prescriptions Lab (0)

Laboratory component to EXSC343.

EXSC 353 - Program Design and Management (3)

Students will conduct fitness assessments, develop exercise prescriptions, and instruct individuals on proper exercise techniques. Students will learn the basic concepts and then be required to participate in practical application.

Prerequisite: EXSC110 and EXSC343.

EXSC 373 - Exercise Physiology (3)

A study of the physiologic responses and adaptations to exposure to exercise and training. Concepts learned will include the physiologic effects of muscular activity under different intensities, durations, and environments on the human organism. 3 hours lecture. (Natural Science course)

Prerequisite: BI213/BL211, BI293/BL291 or instructor permission.

EXSC 393 - Kinesiology (3)

The study of anatomical, physiological, and mechanical principles of motion, body movements, muscular action and joint mechanics in response to human movement. Study will include application to how human motion is created and maintained. The concepts learned will include principles of anatomical and biomechanical analysis. (Natural Science course)

Prerequisite: Prerequisite or corequisite: BI213/BL211.

EXSC 401 - Exercise Science Capstone (1)

In a seminar format, students will focus on critical issues in wellness and current research in the field. Students will engage in reading, research, discussion, and presentation to the seminar cohort. The objective is to guide students to integrate academic preparation in their discipline into their professional lives, further developing lifelong learning skills and a perspective of intellectual curiosity.

Prerequisite: AT422 and Senior Standing in Exercise Science. Corequisite: GE411.

EXSC 403 - Clinical Exercise Physiology (3)

This course is designed to explore the pathophysiology of chronic diseases along with appropriate exercise prescriptions to minimize disease and disability complications and improve quality of life for special populations. (Natural Science course)

Prerequisite: EXSC343 and EXSC373.

EXSC 491 - Exercise Science Internship (1)

Students will integrate theoretical knowledge from academic work with practical experience in their areas of concentration. This is accomplished by a supervised wellness practice in a corporate or community setting.

Prerequisite: Final semester in AS in Exercise Science or Senior standing in BS in Exercise Science. Corequisite: EXSC343.

EXSC 492 - Internship (2)

Students will integrate theoretical knowledge from academic work with practical experience in their areas of concentration. This is accomplished by a supervised wellness practice in a corporate or community setting.

Prerequisite: Final semester in AS in Exercise Science or Senior standing in BS in Exercise Science. Corequisite: EXSC343.

EXSC 493 - Internship (3)

Students will integrate theoretical knowledge from academic work with practical experience in their areas of concentration. This is accomplished by a supervised wellness practice in a corporate or community setting.

Prerequisite: Final semester in AS in Exercise Science or Senior standing in BS in Exercise Science. Corequisite: EXSC343.

EXSC 496 - Internship (1-6)

Students will integrate theoretical knowledge from academic work with practical experience in their areas of concentration. This is accomplished by supervised wellness practice in a corporate or community setting.

Prerequisite: Final semester in AS in Exercise Science or Senior standing in BS Exercise Science. Corequisite: EXSC343.

EXSC 3082 - Introduction to Biomechanics (2)

This course will focus on the application of mechanical principles of human motion. Within this focus, the human body and external forces will be examined with regard to how they create movement. Also includes analysis of motor skill activities and exercise programs.

Prerequisite: BI213/BL211 and MA114, or instructor permission.

GE - GENERAL EDUCATION**GE000****GE 011 - Success Academy Lab (1)**

The one-credit Success Academy lab course is designed to address issues which may have contributed to academic struggles in the past, including study skills, test taking, time management, technology assistance, and understanding instructor expectations. Students will be expected to ask for help regularly from the course instructors and from tutors.

GE 021 - Success Academy Lab II (1)

This one-credit course is designed to identify barriers to academic success for current college students on academic probation, focusing on the creation of a realistic success plan to guide the student back to academic good standing. GE021 concentrates on academic recovery strategies and methods related to college policies, academic and division resources, communication techniques, wellness, and goal setting.

GE100**GE 111 - College Experience (1)**

This course is intended to ease the freshman's transition to Presentation College and to the world of learning in general. Implicit in this statement is the recognition that Presentation College is more than just an academic institution and that learning is more than just 'book learning'. Therefore, the course also addresses residential and extra-curricular life.

GE 120 - Spanish I (3)

This course is designed to provide an introduction to basic vocabulary using grammatical rules of Spanish. Emphasis is placed on communication skills.

GE 122 - Introduction to American Sign Language (2)

This course is designed to provide an introduction to basic vocabulary and grammatical rules of American Sign Language (ASL). Emphasis is placed on communication skills. Aspects of Deaf culture will also be introduced.

GE 142 - Intermediate Sign Language (2)

This course is designed to allow students the opportunity to expand their vocabulary and communication skills using American Sign Language (ASL). Aspects of Deaf culture will also be incorporated.

Prerequisite: GE122.

GE200

GE 202 - Variable Topics (1-3)

In this course, students will have the opportunity to study specific topics of interest not usually covered in the present course offerings.

GE 220 - Spanish II (3)

This course is designed to allow students the opportunity to expand their vocabulary and communication skills using Spanish. Spanish I continued.

Prerequisite: GE120.

GE400

GE 411 - Professional Development (1)

The course presents the techniques, skills, and models for identifying and utilizing the assets of human resources within organizations as well as one's own personal assets. Students will learn how to use self-assessments and evaluation of skills and life experiences to develop portfolios for documentation. Students will also complete a service learning project in which they reflect on their service in relation to their chosen degree field or profession.

Prerequisite: EN133.

GE 413 - Interdisciplinary Studies Capstone (3)

Students will explore knowledge integration, specifically how the knowledge fields students have countered through their education relate to individual and community well-being, as well as broader social contexts. This course will examine the foundations and perspectives of several disciplines. Students will engage in reading, research, discussion, and presentation to the seminar cohort. The objective is to guide students to integrate academic preparation in their disciplines into their professional lives, further developing lifelong learning skills and a perspective of intellectual curiosity. Throughout this process, students will discover a greater understanding of transferable skills and qualifications and how these relate to career opportunities and/or graduate school respectively.

Prerequisite: Interdisciplinary Studies degree student at senior standing in good academic standing.

H300

H 333 - The Art of Being Human

This course not only considers the humanities as art, music, dance, religion, literature and writing, but also as a "technique" for living. Students will be encouraged to see artists, composers, writers and thinkers from around the world and across the cultures as more than creative professionals and models of what the students can be. (Humanities/Fine Arts Core course)

H 373 - Landmarks in the Human Experience (3)

This humanities/human culture course explores major achievements in human culture across a range of time periods and geographical locations. The course, in particular, addresses the art, music, literature/theater, architecture, social structures, and cultural issues confronting at least two to three distinct cultural periods. Students' learning will be enhanced by traveling to a location where they can experience first-hand some of the achievements studied. Cultures studied and location visited may vary from semester to semester. (Humanities/Fine Arts Core course) (Social Science/Human Culture Core course)

Prerequisite: EN113 and EN133 (or concurrent).

H400

H 423S - Science, Gender and Knowledge (3)

This course is an interdisciplinary humanities offering that focuses on history and philosophy of science and feminist studies. The course is designed to give the upper-level student an overview of both the history and the ongoing debate regarding gender and its relationship to science. The course stresses critical reading, thinking, writing, and speaking skills. (Humanities/Fine Arts Core course) (Social Science/Human Culture Core course)

Prerequisite: EN113 and EN133.

Service Learning

SLC 000 - Service Learning (0)

Service learning is an important component of Presentation College's extended mission statement. Students have an opportunity to give of their time and talents to God and the community through service learning projects. This course is graded on a Satisfactory/Unsatisfactory basis.

GEOG - GEOGRAPHY

GEOG 301 - Variable Topics: World Regions (3)

This is a variable topics course that can be taken as a history or geography course. The focus of the course will rotate between the geography and cultures of Europe, Africa, Asia, and the Americas. (Social Science/Human Culture elective)

GI - WOMEN AND CHILDREN'S GLOBAL ISSUES

GI 200 - Variable Topics: Global Perspectives on Women and Children (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

Prerequisite: GI203 or instructor permission.

GI 203 - Introduction to Women and Children's Global Issues (3)

This course is intended as an introduction to the vocabulary, geography, and social perspectives needed to understand the complex issues that disproportionately affect women and children across our global community, the challenges they face in the 21st century, and different approaches for managing those challenges. This course employs an interdisciplinary approach, beginning with the historical effects of colonialism and the complex encounter it provoked between Western and Non-Western societies, and ending with an array of contemporary interrelated global issues women and children now face - including cultural, racial, ethnic and religious diversity, basic human rights challenges, economic development, human ecological sustainability, and the impact of and challenges of international conflict and cooperation.

Prerequisite: SO103 or instructor permission.

GI 213 - Women and Children's Global Voices (3)

This course is an examination of the experiences of women and children from across our global community, as they have been told in their own words. The purpose is to connect the social issues discussed in GI203 to actual individual experiences. This will be accomplished by reading and discussing autobiographies, essays, testimonies, interviews, and newspaper articles by and about women and children. (Humanities/Fine Arts elective) (Social Science/Human Culture elective)

Prerequisite: GI203 or instructor permission.

GI 300 - Variable Topics: Global Perspectives on Women and Children (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

Prerequisite: GI203 or instructor permission.

GI 303 - Women, Children, and Violence in Global Perspective (3)

This course examines the use of violence in its multiple forms to subjugate women and children, from a global perspective, during peacetime, wartime, and transitional periods. An introduction to the history of the use of violence on a microcosmic and macrocosmic level will be discussed, as well as current theories and research on the causes and lasting ramifications, past and current responses, and interventions and prevention models to address this worldwide problem.

Prerequisite: GI203 or instructor permission.

GI 313 - Global Slavery and Human Trafficking (3)

This course distinguishes between various types of women and child human trafficking and slavery as an aspect of international organized crime, including sex trafficking, bonded labor, forced labor, child soldiers, and domestic servant slavery; provides an overview of the history of human trafficking/contemporary slavery and counterstrategies; discusses the causes and consequences of human trafficking/slavery; and critically assesses the achievements of counter-strategies devised and implemented by governments, international organizations, and private actors.

Prerequisite: GI203 or instructor permission.

GI 400 - Variable Topics: Global Perspectives on Women and Children (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

Prerequisite: GI203 or instructor permission.

GI 403 - Women and Children Global Experiences Seminar (3)

Designed for the academically mature student, this course will combine elements of the following: research on a pertinent selected topic as determined in agreement with the instructor; presentation of research findings at a campus-based seminar, in conjunction with the Presentation Sisters' discussion of their global experiences.

Prerequisite: GI203 and at least one other upper-level Global Issues course, or instructor permission.

GI 413 - Women and Children's Global Issues Capstone (3)

This capstone course is a culminating educational experience for the Global Issues student. It is a Senior Seminar for Global Issues minors to summarize, evaluate, synthesize and make sense of what they have learned in their courses and domestic/international experiences, and its relationship to their major discipline, as well as the core general education requirements. It is a self-directed, integrated learning opportunity, providing enhancement of seniors' preparation and prospects for postgraduate education. Students will present their findings orally in class and in the form of a research paper on an issue relevant to their major.

Prerequisite: GI203, GI303, GI313, GI403, and Global Issues elective course; Senior status required or instructor permission.

GI 423 - United Nations Field Experience (Domestic) (3-6)

Field studies course combining seminar with domestic (national/United States) field placement, in relationship with the International Presentation Association's United Nations Special Consultative Status with the Economic and Social Council (ECOSOC). Practical experience is gained in working on women and children's issues relevant to student's academic pursuits, and connecting these experiences to methodological, theoretical, and applicative themes explored in courses GI203 and GI213. A minimum of 50 contact hours per credit hour is required, for a maximum of 150 contact hours for 3 credits. Contact hours are defined as class meeting hours with the instructor, United Nations meeting and research time under the guidance of the instructor and/or IPA representative, on-site supervised field placement hours, and seminar presentation time. In addition to the 3 credits in GI423, students may coordinate the field experience with an internship/elective experience in their major field of study, for up to an additional 3 credits (150 contact hours), not to exceed a total of 6 credits (300 contact hours).

Prerequisite: GI203, GI213; must have Sophomore status or instructor permission.

GI 433 - United Nations Field Experience (International) (3-6)

Field studies course combining seminar with international field placement, in relationship with the International Presentation Association's United Nations Special Consultative Status with the Economic and Social Council (ECOSOC). Practical experience is gained in working on women and children's issues relevant to student's academic pursuits, and connecting these experiences to methodological, theoretical, and applicative themes explored in courses GI203 and GI213. A minimum of 50 contact hours per credit hour is required, for a maximum of 150 contact hours for 3 credits. Contact hours are defined as class meeting hours with the instructor, United Nations meeting and research time under the guidance of the instructor and/or IPA representative, on-site supervised field placement hours, and seminar presentation time. In addition to the 3 credits in GI433, students may coordinate the field experience with an internship/elective experience in their major field of study, for up to an additional 3 credits (150 contact hours), not to exceed a total of 6 credits (300 contact hours).

Prerequisite: GI203, GI213, GI303, GI313; must have Junior status or instructor permission.

HCA - HEALTHCARE ADMINISTRATION

HCA 103 - Introduction to Healthcare Information (3)

This course introduces Healthcare Information and its role in healthcare delivery systems. Topics include medical record standards, regulations and initiatives; payment and reimbursement systems, healthcare providers and disciplines; study of the history of health records, professional ethics, and functions of a health information department, retention of records, medical forms, health information practices, and responsibilities to healthcare administration, medical staff, and other medical professionals. In addition, this course will discuss fraud and abuse, patient privacy and confidentiality, protected health

information, and release of information. Upon completion, students should be able to demonstrate an understanding of health information management, healthcare organizations, and professions and trends in the healthcare industry.

Prerequisite: BI162, BI213/BL211, or BI115 (concurrent).

HCA 113 - Coding in Healthcare (3)

This course will apply and develop a comprehension of International Classification of Disease (ICD) coding guidelines for diagnosis and injuries in various health care settings, Current Procedural Terminology (CPT) for outpatient procedure coding, and Health Care Common Procedural Coding System (HCPCS) for outpatients. Using sample exercises and health records appropriate to diagnostic coding situations and body systems, skills and accuracy in coding diagnoses and outpatient records will be developed. Coding compliance, queries, and dual coding are explored with coding assignments using electronic health records and encoders to establish accuracy in coding records for hospital inpatients and ambulatory settings.

Prerequisite: BI162, BI213/BL211, or BI115 (concurrent).

HCA 123 - Healthcare Reimbursement & Revenue Management (3)

This course provides an overview of reimbursement methods and the various third-party payers in health care. The language of health care reimbursement will be explored and elements of healthcare reform will be covered. Clinical coding and compliance will be discussed along with the coding issues that affect compliance, with an emphasis on ethics in coding. Revenue cycle basics will be addressed along with claims management. The healthcare revenue cycle process that facilitates and manages the administrative and clinical functions associated with claims processing, payment, and revenue generation will be outlined in this course. This process encompasses the identification, management, and collection of patient service revenue.

Prerequisite: BI162, BI213/BL211, or BI115 (concurrent).

HCA 133 - Principles of Healthcare (3)

This course provides an overview of medical topics including typical situations in a medical facility, safety issues, communications issues, and interacting with diverse and difficult patients. It provides emphasis on disease process, physical examination, laboratory procedures, diagnostic equipment, nutrition, medications, specialty practices, physical therapy, and responding to medical emergencies. This foundational information provides students with the knowledge for the application process in administrative decisions.

Prerequisite: BI162, BI213/BL211, or BI115 (or concurrent).

HCA 143 - Healthcare Law & Ethics (3)

This course will present an overview of legal and ethical issues facing managers and providers in healthcare. It provides students with a foundation of health law and ethics and reviews a wide variety of health care legal and ethical situations and dilemmas. The goals are to provide students with practical knowledge of health law and ethics and their application to the real world of health care. By the end of the course, students will have been exposed to many management ideas, theories, and applications of health care law and ethical situations. Students will have a working knowledge of medical law and ethical procedures and how to apply them in the health care arena.

Prerequisite: BI162, BI213/BL211, or BI115 (or concurrent).

HCA 213 - Health Information Systems/EMR (3)

This course will provide an overview to health information management. The following topics will be outlined and analyzed: the profession, functions, health care delivery settings, health record content and structure, accreditation standards, nomenclature and classification systems, electronic health records, database management, reimbursement methodologies, health care data sets and standards. The course is designed to introduce students to health care statistics and analysis, quality management and performance improvement, human resources, leadership, and other administration functions. Secondary data sources, information governance, and databases in relation to electronic medical records are emphasized. Data collection and verification of the validity, reliability, and accuracy of secondary data sources is explained in relation to electronic medical/health records.

Prerequisite: BI162, BI213/BL211, or BI115 (or concurrent).

HCA 313 - Healthcare Economics (3)

This course will prepare students to understand the economic principles and tools the healthcare administrators need to make effective decisions. Students will study several economic models in detail, including models of health, demand for healthcare

and demand for insurance. The emphasis will be on key economic concepts that health economists use to analyze health and healthcare markets. Additionally, students will evaluate and interpret empirical findings in health economics.

HCA 383 - Healthcare Marketing (3)

This course covers an historical perspective of health care marketing. It examines the motivations of health care consumers and the techniques used in marketing health care products and services. The course also covers the development of a marketing plan for a health care facility.

HCA 413 - Healthcare Law (3)

This course will prepare the students to understand the legal and ethical issues faced by today's health care consumers, practitioners, administrators and health care facilities. Topics covered in this course are: health care law, regulatory research and administrative law, electronic health records, corporate compliance, HIPAA privacy and security.

HCA 423 - Healthcare Finance (3)

This advanced course further develops the financial management concepts related to the health service industry. Included are the financial needs of hospitals, nursing homes and other related medical facilities.

HCA 433 - Healthcare Administration (3)

This advanced course emphasizes the overall administration of health care providers, including structure and operations. Course coverage will include the following topics: human resources, financial resources, legal and regulatory requirements and coordination of administrative activities to provide high quality health care.

HCA 443 - Quality Management in Healthcare Administration (3)

This course is designed to prepare the students to understand management operations and explore how healthcare organizations can improve healthcare processes, delivery, and outcomes. Students will examine elements of quality improvement and organizational responsibilities related to quality improvement in healthcare delivery, data analysis for quality improvement, and future of healthcare quality improvement strategies.

HLTH - HEALTH

HLTH 100 - Variable Topics in Health (1-3)

In this course, students have the opportunity to investigate in depth an aspect of health which is not usually covered in the regular health courses.

HLTH 163 - Human Diseases (3)

A comprehensive study of disease processes (causes, symptoms, and treatments), organized by body systems.

Prerequisite: BI162. Corequisite: BI115 or BI213/BL211.

HLTH 200 - Variable Topics in Health (1-3)

In this course, students have the opportunity to investigate in depth an aspect of health which is not usually covered in the regular health courses.

300 - Variable Topics in Health (1-3)

In this course, students have the opportunity to investigate in depth an aspect of health which is not usually covered in the regular health courses.

HLTH 400 - Variable Topics in Health (1-3)

In this course, students have the opportunity to investigate in depth an aspect of health which is not usually covered in the regular health courses.

HMS - HUMAN SERVICES

HMS 233 - Social Welfare Policy (3)

This course examines the historical development of social welfare, as well as current policies and issues facing human service workers in the early 21st century. Human service values and assumptions are integrated by the participants as the process of policy making and social change throughout history are discussed.

HMS 243 - Interviewing Skills (3)

This course is designed to introduce and practice the basic listening and interviewing skills that are needed in the helping interview and the delivery of human services. Students will apply all areas of communication skills to the professional helping setting.

HMS 253 - Counseling Theory (3)

This course introduces the basic counseling theories. Critical evaluation of each theory and application to human services and counseling practice is integrated. The student will learn the key concepts, philosophy and assumptions, the therapeutic goals, contributions and limitations, and application to each theory.

Prerequisite: HMS243 or instructor permission.

HMS 263 - Child and Family Welfare (3)

This course will briefly outline the dynamics of several of the challenges facing the American family today including domestic violence, substance abuse, and alternative placement for children. Discussed will be the public family welfare system, intervention techniques, the law regarding issues of the family and services available to survivors. Ideas for prevention will also be discussed.

HMS 273 - Introduction to Human Services (3)

This course is an introduction to the human service profession. Students will develop an understanding of the historical development of the profession, the effects of society on social welfare and, specifically, the philosophy and values of human services. The course's emphasis on the generalist perspective of human services prepares students for future coursework and practice. Students will examine and explore specific fields and services of human services, as well as career opportunities.

HMS 293 - Gerontology (3)

This course explores the social, psychological and biological changes which occur in individuals from middle age to death. Students will explore social policies about aging and review ideas about aging across cultures.

HMS 303 - Death & Dying (3)

A comprehensive introduction to the study of death, dying, and grief by presenting the salient points of major issues and questions through diverse points of view. The purpose of this course is to increase students' understanding of the concept of death and dying through exploration of death and dying. This course is constructed to stimulate student learning and critical thinking; and to think about and possibly accept the inevitability of death and its causes. Some specific topics to be covered include attitudes towards death; living with a terminal illness, end-of-life care; hospice; cultural sensitivity; ethical and legal issues; pain management; grief and mourning. The course also explores students' own perceptions and beliefs about death and dying.

HMS 311 - Counseling Ethics (1)

This course is an overview of ethics and legal issues as they relate to the practice of counseling and client/counselor relationships. This course will discuss the ethical standards for counselors, client rights, legal implications and quality client care.

HMS 324 - Human Behavior in the Social Environment (4)

This course is a study of the contributions of behavioral and social sciences to a systems perspective of human relationships. It is designed to assist a student in developing an understanding of human behavior across the lifespan. (May be used as a Psychology elective)

Prerequisite: PS133.

HMS 374 - Generalist Practice I: Individuals (4)

The first of two courses in generalist practice, this course teaches the basic processes and practice of human services. The student learns how to integrate the knowledge, values, and skills learned in other human services courses as well as master the problem-solving process from a creative generalist's theoretical base.

Prerequisite: HMS243, HMS273.

HMS 383 - Generalist Practice II: Groups & Families (3)

The second of two courses in generalist practice, this course will teach the student about the theory of group development and group dynamics, as well as family dynamics and systems. It will have special emphasis on group dynamics such as group facilitation, group problem-solving, goal setting, structuring a group, and the purpose, advantage and disadvantage of groups. It will be experiential in that the class will be handled in a group setting. Family systems, family meetings and guidelines to facilitating family sessions will be addressed.

Prerequisite: HMS374 or permission of Human Services Department Chair.

HMS 414 - Field Practicum I (4)

This course introduces the human services program senior to the actual practice of the human services profession in an agency setting. Students are provided with an opportunity to apply human services knowledge, skills and values learned in the classroom to the needs and environment of the client population served.

Prerequisite: HMS324, HMS374, HMS383, HMS462, PS413. Corequisite: HMS422.

HMS 422 - Human Services Project (2)

This course is an expansion of HMS414 Field Practicum I. Students will explore the various services, activities and responsibilities of human services professionals. Students will design and implement a service learning project in their community.

Prerequisite: HMS324, HMS374, HMS383, HMS462, PS413. Corequisite: HMS414.

HMS 424 - Field Practicum II (4)

This course continues to build on the practice of the human services profession in an agency setting initiated during HMS414. Students are expected to increase their application of human services knowledge, skills and values learned in the classroom to the needs and environment of the client population served by the field agency. This should include increased workload responsibilities, as well as refinement of practice skills.

Prerequisite: Successful completion of HMS414.

HMS 462 - Professional Leadership Seminar (2)

This course is designed to prepare students for the senior level practicum and post-bachelor's professional practice. This class focuses on the nature of the human services profession and helps to prepare students with the knowledge, skills, and values they will need in order to be successful in the practicum and in the field after graduating from the academic setting. The professional leadership experience seminar assists students in integrating academic experience with knowledge and skills taught in the classroom with the human services profession. The course does require students to submit a national background check at the student's expense to ensure appropriate practicum placements and career preparation.

Prerequisite: HMS243, HMS273. Corequisite: HMS374.

HS - HISTORY

HS 100 - Contemporary World Affairs (1)

This course is an analysis of current domestic and international questions studied in the context of historic trends and their impact upon American life. (Social Science/Human Culture elective)

HS 201 - Variable Topics in History (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

HS 213 - History of the United States I (3)

This course analyzes the European backgrounds of American exploration and colonization. It is a study of the political, social and economic conditions which brought about the American Revolution; the drafting of the Constitution, western expansion and the conflict of two civilizations - the industrial North versus the agricultural South. Outside readings are required. (Social Science/Human Culture Core course)

HS 223 - History of the United States II (3)

This course is designed to be a general survey of the history of the United States from 1877 to the present. The purpose of this course is to provide a broad understanding of the events which have contributed to the position of the United States in the world today. (Social Science/Human Culture Core course)

HS 253 - World Civilization I (3)

This course surveys the historical, cultural, and political highlights of civilized society from its origins in the ancient near east to the era of the scientific revolution. While particular emphasis is placed upon western (European) history, consideration will be given to other cultures, especially those of the Middle East, Far East, and Indian subcontinent. (Social Science/Human Culture Core course)

HS 263 - World Civilization II (3)

This course surveys the historical, cultural, and political highlights from the period of scientific revolution and age of discovery to the present. While particular emphasis is placed upon the development of modern political, social, and economic ideologies of the west and their impact upon world history, consideration will also be given to other cultures and their contributions to world developments. Both World Civilization I and World Civilization II present a comparison of the world views and values of the Western and the non-Western worlds. (Social Science/Human Culture Core course)

300 - Variable Topics in History (3)

In this course students will have the opportunity to study material not usually covered in the present course offerings.

HS 312 - History of Early African Civilizations (3)

This course focuses on the early civilizations of Africa prior to European influence through the 1884 Berlin Conference. (Social Science/Human Culture Core course)

HS 313 - History and the American Indian (3)

This course is a study of North American Indians throughout history. The course will cover the origins and distribution of various North American Indian cultures prior to European contact; cultural changes resulting from white contact ranging from the Columbian period to the present; the role of federal Indian policies; and the relationship between American Indians and states, with an emphasis on South Dakota. Outside reading required. (Social Science/Human Culture Core course)

HS 315 - History of Early American Civilizations (3)

This course focuses on the Incan, Mayan, and Aztec civilizations prior to and shortly after the arrival of Europeans to the Americas. (Social Science/Human Culture elective)

HS 323 - The Middle Ages (3)

This course examines the social, political, and economic changes that occurred during the approximate one thousand years after the fall of the Roman Empire. Topics also include Byzantine and Islamic Civilization, the role of the church and religion, and state-building in Western Europe. (Social Science/Human Culture Core course)

HS 325 - South Dakota History (3)

This course is a survey of the State's past including its physical environment, American Indian cultures, and white exploration and settlement. (Social Science/Human Culture elective)

HS 333 - Modern Western Culture I (3)

This interdisciplinary cultural studies course seeks to enhance students' understanding of the complex historical and cultural forces that helped to shape western culture in the first half of the 20th century. In particular, it explores how the massive advances in the natural sciences both affected and were affected by other cultural components of society, such as the social sciences, literature, art, music, politics, and archaeology/anthropology. (Social Science/Human Culture Core course)

HS 340 - History of the Far East I (3)

This course is a general survey of early East Asian civilizations through the nineteenth century. (Social Science/Human Culture Core course)

HS 341 - History of the Far East II (3)

This course is a general survey of East Asian countries throughout the twentieth century up to the present. (Social Science/Human Culture Core course)

HS 343 - Modern Western Culture II (3)

This interdisciplinary cultural studies course seeks to enhance students' understanding of the complex historical and cultural forces that helped to shape western culture in the second half of the 20th century. In particular, it explores how the scientific advances made during World War II and shortly thereafter both affected and were affected by other cultural components of society, such as politics, literature, art, music, and the social sciences, such as psychology, economics, anthropology, and archaeology. (Social Science/Human Culture Core course)

HS 353 - The American West (3)

This course focuses on the history, geography, people, art, and literature of the American West. By using art and literature, students examine the geography of the United States west of the Mississippi River, the Indian nations of the region, and the exploration and settlement of the region by a variety of cultural and ethnic groups such as early French, Spanish, and American explorers as well as Mexican-Americans, African-Americans, and Chinese. Particular emphasis is placed on the events of the 19th century in connection to United States history. (Social Science/Human Culture Core course)

HS 363 - Developing Nations (3)

This course examines the political, economic, and social issues associated with the world's underdeveloped nations. Among the topics to be explored are the roles of religion, ethnic and cultural diversity, women, agriculture, industrialization, urbanization and political change. (Social Science/Human Culture Core course)

HS 373 - Lakota Culture (3)

In this course students will have the opportunity to study the historical and contemporary Lakota Culture through readings and discussion in addition to hands-on activities. (Social Science/Human Culture elective)

HS 383 - The History of Food (3)

This course examines the history of food from the earliest societies through modern history. The role of food in various civilizations that have existed throughout the world will be examined in the context of lifestyles, preparation, diet and nutrition, social class differences, and economics. (Social Science/Human Culture Core course)

HS 393 - Historical Research and Writing (3)

This course provides students an opportunity to research, write, and present/publish papers on a variety of historical topics. The course addresses using primary and secondary source materials, citing sources according to the Chicago and APA styles, and opportunities to present or publish work as professional historians. (Social Science/Human Culture elective)

HS 403 - A History of Great Ideas I (3)

This interdisciplinary cultural studies course seeks to enhance students' understanding of the array of ideas across a range of human societies that helped to shape human culture as we experience it today. This course will focus, in particular, on the fundamental intellectual advances from pre-historical eras to the Middle Ages, examining such diverse concepts as the development of writing, science, philosophy, law, and religion. (Social Science/ Human Culture Core course)

Prerequisite: EN113 and EN133.

HS 413 - A History of Great Ideas II (3)

This interdisciplinary cultural studies course seeks to enhance students' understanding of the array of ideas across a range of human societies that helped to shape human culture as we experience it today. This course will focus, in particular, on the fundamental intellectual advances from the Middle Ages through the 19th century and the work of Freud, examining such diverse concepts as the idea of the secular, the birth of the modern, and rise of science's authority. (Social Science/Human Culture Core course)

Prerequisite: EN113 and EN133.

HS 493 - American Studies Capstone Seminar (3)

This course is designed to bring students' knowledge, skills, and interests developed through the major to identify a need in the community and write a grant to assist a project or organization. Students will collaborate with community leaders to understand and identify an area of need. Students will cultivate abilities that are important both academically and professionally; establishing connections within the larger community, developing strategies for analyzing and addressing problems, and developing grant writing skills. The final written project will consist of research, reviews, and analysis targeted towards a specified audience. A presentation of the project is required.

Prerequisite: American Studies degree student at senior standing, in good academic standing.

MA - MATHEMATICS**MA 114 - Customized Intermediate Algebra (4)**

This course is a customized learning course that allows students to master math modules at their own pace and skill level to prepare them for college level mathematics. Mastery will occur in the following math modules: conversions in the U.S. Customary System, metric system, and between the two systems; basic properties of integers, rational and real numbers; real and rational exponents; variable, numerical, rational and algebraic expressions; solving general equations and inequalities; radicals; systems of equations in two variables; polynomial operations; factoring; linear and quadratic functions; algebra of functions; introduction to basic conic sections.

Prerequisite: Appropriate score on math placement test or appropriate ACT/SAT math subscore.

MA 153 - College Algebra (3)

This course completes a baccalaureate student's formal algebra education. This course comprehensively addresses and extends learning in the following topics: polynomial functions, rational functions, exponential functions, logarithmic functions, algebra of matrices, systems of equations, conic sections and sequences, and mathematical induction.

Prerequisite: Appropriate score on math placement test or appropriate ACT/SAT math subscore.

MA 193 - Calculus I (3)

This course deals with limits of functions and approximation, differentiation of elementary functions, maximum and minimum applications.

Prerequisite: 'C' or above in MA153 or instructor permission.

MA 243 - Statistics (3)

This is an introductory course in statistical methods used in social science and medical research dealing with descriptive and inferential statistics. The course includes introduction to research design and study of measures of central tendency and variability, probability, interval estimation, significant difference testing, and correlation. It is intended to prepare students to read and understand research which reports and interprets findings using statistical methods and to prepare students who will attend graduate school for advanced study of statistics.

Prerequisite: Appropriate score on math placement test or 'C' or above in MA114.

MC - MEDICAL CODING**MC 133 - Diagnostic and Procedural Coding (3)**

An in-depth study of the principles of disease diagnostic and procedural coding using the ICD-9-CM/ICD-10-CM classification system. Areas emphasized during the course include: the purpose of coding, the definition of key terms, accurate application of coding principles, methods to assure quality data, and a review of the impact of prospective reimbursement on the function of coding. The course requires interpreting ICD-10-CM coding and reporting guidelines to sequence and assign appropriate diagnostic codes for both inpatient and outpatient settings. Clinical information will be interpreted from brief case studies and progress to the use of a patient's complete health record. Students will also interpret ICD-10-PCS coding and reporting guidelines to sequence and assign appropriate procedural codes.

Prerequisite: BI115/BL115, BI162, HCA103.

MC 223 - Advanced and Professional Coding (3)

The student will demonstrate principles of medical coding related to the main coding manuals: CPT, ICD-9-CM/ICD-10-CM and HCPCS. This advanced course will cover medical necessity, coding issues for specific body systems, and for general conditions. Students should already possess a fundamental understanding of the CPT, ICD, and HCPCS coding principles at the start of this course.

Prerequisite: BI115/BL115, BI162, CS103, HCA103, HLTH163, MC123, MC133, ME213, ME233, MR133, MR143. Corequisite: MC233.

MC 233 - Medical Coding Capstone (3)

Intensive coding application will be achieved through the use of real medical records, case studies, scenarios, and simulations. Applications will include the use of an encoder. MSDRGs, APCs, RUGs, RBRVs, and the Correct Coding Initiative will also be covered in this class. This coding class requires hands-on coding skills, knowledge of basic use of applicable codebooks. Students will gain practice experience applying advanced ICD-9-CM/ICD-10-CM and CPT coding skills. The training provided in this course integrates coding and classification systems, health care functions, medical disease and treatment, and health care reimbursement at an advanced level to prepare the student for employment in the health information management industry as a medical coder.

Prerequisite: BI115/BL115, BI162, CS103, HCA103, HLTH163, MC123, MC133, ME213, ME233, MR133, MR143. Corequisite: MC223.

ME - MEDICAL ASSISTING

ME 134 - Laboratory Procedures (4)

A course in basic medical office laboratory procedures, including blood collection, specimen handling, basic urinalysis, identification of normal ranges, quality assurance, and quality control. This course is an overview of basic laboratory hematology, coagulation, clinical chemistry, blood banking, serology, and bacteriology.

Prerequisite: BI162, BI213/BL211, BI293/BL291. Corequisite: PB102/PL102.

M 134L - Laboratory Procedures (Lab) (0)

Laboratory component to ME134.

ME 143 - Pharmacology (3)

An introduction to the principles of pharmacology, computation of dosages, and a comprehensive study of drug action, routes of administration, classes of drugs by body system, as well as antibiotics, antiviral drugs, blood products, anesthetics, emergency drugs, vaccines and immunizations, and chemotherapy agents. It is designed to develop skills in preparation, education, and administration of immunizations and various drugs. 3 hours lecture per week.

Prerequisite: BI162, appropriate score on math placement test or 'C' or above in MA114.

ME 203 - Medical Transcription (3)

This course involves transcription of physician-dictated reports organized by body systems. Emphasis on development of accuracy, speed, and medical knowledge for transcription of letters, chart notes, history and physical examination reports, consultations, emergency room reports, discharge summaries, and using reference materials and other resources efficiently. Editing and proofreading techniques, and grammar and punctuation review. Understanding professional issues in medical transcription.

Prerequisite: BI162, BI115/ BL115 (or BI213 and BI293).

ME 213 - Introduction to Medical Coding (3)

The focus of this class is learning the coding rules for CPT, ICD-9CM, and Level II (HCPC) coding systems and applying the rules to code patient services. In addition, a variety of payment systems are presented: DRG, APC, RUGIII, and RBRV. The medical topics of Medicare fraud/abuse, HMOs, and PROs are reviewed.

Prerequisite: BI162, BI115/BL115 (or BI213 and BI293).

ME 233 - Medical Office Procedures/Electronic Health Records (3)

This is a course with intensive training covering medical receptionist tasks, working with medical records, banking procedures and medical insurance. It also covers the integration of medical office tasks, mail handling, making meeting and travel arrangements, maintaining office and medical equipment inventory, purchasing, and the day-to-day responsibilities of an office manager. Teaches the use of electronic health records documenting patient encounter from scheduling to recording medical information. Electronic health records (EHRs) are changing the duties of a medical assistant. EHRs allow medical assistants to find and input patient information easier and quicker than before since everything is online in an easy to ready database.

Prerequisite: BI115/BL115, BI162.

ME 272 - Medical Assisting Capstone (2)

A culminating course and preparation for the Certified Medical Assistant Exam CMA (AAMA), including a review of all three components of the MA exam. Presents an explanation of how the exam is scored and provides opportunities to take practice exams. This course is designed to provide an opportunity for the student to evaluate personal characteristics, professional image development, and critical thinking through case studies reflecting experience often encountered during clinical practicum and in the health care workplace. This course will include a comprehensive review and knowledge assessment in preparation for taking a national credentialing exam. The course should be taken in the last semester prior to graduation.

Prerequisite: Successful completion of all program courses. Corequisite: ME282/M281L, ME298.

ME 273 - Medical Assisting I (3)

This is a study of professionalism for the medical assistant, including assisting in medical treatment, surgical asepsis, minor surgery, and medical office procedures. The lab permits demonstration and practice for competencies in body fluid precautions, obtaining patient interview and vitals, assisting with physical exams, administration of medications and injections and knowledge of diagnostic testing. 3 hours lecture per week, 3 hours lab per week.

Prerequisite: Sophomore standing in the Medical Assisting program.

M 271L - Medical Assisting I Lab (1)

Laboratory component to ME273.

ME 282 - Medical Assisting II (2)

This is a continued course directed to students in the Medical Assisting Technology program. Students perform diagnostic testing, maintenance on a variety of diagnostic equipment, and electrocardiographs; they also assist in medical specialty exams. The course includes emergency treatment and first aid care instruction. 2 hours lecture per week and 2 hours lab per week.

Prerequisite: ME273, M271L.

M 281L - Medical Assisting II Lab (1)

Laboratory component to ME282.

ME 298 - Medical Assisting Clinical Practicum (8)

This course requires the student, in the controlled environment of an approved clinical practicum site, to experience the hands-on application of administrative, clinical and professional procedures required as part of the competency and outcomes established by the Commission on Accreditation of the Allied Health Education Programs in its Standards and Guidelines for Medical Assisting Educational Programs. This course requires the student to complete supervised practical experience in a program-approved site. The course may include one or more required clinical practicum conference presentation sessions with program staff on the college campus to assure meeting of program outcomes/competencies requirements.

Prerequisite: ME273/M271L. Corequisite: ME282/M281L.

MR - MEDICAL OFFICE ADMINISTRATION**MR 113 - Introduction to Transcription (3)**

This course is designed to stimulate and provide students with a knowledge of content and format of medical documents and reports. The students are to become familiar with general medical office transcription equipment by incorporating English usage, machine transcription, application skills, medical knowledge, and proofreading and editing abilities. Upon completion of

this course, students need to achieve a minimum of 40 wpm on a timed typing test to prove competency in transcription and progression in the program.

MR 133 - Lab Medicine/Physical Exam (3)

A comprehensive study of laboratory and pathology tests and procedures by body system. An in-depth study of the history and physical examination. Content and terminology used under each of the main headings within a history and physical examination report. Understanding inter-relationships and medical cause and effect in anatomy and physiology, medical terminology, pharmacology, and laboratory procedures as demonstrated through exercises based on actual medical reports.

Prerequisite: BI115 (or concurrent) and BI162.

MR 143 - Pharmacology (3)

An introduction to the principles of pharmacology, computation of dosages, and a comprehensive study of drug action, routes of administration, classes of drugs by body system, as well as antibiotics, antiviral drugs, blood products, anesthetics, emergency drugs, vaccines and immunizations, and chemotherapy agents.

Prerequisite: BI115 (or concurrent) and BI162.

MR 213 - Advanced Coding (3)

This course focuses on the application of coding principles learned in CPT, ICD-9CM, HCPCS (Level II) coding. This course is designed to analyze and assign specific codes to a wide range of original source medical documents.

Prerequisite: BI115, BI162, HLTH163, ME213, MR133, MR143, MR153.

MR 214 - Advanced Medical Transcription (4)

Transcription of physician-dictated reports organized by medical specialty. Emphasis on development of accuracy, speed, and medical knowledge for transcription of history and physical examination reports, consultations, emergency room reports, discharge summaries, operative reports, laboratory reports, diagnostic studies, radiology and pathology reports. Using reference materials and other resources efficiently. Editing and proofreading techniques. Grammar and punctuation review.

Prerequisite: BI115, BI162, HLTH163, MR113, MR125, MR133, MR143, MR153.

MR 293 - Medical Office Administration Capstone (3)

The Medical Office Administration capstone course is designed to provide students with the opportunity to apply the theories, models and techniques acquired in preceding courses. The focus of the course is on the application of knowledge in the administration and management of a medical office and/or other healthcare organizations. The experience will be simulated by the use of cases, problems, real life consulting projects and computer models. Students will be expected to perform the management role by making day-to-day and strategic decisions involving human resources, financial, coding, information systems, planning, and operational issues.

Prerequisite: BI115, BI162, BU233, CS103, HCA103, HLTH163, MC123, ME123, ME203, ME213, ME233, MR113, MR133, MR143, MR214. Corequisite: MR213.

MU - MUSIC

MU 100 - College Chorus (0.5)

One-half credit in music may be earned each semester a student participates in the College Chorus. Instrumentalists who are able to accompany or augment the music are also welcome to apply for admittance to the chorus. In this course students will have the opportunity to study and perform liturgical and non-liturgical music. (Studio course) (Participation credit: arts)

Prerequisite: Permission of Chorus Director.

MU 103 - Music Appreciation (3)

This course focuses on listening to music and requires no previous music experience. A general study of music fundamentals and terminology is provided, and then music is explored through the different historical time periods. (Humanities/Fine Arts elective)

MU 111 - Chorus (1)

Shalom meets for 3 hours each week to study and perform liturgical music. (Studio course) (Participation credit: arts)

MU 121 - Chorus (1)

Shalom meets for 3 hours each week to study and perform liturgical music. (Studio course) (Participation credit: arts)

M 300 - Variable Topics in Music (3)

In this course the students will have the opportunity to study more specific topics in various areas of music that are not currently covered by specific course offerings. (Humanities/Fine Arts elective)

MSN - MASTER OF SCIENCE IN NURSING**MSN 502 - Foundations of Graduate Study (2)**

This course introduces the graduate student to the essential skills and foundations of scholarly inquiry for the masters prepared nurse. Students will learn how the Catholic tradition develops the whole person with Christian values for people of all faiths. Students will examine the PC values of Catholic traditions, learning communities, whole person education, education of distinction, and resourcefulness. The students will examine how graduate studies promote academic and professional success as a scholar-practitioner and leaders of social justice. The course will explore the history of nursing and how scholarship defines practice.

Prerequisite: Admission to the MSN Program.

MSN 503 - Advanced Pathophysiology (3)

This course examines the physiological and pathophysiological responses to disease and injury. The focus is on normal and deviations from normal in the biophysiological processes while examining scientific concepts of the disease process. Students will complete an in-depth examination of cellular and systematic functions, defense responses, and maintenance of vital functions to help maintain homeostasis. Students will gain the requisite knowledge to develop treatment plans for patients across the lifespan.

Prerequisite: MSN502.

MSN 512 - Healthcare Quality, Safety, and Informatics (2)

This course is designed to examine the Quality and Safety Education for Nurses (QSEN) project and information systems and technologies that support and improve patient care and outcomes. Students will examine the relationship between patient care and informatics to prepare for leadership roles that drive quality improvement and safety within complex healthcare systems.

Prerequisite: Admission to the MSN Program. Corequisite: MSN502.

MSN 513 - Advanced Nursing Practice Roles and Leaders of Social Justice (3)

The purpose of this course is to introduce students to the advanced nursing practice roles and current professional issues to develop a deeper understanding of the role and scope of advanced nurses. This course will examine health care policies and politics including critical analysis of access to health care, quality, and costs as a leader of social justice. Students will also address key concepts for leaders in relation to health care systems including economics related to healthcare services.

Prerequisite: Admission to the MSN Program. Corequisite: MSN502.

MSN 522 - Role of the Nurse Educator (2)

This course provides an overview of the nurse educator role. This course will examine the role of behaviors specific to the nurse educator in an academic or staff development setting. Emphasis is on the role of the nurse educator including institutional purposes and goals, nursing curricula, instructional design, evaluation, technology, and ethical issues related to the nurse educator role. This course will explore the forces for technology integration in nursing education in the emerging knowledge era.

Prerequisite: Admission to the MSN Program.

MSN 523 - Advanced Pharmacology (3)

Students in this course will develop a solid foundation in advanced concepts and principles of drug therapy and apply principles of advanced pharmacology, including pharmacogenomics, pharmacokinetics and pharmacodynamics. The student will examine factors that influence medication effectiveness, safety, cost, complementary regimens, genetic and environmental influences, and client behaviors. Students will examine the management and treatment of acute and chronic diseases through

pharmacological and non-pharmacological therapies and an understanding of drug legislation and regulation for prescriptive authority.

Prerequisite: MSN502.

MSN 532 - Rural Health Nursing (2)

The purpose of this course is to introduce the student to the philosophy, health care systems, and epidemiology of rural health for the individuals, families, and specific aggregate groups. The student will examine the nursing process in rural community settings to promote, maintain and restore health. The diverse role of rural nursing and rural health is empirically examined using research and data to prepare health care leaders to practice in rural settings.

Prerequisite: MSN502.

MSN 533 - Advanced Physical Assessment and Diagnostic Reasoning (3)

Students will examine the client and families' complex physical and emotional well-being by completing a comprehensive physical health assessment. The focus of this course will be on the advanced concepts and skills needed to assess clients and create diagnostic reasoning, advanced communication, and advanced assessment skills in a systematic approach.

Prerequisite: MSN502.

MSN 543 - Epidemiology and Advanced Clinical Diagnosis (3)

This course examines epidemiology and advanced clinical diagnosis related to the patterns of disease and health-related problems in populations for health promotion and disease prevention to address health disparities. Students will apply principles and concepts related to epidemiology and examine the methodologies in their evaluation of health-related data and research of populations. The course will provide the students with a foundation to examine epidemiology related to their population of interest.

Prerequisite: MSN502.

MSN 553 - Learning Theories and Teaching Learning Strategies (3)

This course will examine the philosophical underpinnings of learning theories used in nursing education, use of educational technology and tools, analysis and application of learning theories and strategies. Students will explore how learning theories influence teaching and learning strategies for effective e-learning environments. Students will explore a variety of technologies and their applicability to learning and active teaching and learning strategies found in e-learning environments. The student will examine key features of online teaching and learning strategies. Students will take a Learning Management System (LMS) course to prepare for the Nurse Educator Practicum Experience.

Prerequisite: Admission to the MSN Program. Corequisite: MSN522.

MSN 566 - Advanced Health Promotion Across the Lifespan, Lab and Practicum (6)

This course will focus on health behaviors that impact the health and wellness including nutrition, exercise, smoking, and sedentary lifestyles that are inherent to common diseases. Students will complete a risk assessment, diagnose health problems related to lifestyle choices, and examine therapeutic techniques that create healthy lifestyles. Students will have 135 practicum hours (3 credits clinic, 3 didactic).

Prerequisite: MSN503, MSN523. Corequisite: MSN533.

MSN 574 - Nursing Theory, Scholarly Synthesis, and Research (4)

This course will examine the theoretical underpinnings and how theories are integrated into practice. The course is designed to provide graduate students with the requisite principles of nursing theory, scholarly development, and research. This course will include an in-depth analysis of nursing theories, research concepts, ethics in research, scholarly synthesis, research designs, research methods, and data analysis. The course will assist students with a deeper understanding of how research, theory, evidence, and practice are integrated.

Prerequisite: MSN502.

MSN 591 - Advanced Nursing Capstone (1)

This scholarly project provides students with the opportunity to complete a culminating scholarly synthesis of their graduate education. For Advanced Nursing Capstone I, students will work closely with their scholarly project chair to create the foundation for their project. This scholarly project fosters the dissemination of the evidence-based project findings (research

project, evidence-based project, educational project, or grant application). Advanced Nursing Capstone I will begin the project identification of the theory, completion of a literature review, and begin the IRB process if applicable.

Prerequisite: MSN502, MSN574.

MSN 605 - Care of the Acute and Episodic Client Conditions and Practicum (5)

This course will examine care of the patient with acute and episodic conditions and focuses on the assessment, diagnosis, management, and patient education across the lifespan. The course emphasizes patient-centered evidence-based healthcare. The goal is to focus on the evaluation, intervention and treatment and emphasize the importance of normal aging and healthy living for acute and episodic conditions. Students will have 135 practicum hours (3 credits clinic, 2 didactic).

Prerequisite: MSN503, MSN523, MSN533.

MSN 615 - Care of Chronic and Complex Client Conditions and Practicum (5)

This course will examine care of patients with acute or episodic conditions through the lifespan and focuses on the assessment, diagnosis, management, and patient education. The course will explore the care of patients with multiple co-morbidities. The goal is to focus on the evaluation, intervention and treatment and emphasizing the importance of quality of life, normal aging and health status of chronic and complex conditions. Students will have 135 practicum hours (3 credits clinic, 2 didactic).

Prerequisite: MSN503, MSN523, MSN533.

MSN 625 - Care of Women and Pediatric Clients and Clinical (5)

This course will explore care of women and pediatric clients and focuses on assessment, diagnosis, management, and patient outcomes. Students apply the advanced nursing role when providing care to children and their families. The goal of this course is to focus on the evaluation, intervention and treatment and emphasizing the importance of quality of life, normal aging and health status of women and children's health problems within the family in primary, secondary, and tertiary care. The course will examine developmental differences related to screening, health promotion, and acute and chronic illnesses. Students will have 135 practicum hours (3 credits clinic, 2 didactic).

Prerequisite: MSN503, MSN523, MSN533.

MSN 632 - Nurse Educator Practicum (2)

This course is a culmination of the previous nurse educator courses and provides opportunities for students to engage in academic or staff development settings. The practicum experience provides a practice teaching experience in an academic or staff development setting. The student will be assigned to a preceptor who is a faculty or staff development member in the student's area of academic or clinical expertise. This course is designed to meet the needs of the individual learner with regard to clinical and/or classroom experiences. The faculty works with the learner to develop goals and learning experiences relevant to the educational or staff development setting. The minimum requirement is 90 hours of practice teaching.

Prerequisite: MSN522, MSN553. Corequisite: MSN633, MSN643.

MSN 633 - Curriculum Design and Development (3)

This course will explore curriculum design and development in nursing education with an emphasis on theories and processes of various designs. The student will examine key elements including curriculum models that influence program development and curriculum design. Students will have the opportunity to develop curriculum using current nursing and education theory and research designed to meet the needs of diverse learners in academic and staff development settings.

Prerequisite: Admission to the MSN Program.

MSN 642 - Nursing Simulation (2)

The course will provide a foundational appreciation for utilizing simulation and debriefing to promote safe quality care. The focus on the course will prepare the student with the imperative knowledge for developing successful simulations and debriefing. Students will explore educational theories based on simulation. Students will gain the requisite knowledge to develop and implement interdisciplinary simulation scenarios across the lifespan.

Prerequisite: MSN502.

MSN 643 - Evaluation Methods (3)

This course will examine a wide selection of evaluation methodologies appropriate for the higher education and staff development settings. The course will explore evidence-based exemplar evaluation methods found in nursing education and

emerging health care mandates. Students will also examine methods of learning assessment and program evaluation based on current educational and nursing research. Examination will include the use of the skills laboratory, clinical agency, and clinical simulation for educating and evaluating nursing skills.

Prerequisite: Admission to the MSN Program.

MSN 691 - Advanced Nursing Capstone II (1)

Advanced Nursing Capstone II is the final section of the scholarly project. This scholarly project provides students with the opportunity to complete a culminating scholarly synthesis of their graduate education. Students will work closely with their scholarly project chair. The student will submit an abstract of the poster presentation prior to attending and presenting the scholarly project at the Presentation College final student research day.

Prerequisite: MSN591.

NB - NURSING - TRADITIONAL BSN

NB 213 - Introduction to Professional Nursing (3)

This beginning course introduces the student to the discipline and profession of nursing, the department of nursing's philosophy and conceptual framework, program outcomes, the nursing process and the BSN roles. The caring philosophy, historical, spiritual and cultural considerations, nursing theories, professionalism, leadership and legal/ethical aspects of safe nursing practice are introduced. A variety of teaching strategies are used to introduce the student to the primary domains of the program: ENVIRONMENT, HUMANITY, HEALTH and NURSING, as well as the secondary themes identified as essential to the role and function of the professional nurse: health care, safety, quality improvement, social justice, diversity, caring, nursing process, BSN roles and nursing informatics. Effective communication techniques, teaching/learning principles and math skills are studied and practiced. Classroom: 2.5 hours; Lab: 1.5 hours/week.

Prerequisite: Admission to 200-level nursing, EN113, MA153 and PS133.

NB 235 - Fundamentals of Nursing and Care of the Older Adult (5)

This course provides the theoretical and practical basis for fundamental nursing skills. Basic needs of the individual, with focus on the older adult, are examined. The nursing process is used to identify and address the bio-psycho-social, developmental, cultural, and spiritual needs of individuals. The impact of the primary themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING care of individuals is expanded as a basis of nursing care. In addition, the following secondary themes are continued to be identified as essential to the role and function of the professional nurse: health care, safety, quality improvement, social justice, diversity, caring, nursing process, BSN roles and nursing informatics. Ethical and legal aspects of safe nursing practice are explored as the student gains knowledge and experience in the profession. Students apply the theory of this course through clinical experiences in long-term care. Classroom: 3 hours; Clinical: 90 hours/semester.

Prerequisite: NB213, NB333/NU333 and PS153.

NB 301 - Death and Dying (1)

This course provides an introduction to the study of death, dying, and grief by presenting the salient points of major issues and questions through diverse points of view.

NB 333 - Health Assessment (3)

This course focuses on the holistic health assessment of individuals of all ages. The functional patterns are the framework for assessment and documentation of the holistic assessment. Inherent in this course is the integration of ENVIRONMENT and HEALTH in the completion of the nursing assessment of HUMANITY. Assessment is the foundation upon which NURSING practices. Data analysis and critical thinking are an integral part of the course. Classroom: 2 hours; Lab: 3 hours/week.

Prerequisite: Admission to the major. Corequisite: NB213.

NB 334 - Pharmacology/Pathophysiology I (4)

This course is part one of a comprehensive study that focuses on the relationship between human pathophysiology and pharmacology and the impact on the client's ENVIRONMENT, HUMANITY, HEALTH, and NURSING. The course analyzes and applies pathophysiologic and pharmacologic processes to the care and promotion of wellness across the lifespan while utilizing scientific rationale for nursing practice. The student will use knowledge of anatomy/physiology, chemistry, and microbiology as a basis for exploring and expanding how alterations in structure and function disrupt human body adaptation

(maladaptation). This course comprehensively integrates laboratory and diagnostic testing. Major drug classes and prototypical drugs are presented with specific application to nursing care within the nursing process.

Prerequisite: 'C' or above in BI213, BL211, BI263, BL263, BI293, BL291, CH133, and CL131. Corequisite: NB213 or NU313, and NB333 or NU333.

NB 337 - Maternal-Child Nursing (7)

This course focuses on concepts pertaining to the health needs of women, children, and child-bearing families in multiple health care settings and are presented in the context of ENVIRONMENT, HUMANITY, HEALTH, and NURSING. Promotion and maintenance of health for individuals of childbearing and childbearing families are primary focus. Principles of growth, development, and mental health are integrated. Developmental needs are considered utilizing selected theorists and prioritized according to Maslow. Nursing care of at-risk families and children with special needs is introduced. Clinical experiences provide opportunities for students to apply the nursing process in the care of the childbearing/childrearing client. Classroom: 4 hours/week; clinical 135 hours/semester.

Prerequisite: NB213, NB235, NB333, NB334, NB353.

NB 344 - Mental Health Nursing (4)

This course examines the development and changing focus of mental health nursing throughout the lifespan. The course is focused on the concepts basic to providing mental health care and meeting the mental health needs of clients along the HEALTH continuum. NURSING theory, DSM-V multi-axial evaluation system, psychobiology, psychopharmacology, the causations of mental illness, and the HUMANITY of the mind/body/spirit connection will be emphasized. The impact of the ENVIRONMENT on the health and well-being of individuals with psychiatric disorders will be addressed through the nursing process. Students are challenged to examine their roles as baccalaureate level nurses in providing health care services to persons affected by mental illness. A variety of teaching strategies are used to synthesize the evidence-based practice to providing quality mental health care to diverse populations. Clinical experiences provide students to observe the nursing process applied in the acute (in-patient), rehabilitation, and community outpatient mental health settings. Classroom: 2.5 hours; Clinical: 68 hours/semester.

Prerequisite: NB323 and PS353.

NB 353 - Pharmacology/Pathophysiology II (3)

This course is part two of a comprehensive study that focuses on the relationship between human pathophysiology and pharmacology and the impact on the client's ENVIRONMENT, HUMANITY, HEALTH, and NURSING. The course analyzes and applies pathophysiologic and pharmacologic processes to the care and promotion of wellness across the lifespan while utilizing scientific rationale for nursing practice. The student will use knowledge of anatomy/physiology, chemistry, and microbiology as a basis for exploring and expanding how alterations in structure and function disrupt human body adaptation (maladaptation). This course comprehensively integrates laboratory and diagnostic testing. Major drug classes and prototypical drugs are presented with specific application to nursing care within the nursing process.

Prerequisite: 'C' or above in NB213/NU313, NB333/NU333, and NB334. Corequisite: NB235.

NB 368 - Adult Health Nursing I (8)

This medical-surgical course expands the fundamental principles of nursing and focuses on concepts relating to care of the adult in the acute care setting with commonly occurring medical-surgical problems. A priority of this course is on the use of the nursing process and developing competence in providing holistic care for clients with specific health care needs/problems. The themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING are incorporated into holistic care of clients with acute and chronic alterations in health during the clinical experience. The focus of the clinical experience is caring and critical thinking in the application of the nursing process with ill adults in health care facilities. Classroom: 4 hours; Clinical: 180 hours/semester.

Prerequisite: NB213 or NU313, NB235, NB333 or NU333, NB334, NB353.

NB 383 - Therapeutic Nutrition (3)

This course will provide the student with an overview of nutritional therapy for diabetes, cardiac, renal, cancer, and gastrointestinal disorders. Practical applications and treatment of nutrition-related pathologies will be emphasized. Basic knowledge will be introduced to enable students to begin to evaluate nutritional issues and apply therapeutic nutrition principles to client care through the nursing process. Classroom: 3 hours.

Prerequisite: Prerequisite: 200-level nursing courses and 200-level science requirements or approval of instructor.

NB 421 - Variable Topics in Nursing (1)

These elective courses are designed to acquaint the nursing student with current practices in health care. Classroom: 1-2 hours.

NB 422 - Variable Topics in Nursing (2)

These elective courses are designed to acquaint the nursing student with current practices in health care. Classroom: 1-2 hours.

NB 423 - Variable Topics in Nursing (3)

These elective courses are designed to acquaint the nursing student with current practices in health care. Classroom: 1-2 hours.

NB 451 - Internship (1)

This course will focus on application of theoretical and practical nursing skills in a hospital setting. The nursing process is utilized to identify and address the bio-psycho-social developmental, cultural, and spiritual needs of individuals and families. The impact of the primary themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING care of individuals and families are incorporated into nursing care. Ethical and legal aspects of safe nursing practice are implemented. ANA's Code of Ethics, Nursing Social Policy Statement, and Scope and Standards of Practice will be utilized to provide quality, competent nursing care.

Prerequisite: All 200- and 300-level nursing courses.

NB 452 - Internship (2)

This course will focus on application of theoretical and practical nursing skills in a hospital setting. The nursing process is utilized to identify and address the bio-psycho-social developmental, cultural, and spiritual needs of individuals and families. The impact of the primary themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING care of individuals and families are incorporated into nursing care. Ethical and legal aspects of safe nursing practice are implemented. ANA's Code of Ethics, Nursing Social Policy Statement, and Scope and Standards of Practice will be utilized to provide quality, competent nursing care.

Prerequisite: All 200- and 300-level nursing courses.

NB 453 - Internship (3)

This course will focus on application of theoretical and practical nursing skills in a hospital setting. The nursing process is utilized to identify and address the bio-psycho-social developmental, cultural, and spiritual needs of individuals and families. The impact of the primary themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING care of individuals and families are incorporated into nursing care. Ethical and legal aspects of safe nursing practice are implemented. ANA's Code of Ethics, Nursing Social Policy Statement, and Scope and Standards of Practice will be utilized to provide quality, competent nursing care.

Prerequisite: All 200- and 300-level nursing courses.

NB 455 - Adult Health Nursing II (5)

This course studies the role of the baccalaureate nurse in providing competent care of clients with complex, multi-system alterations in health, both physiological and psychosocial. The NURSING process is the basis for discussion of holistic care of individuals, families, groups, and communities (HUMANITY) in a variety of HEALTH care systems and organizations (ENVIRONMENT). Both theory and clinical experiences provide opportunities for the student to examine complex care concepts, incorporating the professional behaviors, knowledge, and critical thinking of the baccalaureate nurse. Classroom: 2.5 hours; Clinical: 113 hours/semester.

Prerequisite: All 300-level nursing courses.

NB 463 - Independent Study (1-3)

This course offers individual study that addresses special needs and interests. Selected readings, observations, conferences, and projects could be selected. The course can be used by the transfer student who needs extra credits in nursing as a way to make up the deficiency or to earn credit for prior learning. It can be used by the student who wants to explore in depth a topic of special interest including clinical internships. The student and the faculty advisor develop course objectives together, depending upon the student's needs. The course offers the option of 1-3 credits. The number of projects/credits to be attempted will be determined at the time of enrollment.

Prerequisite: Admission to the program.

NB 464 - Community Health Nursing (4)

Concepts basic to meeting the health needs of HUMANITY, particularly individuals, families, groups, and communities of diverse cultural and social backgrounds in community and rural settings are presented. The impact of the ENVIRONMENT upon the community as the client, and the interrelationship of the HEALTH status of the individual and of the community is explored. Health promotion and disease/illness prevention, along with the principles of epidemiology are addressed. A variety of teaching strategies are used to synthesize the baccalaureate nursing roles and evidence-based practice to provide quality care for individuals, families, groups, and communities. Clinical experiences provide opportunities for students to apply the nursing process and the concepts of community health nursing for individuals, families, groups, and communities. Students will complete a service learning project in which they reflect on their service to the community in light of servant leadership. Classroom: 2 hours; Clinical: 90 hours/semester.

Prerequisite: All 300-level nursing courses.

NB 472 - Nursing Seminar (2)

This course provides opportunity for students to synthesize, integrate, and apply concepts of professional nursing that were previously learned through baccalaureate didactic and clinical education. The student will synthesize, integrate, and apply program learning into a final synthesis paper. Students will use reflection exercises to set goals and evaluate their progress toward their degree. An intentional focus will be on concepts necessary to pass the NCLEX-RN exam. This must be the last nursing course in the BSN program. Classroom: 1 hour.

Prerequisite: NB455, NB464. Corequisite: NB473, NB475.

NB 473 - Research in Nursing (3)

Concepts related to the understanding of nursing research are presented. Integration of best evidence with clinical expertise is evaluated to understand the impact of nursing research in clinical practice. Discrimination of valid and non-valid research is discussed and challenged as a base to utilize best evidence in practice. Ethical standards and ethics in research are presented to support regulatory requirements, confidentiality in research collection, analysis, and dissemination, and patient privacy. A variety of teaching strategies are used to synthesize the baccalaureate nursing roles and evidence based practice to promote quality clinical practice and application of current nursing research trends to nursing practice. Classroom: 3 hours.

Prerequisite: 'C' or above in MA243 or concurrent.

NB 475 - Leadership Roles in Managing Client Care (5)

This course examines the leadership character and management roles of the baccalaureate nurse. The NURSING process is the basis for discussion of holistic care of individuals, families, groups, communities, and populations (HUMANITY) in a variety of HEALTH care systems and organizations (ENVIRONMENTS). The leadership role of nursing includes discussion of the organizational and systems leadership for client safety and quality care, the management of staff and care for groups of clients, and healthcare policy, finance, and regulatory environments. Critical analysis of the nursing literature is incorporated to support nursing practice and to examine the legal, ethical, moral and technological aspects of professional nursing. Theory and clinical experiences provide opportunities for students to examine the aspects of leadership and management, incorporating the knowledge, attitudes, and critical thinking of the professional nurse. Clinical experience will be with preceptors and focus on leadership and management of client care. Synthesis of these roles will be in preparation for graduation and graduate study. This must be the last nursing course in the BSN program. Classroom: 2 hours; Clinical: 3 hours

Prerequisite: NB455/NU455, NB464, NB473/NU473 (or NB473/NU473 may be taken concurrently). Nursing students may only take two of three 400-level clinical component nursing courses within one semester.

NU - NURSING - BSN COMPLETION (RNS AND LPNS)**NU 313 - Dimensions of Professional Nursing (3)**

This course is designed to introduce the registered nurse and the licensed practical nurse to the baccalaureate program and the role of the professional nurse. It provides the student with an opportunity to explore a variety of issues in professional nursing, using the baccalaureate nursing roles as the organizational structure. The multiple roles of the baccalaureate prepared nurse are analyzed, and methods of application to professional practice are discussed. An overview of nursing and non-nursing theories and models are introduced. The major themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING are introduced. This course focuses on the application of the select concepts: quality assessment, political process, and professionalism. Previous learning will be validated during this course. Classroom: 3 hours.

Prerequisite: Admission to program.

NU 323 - Applied Drug Therapy (3)

This course focuses on the relationship between drug therapy and its impact on patients in the context of ENVIRONMENT, HUMANITY, HEALTH, and NURSING. The nursing process is the framework from which the various classifications of drugs are discussed. Pharmacokinetics, side effects, patient response, evidence based practice, and nursing care for each drug are explored. The course enables students to make therapeutic assessments and nursing judgments regarding drug therapy for patient care. The collaborative role in pharmacology is discussed. Classroom: 3 hours.

Prerequisite: CH133/CL131 or equivalent, NB235 and NB303. Corequisite: NB311.

NU 333 - Health Assessment (3)

This course is an introduction to holistic health assessment of the client across the lifespan. The functional patterns are the framework for documenting the health history and physical assessment of systems. Inherent in this course is the integration of ENVIRONMENT and HEALTH within the assessment of HUMANITY. Assessment is the foundation upon which NURSING practices. Data analysis is an integral part of this course. Classroom: 2 hours; Lab: 3 hours/week.

Prerequisite: NU313 or instructor consent.

NU 335 - Maternal-Child Nursing (5)

Designed for the LPN diploma completion student, concepts pertaining to the health needs of women, children, and child-bearing families in multiple health care settings are presented in the context of ENVIRONMENT, HUMANITY, HEALTH, and NURSING. Promotion and maintenance of health for individuals of childbearing and childbearing families are primary focus. Principles of growth, development, and mental health are integrated. Developmental needs are considered utilizing selected theorists and prioritized according to Maslow. Nursing care of at-risk families and children with special needs is introduced. Clinical experiences provide opportunities for students to apply the nursing process in the care of the childbearing/childrearing client. Classroom: 3 credit hours; Clinical: 90 hours/semester.

Prerequisite: Successful challenge of NB213, NB235, NB303 via NLN ACE1 and BNC I, NU313, NU333, NB243, and NU323 (or concurrent).

NU 344 - Mental Health Nursing (4)

This course examines the development and changing focus of mental health nursing throughout the lifespan. The course is focused on the concepts basic to providing mental health care and meeting the mental health needs of clients along the HEALTH continuum. NURSING theory, DSM-V multi-axial evaluation system, psychobiology, psychopharmacology, the causations of mental illness, and the HUMANITY of the mind/body/spirit connection will be emphasized. The impact of the ENVIRONMENT on the health and well-being of individuals with psychiatric disorders will be addressed through the nursing process. Students are challenged to examine their roles as baccalaureate level nurses in providing health care services to persons affected by mental illness. A variety of teaching strategies are used to synthesize the evidence-based practice to providing quality mental health care to diverse populations. Clinical experiences provide students to observe the nursing process applied in the acute (in-patient), rehabilitation, and community outpatient mental health settings. Classroom: 2.5 hours; Clinical: 68 hours/semester.

Prerequisite: NU323 and PS353.

NU 373 - Family as Client (3)

This course focuses on family HEALTH promotion and disease prevention. Theories and models are applied to family dynamics including the ENVIRONMENT, systems, culture, communication, family roles, family self-care (HUMANITY), family stress, rural life, and social support. The NURSING process is applied to family health promotion/protection in areas of nutrition, stress management, sleep, recreation, sexuality, positive health behaviors, and environmental health. The student will apply the principles of family nursing learned in theory to a family in the community. A variety of teaching strategies are employed to illustrate the effect of quality of care on well individuals and families and to incorporate various baccalaureate nursing roles and evidence-based practice into family nursing. Classroom: 3 hours.

Prerequisite: NU313 or consent of instructor.

NU 375 - Adult Health Nursing I (5)

Designed for the LPN diploma completion student, this medical-surgical course expands the fundamental principles of nursing experiences the LPN has acquired and focuses on concepts relating to care of the adult in the acute care setting with commonly

occurring medical-surgical problems. A priority of this course is on the use of the nursing process and developing competence in providing holistic care for clients with specific health care needs/problems. The themes of ENVIRONMENT, HUMANITY, HEALTH, and NURSING are incorporated into holistic care of clients with acute and chronic alterations in health during the clinical experience. Focus of the clinical experience is caring and critical thinking in the application of the nursing process with ill adults in health care facilities. Classroom: 3 hours; Clinical: 90 hours/semester.

Prerequisite: NB235, NB334, NB353, NU313, NU333.

NU 383 - Therapeutic Nutrition (3)

This course will provide the student with an overview of nutritional therapy for diabetes, cardiac, renal, cancer, and gastrointestinal disorders. Practical applications and treatment of nutrition-related pathologies will be emphasized. Basic knowledge will be introduced to enable students to begin to evaluate nutritional issues and apply therapeutic nutrition principles to client care through the nursing process. Classroom: 3 hour.

Prerequisite: 200-level nursing courses and 200-level science requirements or approval of instructor.

NU 445 - Community Health Nursing (5)

Concepts basic to meeting the health needs of HUMANITY, particularly individuals, families, groups, and communities of diverse cultural and social backgrounds in community and rural settings are presented. The impact of the ENVIRONMENT upon the community as the client, and the interrelationship of the HEALTH status of the individual and of the community is explored. Health promotion and disease/illness prevention, along with the principles of epidemiology are addressed. A variety of teaching strategies are used to synthesize the baccalaureate nursing roles and evidence-based practice to provide quality care for individuals, families, groups, and communities. Clinical experiences provide opportunities for students to apply the nursing process and the concepts of community health nursing for individuals, families, groups, and communities. Students will complete a service learning project in which they reflect on their service to the community in light of servant leadership. Classroom: 3 hours; Clinical: 90 hours.

Prerequisite: NB311, NB323, NB338, NB344, NB368, and NB473.

NU 455 - Adult Health Nursing II (5)

This course studies the role of the baccalaureate nurse in providing competent care of clients with complex, multi-system alterations in health, both physiological and psychosocial. The NURSING process is the basis for discussion of holistic care of individuals, families, groups, and communities (HUMANITY) in a variety of HEALTH care systems and organizations (ENVIRONMENT). Both theory and clinical experiences provide opportunities for the student to examine complex care concepts, incorporating the professional behaviors, knowledge, and critical thinking of the baccalaureate nurse. Classroom: 2.5 hours; Clinical: 113 hours/semester.

Prerequisite: All 300-level nursing courses.

NU 463 - Independent Study (1-3)

This course offers individual study that addresses special needs and interests. Selected readings, observations, conferences, and projects could be selected. The course can be used by the transfer student who needs extra credits in nursing as a way to make up the deficiency or to earn credit for prior learning. It can be used by the student who wants to explore in depth a topic of special interest including clinical internships. The student and the faculty advisor develop course objectives together, depending upon the student's needs. The course offers the option of 1-3 credits. The number of projects/credits to be attempted will be determined at the time of enrollment.

Prerequisite: Admission to the program.

NU 473 - Nursing Research (3)

Concepts related to the understanding of nursing research are presented. Integration of best evidence with clinical expertise is evaluated to understand the impact of nursing research in clinical practice. Discrimination of valid and non-valid research is discussed and challenged as a base to utilize best evidence in practice. Ethical standards and ethics in research are presented to support regulatory requirements, confidentiality in research collection, analysis, and dissemination, and patient privacy. A variety of teaching strategies are used to synthesize the baccalaureate nursing roles and evidence based practice to promote quality clinical practice and application of current nursing research trends to nursing practice. Classroom: 3 hours.

Prerequisite: 'C' or above in MA243 or concurrent; NU313 or concurrent.

NU 475 - Leadership Roles in Managing Client Care (5)

This course examines the leadership character and management roles of the baccalaureate nurse. The NURSING process is the basis for discussion of holistic care of individuals, families, groups, communities, and populations (HUMANITY) in a variety of HEALTH care systems and organizations (ENVIRONMENTS). The leadership role of nursing includes discussion of the organizational and systems leadership for client safety and quality care, the management of staff and care for groups of clients, and healthcare policy, finance, and regulatory environments. Critical analysis of the nursing literature is incorporated to support nursing practice and to examine the legal, ethical, moral and technological aspects of professional nursing. Theory and clinical experiences provide opportunities for students to examine the aspects of leadership and management, incorporating the knowledge, attitudes, and critical thinking of the professional nurse. Clinical experience will be with preceptors and focus on leadership and management of client care. Synthesis of these roles will be in preparation for graduation and graduate study. This must be the last nursing course in the BSN program. Classroom: 2 hours; Clinical: 3 hours.

Prerequisite: NU455, NB464, NU473 (or NU473 may be taken concurrently). Nursing students may only take two of three 400-level clinical component nursing courses within one semester.

NUR - NURSING - BSN COMPLETION FOR RNS

NUR 475 - Leadership Roles in Nursing (5)

This seminar course focuses on the leadership character and management roles of the baccalaureate nurse. The nursing leadership/management role includes the management of groups of staff and the care of groups of clients. Both the theoretical and clinical components offer the student the opportunity to explore, synthesize, and evaluate baccalaureate roles, knowledge, skills, and attitudes needed by the professional nurse for leadership and management. Group discussion will focus on clinical application in the areas of competence in professional practice, roles of the nurse in clinical practice, teaching, decision-making, peer review and performance evaluation in promotion of quality nursing care. As the discussion progresses, the NURSING care will be synthesized in relationship to ENVIRONMENT, HUMANITY, and HEALTH. Clinical experiences will be with mentors who have roles in leadership/management of staff and/or clients. Synthesis of these roles will be in preparation for graduation and graduate study. This must be the last nursing course in the BSN completion program. Classroom: 2 hours; Clinical: 90 hours/semester.

NUTR - NUTRITION

NUTR 101 - Introduction to Nutrition (3)

An introduction to basic human nutrition. The course will include the fundamentals of nourishing the body properly and the role that food plays in meeting the nutritional requirements of individuals. This course is specifically designed for students not progressing on to advanced learning in nutrition.

NUTR 110 - Food Science Principles (3)

A scientific investigation of the foods used to maintain optimum nutrition. Will include food composition, principles of food preparation, preservation of nutrients, and current innovations in science and technology related to foods. The optional lab will further explore the lecture concepts with hands-on experience in food preparation. (Foundational Science course)

NUTL 110 - Food Science Principles Lab (1)

Laboratory component to NUTR110.

NUTR 200 - Variable Topics in Nutrition (1-3)

In this course, students will have the opportunity to study specific topics of interest in nutrition not usually covered in the present course offerings.

NUTR 201 - Exploring Weight Issues (1)

This course will examine the diagnostic criteria and current prevalence of obesity and eating disorders (ED) including anorexia nervosa and bulimia nervosa. The course will explore the multi-factorial causes and consequences of these disorders and the current treatment modalities, including prevention and public health approaches.

Prerequisite: BI293 or NUTR101 or NUTR303.

NUTR 211 - Nutritional Supplements (1)

A look at ergogenic acids, vitamins, minerals and herbal products available for use in this country, patterns of use, and research in the field of nutritional supplements.

Prerequisite: BI293 or NUTR101.

NUTR 212 - Social and Cultural Aspects of Food (2)

This course will look at the role of food and nutrition in the development of human cultures, looking at social, cultural, and economic impacts on food choices, as well as food patterns in worldwide cultures.

Prerequisite: NUTR101 or NUTR303.

NUTR 300 - Variable Topics in Nutrition (1-3)

In this course, students will have the opportunity to study specific topics of interest in nutrition not usually covered in the present course offerings.

NUTR 303 - Human Nutrition (3)

The science of food, its nutrients, their actions, interactions and balance. Students will gain an understanding of human nutrition in health and disease. The course will cover human digestion, absorption, nutrient transportation and utilization, as well as the role of nutrients or deficiencies in human disease. Special circumstances such as aging and other life stages, as well as current topics such as fad diets may be reviewed.

Prerequisite: BI293 or NUTR101.

NUTR 312 - Sports Nutrition (2)

A look at nutritional needs derived from exercise and physiological consequences of nutritional deficiencies in exercise. Current research and conventional practices will be investigated.

Prerequisite: NUTR101.

NUTR 322 - Maternal and Child Nutrition (2)

This course will look at nutritional concepts and practices specific to the needs of pregnancy and early childhood. Current research and conventional practices will be investigated.

Prerequisite: NUTR101.

NUTR 333 - Clinical Nutrition I: Chronic Disease (3)

This course will look at the role of diet and nutrition in the treatment and management of a number of chronic diseases. Topics will include current research on specific diseases, nutrient/drug interactions, and the physiological basis of diet alterations in disease.

Prerequisite: NUTR303.

NUTR 343 - Clinical Nutrition II: Critical Care (3)

This course will look at the role of diet and nutrition in the treatment and management of a number of critical care situations. Topics will include renal disease, nutrition and cancer, HIV/AIDS, gastrointestinal diseases, and pulmonary disease, including current research.

Prerequisite: NUTR303.

PB/PL - PHLEBOTOMY**PB 102/PL102 - Lab Safety/Introduction to Phlebotomy (2 lecture/0 lab)**

This course teaches basic concepts in the area of medical laboratory safety, specimen collection (venipuncture and capillary), specimen processing, laboratory mathematics and lab equipment. The student will obtain clinical experience in phlebotomy (venipuncture and capillary) collections, and specimen processing at an area medical facility.

Prerequisite: Medical Assisting students must achieve a 17 on the math section of the ACT (or SAT equivalent) or appropriate score on math placement test.

PC/PL - PHYSICS

PC 103 - Fundamentals of Physics I (3)

This course is designed not only to provide a solid foundation for further study of physics, but also to encourage the scientific way of thinking. Course material includes mechanics, magnetism, and thermal physics. (Laboratory/Natural Science course)

Prerequisite: 'C' or above in MA153.

PC 113 - Fundamentals of Physics II (3)

This course is designed not only to provide a solid foundation for further study of physics, but also to encourage the scientific way of thinking. Course material includes electricity, waves, and nuclear physics. (Laboratory/Natural Science course)

Prerequisite: 'C' or above in MA153.

PL 101 - Fundamentals of Physics I Lab (1)

Laboratory component to PC103.

PL 111 - Fundamentals of Physics II Lab (1)

Laboratory component to PC113.

PH - PHILOSOPHY

PH 103 - Philosophy of Argumentation: Logic/Rhetoric (3)

This course is designed to enhance the student's capacities to analyze, evaluate, critique and respond to verbal structures by assessing the arguments of others, by presenting their own arguments in oral and written form, and by subjecting their own arguments to the same scrutiny to which they have subjected others. (Humanities/Fine Arts elective)

PH 113 - Introduction to Philosophy (3)

This course introduces learners to the writings of philosophers from the ancient, medieval, and modern world. (Humanities/Fine Arts elective)

P 300 - Variable Topics in Philosophy (3)

In this course the students will have the opportunity to study specific topics in philosophy that are not currently covered by specific course offerings. (Humanities/Fine Arts elective)

Prerequisite: RS293.

POLS - POLITICAL SCIENCE

POLS 203 - Introduction to American Government (3)

This course examines the principles on which the American government is based, the history of the United States government, and the role that the American government and politics play in the lives of people residing in the United States. The course examines the executive, legislative, and judicial branches as well as the role of political parties, interest groups, and the media in developing public policy. (Social Science/Human Culture elective)

POLS 390 - Variable Topics: Readings in Political Thought (3)

This is a variable topics course that can be taken as a history or political science course. The focus of the course will rotate between ancient political thought, political thought and the Age of Enlightenment, and political thought in American History. (Social Science/Human Culture elective)

PS - PSYCHOLOGY

PS 133 - General Psychology (3)

This course is a study of the physiological and intrapsychic basis of behavior; the theories of learning, thinking and behavior; and the techniques of studying human behavior. (Social Science/Human Culture elective)

PS 153 - Developmental Psychology (3)

This course is a study of all phases of the developmental cycle from conception to death. Special emphasis will be placed upon the psychic development that accompanies biological growth, transitions from one life stage to another, and the tasks uniquely attributed to the various stages. (Social Science/Human Culture elective)

Prerequisite: PS133.

PS 313 - Theories of Personality (3)

This course studies major theories of personality, emphasizing a scientific approach to the study of the individual utilizing the four "D"s of personality: Description, Development, Dynamics and Determinants. (Social Science/Human Culture elective)

Prerequisite: PS133.

PS 333 - Child and Adolescent Psychology (3)

This course emphasizes the humanness of psychological disorders and their effects upon individual, family and social systems. The focus is on the development of children/adolescents and the issues they face each day with friends, families and teachers. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153 (or concurrent).

PS 343 - Social Psychology (3)

This course provides the opportunities to explore the causes and effects of human behavior in groups through theoretical readings and personal experiences. This includes how we come to perceive ourselves and our world, how our attitudes form and change, what influences our behavior in groups, conformity, violence, attraction, and helping behaviors for self-understanding and personal and social transformation. (Social Science/Human Culture elective)

Prerequisite: SO103 or PS133.

PS 353 - Abnormal Psychology (3)

This course focuses on maladaptive behavior and mental disorders. Consideration is given to causes and symptom patterns found in the psychoses, minor mental disorders and character disorders. Basic concepts of therapy are presented. (Social Science/Human Culture elective)

Prerequisite: PS133.

PS 355 - Variable Topics in Psychology (3)

Variable topics courses explore various areas of psychology according to need and interest of students. (Social Science/Human Culture elective)

Prerequisite: PS133.

PS 373 - Psychology of Film (3)

This course will engage the student in film review related to psychological themes of not only the subject matter of the film but of the actors, directors, and technical aspects as well. The various mental health diagnoses will be included in the reviews and discussions. (Social Science/Human Culture elective)

PS 383 - Tests and Measurements (3)

This introductory course will present the methodological, theoretical, and ethical problems involved in test construction and use. All matter of psychological testing will be discussed. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153.

PS 393 - Psychology of Aging (3)

The purpose of this course is to provide an orientation to aging processes in adulthood and later life. Students will be introduced to basic theoretical models, research methods, and current information on the psychology of adulthood and aging and shown how these concepts can be applied to understanding and helping older adults. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153.

PS 395 - Sports Psychology (3)

A study of psychological development as it relates to sports and exercise. This course will examine the influence of psychological factors on performance in sports and exercise such as anxiety, motivation, athlete personality, concentration, and confidence. (Social Science/Human Culture elective)

Prerequisite: PS133.

PS 402 - Senior Seminar in Psychology (2)

The focus of the Senior Seminar in Psychology is to provide the student with an intellectual appreciation of significant issues in contemporary psychology and problems of the future. (Social Science/Human Culture elective)

Prerequisite: Senior standing in Psychology.

PS 403 - Psychology Internship (3)

The Psychology Internship allows students to integrate what they have learned in an academic setting with relevant experience in a business, service agency or educational institution. It will provide an opportunity for students to evaluate the strengths and limitations of their current knowledge and to broaden and deepen their understanding of psychology. The experience is NOT meant to allow undergraduate students to practice actual psychotherapy or counseling. (Social Science/Human Culture elective)

Prerequisite: Junior or Senior standing in Psychology and Psychology Program Director permission.

PS 413 - Research Methods in Psychology (3)

This course is designed to teach the basic concepts of quantitative and qualitative research methods and data analysis used in the study of psychology. Students will think critically in approaching potential research problems and evaluate a variety of methodological techniques. This course will also teach students how to read good research, as well as expose them to statistical software/packages. (Social Science/Human Culture elective)

Prerequisite: MA243, PS133, PS153, PS353.

PS 3003 - Health Psychology (3)

This course invites students to examine their own health-related behavior and attitudes and to begin making healthful changes that are informed by health research. It is an examination of the psychological factors affecting wellness, including emotional, cognitive, social and behavioral aspects. This course will promote understanding of, and respect for, the differences among groups of people. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153.

PS 3013 - Industrial/Organizational Psychology (3)

Industrial/Organizational Psychology examines the behavior of people at work from their point of entry into the workforce to retirement. Industrial Psychology is also known as 'Personnel Psychology' which includes job analysis, employee recruitment and selection, performance appraisal and training and development. 'Organizational Psychology' examines work motivation, job satisfaction and employee stress. (Social Science/Human Culture elective)

Prerequisite: PS133 and SO103.

PS 3023 - Forensic Psychology (3)

The American Academy of Forensic Psychology notes that 'forensic psychology is the application of the science and profession of psychology to questions and issues relating to law and the legal system'. This course focuses upon the criminal justice system and does not address civil cases. When a crime appears to have been committed and authorities have been notified, the criminal justice system is set in motion. The criminal justice system is the societal response to crime and includes three major activities - law enforcement, the judicial process, and corrections. In this course, forensic psychology is the application of psychology to these three components of the criminal justice system. (Social Science/Human Culture elective)

Prerequisite: PS133, SO103 and one Natural Science course.

PS 3033 - Psychopharmacology (3)

This introductory course focuses on the structure and processes of psychopharmacology. Consideration is given to DSM diagnosis; the effects and side effects of pharmacotherapy; counseling, monitoring and discontinuance of medications per client. (Social Science/Human Culture elective)

Prerequisite: PS133 and one Natural Science course.

PS 3043 - Pediatric Psychology (3)

The psychosocial and physiological aspects of children's health will be the focus of this course. Information about etiology and the developmental course of a variety of medical conditions will be reviewed as well as the impact that each condition has on the child, family and school. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153 (or concurrent).

PS 3053 - Cognition and Learning (3)

In this course, the student will be introduced to the major themes of learning and cognition. This comprehensive course in cognitive psychology will include the concepts of memory, language, problem solving, knowledge, imagery, and decision making and how they apply to the student's everyday life. (Social Science/Human Culture elective)

Prerequisite: PS133 and PS153.

PS 3063 - Positive Psychology (3)

Much of today's people psychology focuses on what's wrong with people. Positive psychology looks at what's right with people. This course will attempt to understand human strengths and virtues, as well as help students live, happier, more productive lives. (Social Science/Human Culture elective)

PS 3073 - Psychology of Gender (3)

This course queries the biological and cultural factors that influence the development of gender roles and the development of identities and stereotypes of masculinity and femininity and what influence they may have on our lives at the personal, social, and institutional levels. (Social Science/Human Culture elective)

PS 3103 - Behavior Modification (3)

This course examines the basic theories and principles of human and animal learning focusing on the theoretical framework of applied behavioral analysis, and introduces additional theories of behavior change. In addition, learning principles for solving behavioral problems will be applied across a variety of settings. (Social Science/Human Culture elective)

Prerequisite: PS133.

RS - RELIGIOUS STUDIES

RS 123 - The Christian Tradition (3)

This course is an introduction to the theological study of the faith of the Christian community. It examines contemporary Christian understandings of God, Christ, humanity, existence, the Bible, and salvation. Since the content of Christian Tradition and Catholicism overlaps significantly, students may not receive credit for both courses.

RS 143 - Catholicism (3)

This course is an introduction to the theological study of the faith of the Christian community. It examines contemporary Christian understandings of God, Christ, humanity, existence, the Bible, and salvation from a particularly Catholic perspective. Since the content of The Christian Tradition and Catholicism overlaps significantly, students may not receive credit for both courses.

RS 153 - Nano Nagle: Her Life and Her Legacy (3)

This course centers on the life of Nano Nagle, the foundress of the Sisters of the Presentation of the Blessed Virgin Mary. We will explore her life and her contribution to the development of educational opportunities during the time of British Penal Laws in Ireland. A study will be undertaken to discover the continuing influence she has had on the spread of her work in many corners of the world including our own Presentation College. (Humanities/Fine Arts Elective)

RS 243 - The Sacraments (3)

This course is a study of the sacraments, both as moments of human religious experience and through an examination of the historical development of sacraments in the Christian tradition. (Humanities/Fine Arts Elective)

Prerequisite: RS123 or RS143, or departmental approval.

RS 253 - Prayer and Spirituality (3)

This course is an introduction to the meaning of prayer and religious experience or spiritual life from a Christian perspective, including the fundamentals of prayer and spirituality. (Humanities/Fine Arts elective)

Prerequisite: RS123 or RS1xx, or departmental approval.

RS 263 - Old Testament Overview (3)

This course is an overview of the Old Testament. Students will study its various literary genres, the historical context of the various writings, and various methods of interpretation. (Humanities/Fine Arts elective)

Prerequisite: RS123 or division approval.

RS 293 - Christian Ethics (3)

This course introduces students to the study of ethics as the determination of right and wrong based on the objective needs of human nature. The course further studies specifically Christian, especially Catholic, views on basic personal and social ethical issues. Students will also complete a service learning project in which they reflect on their service in light of Christian social ethics.

Prerequisite: RS123 or RS143 or departmental approval.

RS 303 - World Religions (3)

This course is a survey of the origin, nature, beliefs and practices of the major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Islam, Judaism, and Christianity. (Social Science/Human Culture Core course)

Prerequisite: EN133 or departmental approval.

RS 305 - Special Topics in Religious Studies (1-4)

This course is a focused examination of a specific topic or related set of topics in religious studies. This course is offered occasionally, as needed. (Humanities/Fine Arts elective)

Prerequisite: RS123 or RS143, or division approval. (Specific topics may require further prerequisites.).

RS 333 - Life and Letters of St. Paul (3)

Using material from the Acts of the Apostles and Paul's writings, students become acquainted with the Apostle to the Gentiles and his letters. Issues for study include the life of Paul, the structure of a Pauline letter, and themes in Paul's major letters. (Humanities/Fine Arts Elective)

Prerequisite: RS123 or RS143, or departmental approval.

RS 353 - Jesus the Christ (3)

This course examines who the man Jesus was and what it means to call him the Christ, the Son of God, and God. The course includes consideration of some of the different ways Christians have understood Jesus as the Christ from Biblical times to the present. (Humanities/Fine Arts Core)

Prerequisite: RS123 or RS143, or departmental approval.

RS 383 - Justice and Peace (3)

This course addresses justice and peace issues on the international, national, and local levels, including its Biblical and ecclesiastical foundations, and its practice. (Social Science/Human Culture Core)

Prerequisite: RS123 or RS143, or departmental approval.

RS 393 - Islam and the Muslim World (3)

This course examines the basic beliefs and practices of Islam. Other special topics of study include the Qur'an, radical Islam, women in Islam, and Islam in the U.S. (Social Science/Human Culture Core course) (Social Science/Human Culture elective) (Humanities/Fine Arts elective)

Prerequisite: RS123 or RS143, or division approval.

RS 2003 - New Testament Overview (3)

This course introduces students to the content of the New Testament with special emphasis on the general structure of the Gospels, the various literary forms found within the Gospels, the New Testament letters, and the Book of Revelation.

RT - RADIOLOGIC TECHNOLOGY**RT 133 - Fundamentals of Radiologic Science (3)**

This course will provide an overview of the foundations of radiography and the practitioner's role in the health care delivery system. The course includes an introduction to medical terminology related to radiology, imaging equipment, medical ethics, patient care, radiation protection, and career opportunities.

RT 253 - Radiologic Science Procedures I (3)

Positioning terminology, basic principles of imaging, and radiation protection practices are introduced. Anatomy, positioning and critique of chest, abdomen, upper GI, upper limb, shoulder girdle, lower limb, proximal femur and pelvic girdle are covered.

Prerequisite: BI162 (or concurrent).

RT 263 - Radiologic Science Clinical I (3)

Orientation to radiographic, fluoroscopic, and processing equipment will take place. Students will be evaluated on clinical objectives for each assigned area. Routine and optional radiographic positioning will be demonstrated and evaluated for chest, abdomen, extremities, pelvis, and hip. 288 hours of clinical practicum.

RT 273 - Radiologic Science Procedures II (3)

Anatomy, positioning, and critique of cervical, thoracic, lumbar spines, sacrum, coccyx, ribs, sternum, LGI, urinary, cranial and facial bones, trauma, mobile, and surgical procedures are studied.

RT 276 - Radiologic Science Clinical II (3)

Routine and optional radiographic positioning will be demonstrated and evaluated for the spinal column, bony thorax, LGI, urinary, and skull. Use of mobile radiographic and fluoroscopic equipment will be demonstrated and evaluated. Evening and/or weekend rotations may be required. 16 clinical hours practicum per week.

Prerequisite: RT263.

RT 293 - Radiologic Science Ethics and Patient Care (3)

Ethical and legal responsibilities of radiographers are discussed. The importance of professional relationships and communication with other health care providers, patients, and family members is emphasized. General and emergency patient care considerations are studied.

RT 294 - Radiation Physics (3)

Atomic structure, electricity, magnetism, forms of energy, algebraic equations, and units of measurement are studied. Production of x-rays and their interaction with matter is an essential part of this course. X-ray generating equipment, circuitry, and x-ray beam characteristics are examined. Physical principles of the fluoroscopic imaging chain are included.

RT 320 - Radiologic Science Procedures III (3)

Procedures in additional diagnostic and therapeutic modalities are studied in this course. Nonvascular interventional procedures are introduced. Students will learn basics of mammography, bone densitometry, and EKG studies. Pediatric considerations are examined. The circulatory system anatomy is included.

Prerequisite: RT253, RT273.

RT 324 - Radiologic Science Clinical III (3)

Students will achieve competence in previously studied procedures by practicing principles of radiographic exposure, radiation protection, and positioning. Evening and/or weekend rotations may be required. 16 clinical hours practicum per week.

Prerequisite: RT276.

RT 330 - Radiobiology and Radiation Protection (3)

Discussion of radiation protection of patients, operators, and the public takes place. Devices used to detect and measure radiation are studied, as well as dose equivalent limits. Fundamental principles of radiobiology are introduced. Biologic effects of radiation on cells and radiosensitivity of cells, tissues, and organs are discussed. Early and late effects of radiation are studied.

RT 340 - Image Formation, Processing and Display (3)

Traditional and digital imaging acquisition, processing, and display methods are studied. Rules for proper film handling and storage, artifact identification, and processor quality control procedures are part of this course.

RT 350 - Radiologic Science Procedures IV (3)

Vascular diagnostic and interventional procedures are studied. Students will research and write a scientific paper, prepare a visual display, and present their findings to peers and instructors.

Prerequisite: RT253, RT273.

RT 353 - Cross-Sectional Anatomy (3)

A study of human anatomy as viewed in cross-section. Anatomical cross-sections of the human head, thorax, neck, abdomen, pelvis and extremities will be presented using advanced modalities such as computed tomography and magnetic resonance imaging. Structures illustrated in the cross-section are labeled. Students practice and assess the anatomy through several different exercises.

RT 360 - Radiologic Science Clinical IV (3)

Students will achieve competence in previously studied procedures and will maintain competence while exploring additional modalities. Weekend and/or evening rotations may be required. 288 hours of clinical practicum.

RT 363 - Educational Methods (3)

This course develops skills in teaching radiologic methods by providing instruction in curriculum development, methods of instruction and psychology of learning. Learn how to develop performance objectives, organize lesson plans, and effectively present a lecture.

RT 373 - Quality/Risk Management (3)

This course is designed to develop an understanding of the tasks and protocols making up the quality/risk management activities of a radiology department. The roles of the personnel contributing to the quality/risk program will be presented. Tools, procedures, and evaluation criteria used in the performance assessment of imaging modalities and processing will be discussed. Formulate a risk management plan and gather data to assess risk in the patient care setting.

RT 383 - Pathophysiology (3)

This course will focus on the characteristics and symptoms of disease caused by alterations or injury to the structure of function of the body. Normal function and structure as well as common disease conditions are studied and then followed by in-depth descriptions of pathological processes. Etiology, pathogenesis, prognosis and therapies will be discussed for each pathology as well as image correlation.

RT 395 - Computers in Radiology (3)

Introduce knowledge in computing and information processing in the areas of computed radiography, digital radiography and picture archiving and communication systems. Computer applications in radiology related to image capture, display, storage and distribution are presented.

RT 413 - Image Analysis and Quality Improvement (3)

Students evaluate images for radiographic quality, radiation protection, and accurate positioning showing structures of interest, proper identification and image artifacts. Students must be able to distinguish between acceptable diagnostic quality and poor radiographic quality images. Quality control in medical imaging is studied by discussion of quality control instruments, measurements, and frequency of testing. An individual quality improvement project is a requirement of this course.

RT 423 - Physical Principles of CT (3)

This course is designed to provide entry-level radiography students with the principles related to CT imaging. The physical principles discussed in the course will support the foundational CT positioning skills learned in the clinical setting.

RT 442 - RT Senior Seminar (2)

Students will be guided to develop and carry out a project in their designated concentration. The completed project will be presented at the end of the semester to all the Radiologic Technology students and faculty. These senior students will also be guided in a review of the Radiologic Technology curriculum in preparation to take the American Registry of Radiologic Technologist's exam. Students are required to take monthly exams as well as simulated registry exams as part of this course. Meet as assigned.

RT 453 - Radiographic Pathology (3)

Pathologic conditions in each body system and their relevance to radiologic procedures are studied in this course. Students study and present a pathology report demonstrated by some medical imaging technique.

Prerequisite: BI213 and BI293 (or equivalents).

RT 463 - Radiologic Science Clinical V (3)

Students will apply knowledge of procedures, radiographic exposure, and radiation protection as they become proficient in areas assigned. This course provides the student the opportunity to function more independently in all areas. Students will be evaluated on professional skills as they prepare for application for positions in their chosen field. Weekend and/or evening rotations may be required. 16 clinical hours practicum per week.

Prerequisite: RT360.

RT 473 - Radiologic Science Clinical VI (3)

Students who have achieved competency in radiography will have the opportunity to pursue their interest in an area of specialization in a given modality, quality management, or education. Weekend and/or evening rotations may be required. 16 hours of clinical practicum per week.

Prerequisite: RT463.

SO - SOCIOLOGY**SO 103 - Introduction to Sociology (3)**

A general introduction to the basic concepts and principles of social interaction, this course includes a study of culture, socialization, roles, minority groups, family, education, religion, deviance, and collective behavior.

SO 221 - Chemical Dependency (2)

This course will confront the issues related to substance abuse. It will provide a broad introduction to the enormity and scope of this problem. The student should develop a basic understanding of the nature of substance abuse and be aware of treatment modalities available.

SO 243 - Alcohol Studies (3)

This course surveys the use, abuse and addictive nature of ethyl alcohol. Examined will be symptomology and treatment of alcoholism. Current approaches to prevention will also be emphasized.

SO 251 - Rainman (1)

This course offers students the opportunity to gain further self-awareness, knowledge and understanding of themselves in regard to personal values and relationships. Focus is on themes such as changes in personality, responsibility in relationships, and the development of values, trust and intimacy. (May be used as a Social Work elective)

SO 271 - Crisis Intervention (1)

This course is designed as an introduction to the identification, prevention, and intervention in crisis situation. It seeks to provide the student with the basic perspective for assessing and intervening in the crisis situation as it is presented in a variety of diverse cultural groups and problem situations. Students will have the opportunity to develop an understanding of community services responsible for crisis intervention in the local area. (May be used as a Social Work elective)

SO 313 - Treatment: Continuum of Care (3)

This course is an introduction to the continuum of care for alcohol and other drug abuse from prevention through rehabilitation. The student should gain a basic knowledge of a range of therapeutic interventions on alcohol and other drug abuse in society, families and individuals and how these interventions address a variety of problems.

Prerequisite: SO233 and SO243, or instructor permission.

SO 333 - Institutional Racism/Sexism (3)

This course examines the problems and issues of institutional racism and sexism as it relates to social injustice. The focus is on the causes of institutional racism and sexism, its effects on the individual, families, and groups, and on the structure and decision-making process in private, corporate, and governmental institutions. Discussion will be directed at increasing the awareness and appreciation of the issues and problems that institutional racism/sexism and dehumanizing biases have had on different groups in the United States of America -- especially the Blacks, Asians, Native Americans, Hispanics, women, individuals with physical and mental disabilities, and homosexuals. Consideration will be given to the role of social work practice in helping eradicate these institutional barriers and developing multicultural competences along with skills in interpersonal relations and group facilitation in order to impact people we are working with as clients or as students. (May be used as a Social Work elective)

SO 353 - Social Problems (3)

Social Problems is a critical analysis of social problems and social justice. Issues discussed include problems of youth, crime, substance abuse and addictions, civil disobedience and civil disorder, prejudice and oppression of minority groups, and disadvantaged groups. The course promotes solutions through analysis of linkages and tradeoffs at a micro-, macro- and mega-level of society.

Prerequisite: PS133 or SO103.

SO 423 - Families Today (3)

This course is an empirical examination of family organization in historical and cross cultural perspectives with special emphasis on modern nuclear families. The goal of the course is to examine current concerns about the family in a larger context and analyze public policy as it relates to the family. Discussed will be the life cycle of the family, adjustments at each stage of development, the influences of race and socioeconomic status, as well as other current issues. (May be used as a Social Work elective)

Prerequisite: SO103.

SPED - EDUCATION

SPED 202 - Individuals with Exceptionalities (2)

This course introduces intellectual and learning disabilities along with emotional, behavioral and communication disorders that impact the physical, educational, social, and psychological development of individuals. Students will learn about related developmental disabilities including autism, fetal alcohol syndrome, and cerebral palsy. The course also includes information on medical aspects of disabilities and the array of services needed to promote inclusion in schools and in society across the life span. 2 hours lecture per week; 10 hours of field experience with exceptional students. (May be used as a Psychology elective)

ST - SURGICAL TECHNOLOGY

ST 113 - Professional Communication/Ethics (1)

This course prepares the health care professional to participate in modern medical communication. Professional ethics includes an introspective look at decision making related to patient care values.

ST 132 - Microbiology for the Surgical Technologist (2)

This medical microbiology course is a study of the basic concepts of microbiology which are directly related to proper aseptic and sterile applications in the operating room. These applications affect outcomes of surgical procedures and overall patient safety.

ST 133 - Clinical Lab (3)

This course will provide the student with an opportunity to learn, practice and master the critical entry-level skills necessary for safe patient care in the operating room. Students must demonstrate technical competence in a lab setting, which includes a series of required skill assessments relevant to entry into the actual clinical environment. The lab may only be taken if previously or concurrently enrolled in ST144.

ST 144 - Introduction to Surgical Technology (4)

The goal of this course is to prepare the student for safe entry-level practice. This course includes an introduction to surgical technology and related surgical technology principles and practice.

ST 146 - Clinical Practicum I (6)

This clinical course will allow students to practice the skills, critical thinking, and professional behavior that demonstrate competent entry-level surgical technology practice. This experience will take place in a designated hospital operating room under the supervision of experienced preceptors. The student will be assigned up to 24 hours per week to include scheduled emergency on-call.

Prerequisite: BI115/BL115, BI162, ST113, ST132, ST133 and ST144. Corequisite: ST221, ST232, ST252 and ST254.

ST 200 - Variable Topics in Surgical Technology (1-3)

In this course, students will have the opportunity to study specific topics in surgical technology not usually covered in the present course offerings.

Prerequisite: 'C' or above in ST134 and ST143, or comparable introduction to surgical techniques lecture and laboratory courses.

ST 202 - Perioperative Patient Care (2)

This course provides the surgical technology student the theoretical knowledge required to function in the pre-operative, intra-operative, and post-operative role. It also introduces basic technological sciences related to current and future surgical practice. Topics include asepsis, disinfection and sterilization, physical environment, instrumentation, equipment, peri-operative patient care, peri-operative case management, and technological equipment used during surgery. Upon completion, students should be able to apply the principles and practice of the peri-operative team member to the operative environment.

Prerequisite: ST144.

ST 203 - Clinical Preparedness (3)

This clinical course will allow a previous clinical lab student to prepare for clinical by reviewing the skills, critical thinking, and professional behavior that demonstrate competent entry-level surgical technology practice. This experience will take place in a lab portion of the classroom under the supervision of a clinical instructor. The student will be assigned up to 3 hours per week for 15 weeks.

Prerequisite: 'C' or above in ST113, ST132 and ST144.

ST 221 - Surgical Pathophysiology (1)

This course describes the most common diseases indicated as pre-operative or post-operative surgical diagnoses.

Prerequisite: BI115/BL115, BI162, ST113, ST132, ST133 and ST144. Corequisite: ST146, ST232, ST252 and ST254.

ST 233 - Didactic Preparedness (3)

The goal of this course is to maintain the student for safe entry-level practice. This course includes an introduction to surgical technology and related surgical technology principles and practice.

Prerequisite: 'C' or above in ST113, ST132, and ST133.

ST 252 - Pharmacology for the Surgical Technologist (2)

The goal of this course is to introduce the student to pharmacology as it relates to the operating room. This includes weight and measures, common pharmacologic agents, and anesthesia.

Prerequisite: BI115/BL115, BI162, ST113, ST132, ST133 and ST144. Corequisite: ST146, ST221, ST232 and ST254.

ST 254 - Surgical Procedures I (4)

A comprehensive study of basic, intermediate, and advanced surgical procedures, this course includes an introduction to surgical diagnostics, general surgery, obstetrics and gynecological surgery, otorhinolaryngologic surgery, ophthalmic surgery, and orthopedic surgery.

Prerequisite: BI115/BL115, BI162, ST113, ST132, ST133 and ST144. Corequisite: ST146, ST221, ST232 and ST252.

ST 262 - Professional Development (2)

This course will prepare the student for the certification exam and employment in surgical technology. A series of pre-tests will be used to further examine areas of weakness. Each student will complete the certification exam prior to graduation from the program.

ST 264 - Surgical Procedures II (4)

This course is a comprehensive study of basic, intermediate, and advanced surgical procedures. It includes oral and maxillofacial surgery, peripheral and cardiovascular surgery, thoracic surgery, neurosurgery, and plastic and reconstructive surgery.

Prerequisite: ST146, ST221, ST232, ST252 and ST254. Corequisite: ST262 and ST266.

ST 266 - Clinical Practicum II (6)

This clinical will allow students to advance their surgical skills, critical thinking, and professional behavior in preparation for sustained surgical technology competence. This experience will take place in a designated hospital operating room under the supervision of experienced preceptors. Students will be assigned up to 30 hours per week to include scheduled emergency on-call.

Prerequisite: ST146, ST221, ST232, ST252 and ST254. Corequisite: ST262 and ST264.

SW - SOCIAL WORK

SW 363 - Social Work Research (3)

This course is an introduction to the principles and variations of the scientific research methods for generalist social work. It will provide the students with the knowledge and skills to understand and conduct research using different methods such as survey, group and single system designs; as well as practice and program evaluations. Implications of human diversity and ethical issues will be stressed throughout the course.

Prerequisite: Acceptance into program or permission of Department Chair.

TE - THEATER

TE 243 - Play Production (3)

This course is a hands-on experience, offering the students opportunities in a theatrical production. There are many levels of theater: education, children's community, showcase and professional. This course offers training while actually producing a production. (Studio course)

TE 263 - Independent Study in Theater (3)

This course is a supplement and an additional experience to the acting, assisting and management learned in TE243. The additional experience will be in acting, rehearsal guidelines, finances and publicity. (Humanities/Fine Arts elective)

TE 313 - Survey of Theater (3)

The purpose of this course is to integrate drama and English to provide an intriguing method of teaching and learning concepts of composition, communication, literature and language learning. The course is divided into two basic areas. The first general area talks about different types of drama. The second section introduces teaching methods in dramatic improvisation, discussion and the performance of one-act plays. (Humanities/Fine Arts elective)

COLLEGE ADMINISTRATION & FACULTY

LEADERSHIP BOARDS

Members of the Corporation

Sr. Janice Klein; President, Sisters of the Presentation of the Blessed Virgin Mary
Sr. Mary Thomas; Vice President, Sisters of the Presentation of the Blessed Virgin Mary
Sr. Lucille Welbig; Councilor, Sisters of the Presentation of the Blessed Virgin Mary
Sr. Vicky Larson; Councilor, Sisters of the Presentation of the Blessed Virgin Mary

Board of Trustees of Presentation College

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Ms. Stacy Levsen; Vice President for Mission (Retired), Presentation College, Aberdeen, SD
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Deacon Peter Mehlhaff; President, Great Plains Bank, Aberdeen, SD
Mr. Brad Moore; Mid-Dakota Region President, Dacotah Bank, Aberdeen, SD
Dr. Marie Morris; Physician, Mayo Clinic Health System, Fairmont, Fairmont, MN
Ms. Esther Preszler; Past Board Chair; Family Nurse Practitioner, Roscoe Family Care, Roscoe, SD
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Mr. Mike Williams; General Manager, North Western Energy, Aberdeen, SD
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Ms. Virginia Tobin; Trustee Emeritus; Interim President (Retired), Presentation College, Aberdeen, SD
Mr. Roy Wise; Trustee Emeritus; Attorney, Richardson, Wyly, Wise, Sauck & Hieb, LLP, Aberdeen, SD

COLLEGE ADMINISTRATION

Administrative Officers

Margaret Huber (2012). President. B.S. Duquesne University, 1972, M.S.A. University of Notre Dame, 1975; Ph.D. University of Michigan, 1979.
Diane Duin (2018). Vice President for Academics. B.S. University of South Dakota, 1987; M.H.A. Trinity University, 1992; Ph.D. South Dakota State University, 2004.
Dr. Christopher Stocklin (2018). Vice President for Finance. B.S. Central Missouri State University, 1987; M.Div. Midwestern Baptist Theological Seminary, 1992; D.Min. Midwestern Baptist Theological Seminary, 2000.
Robert Schuchardt (2001). Vice President for Student Affairs. B.A. Dakota Wesleyan University, 1993; M.S. Northern State University, 2005.
Sr. Pam Donelan (2015). Executive Director for Mission. B.A. College of St. Benedict, 1972; M.A. University of North Dakota, 1980.

FACULTY

Martin Albl (1998). Professor, Social Science and Humanities. B.A., M.A. University of Northern Colorado, 1984, 1988; M.A. University of Colorado, 1988; Ph.D. Marquette University, 1997.
April Anderson (2016). Lecturer, Health and Natural Science. Diploma Valdosta Technical College, 2005; A.A. University of Phoenix, 2011.

- John Anderson** (2016). Associate Professor, Social Science and Humanities. B.A. Augustana College, 2004; M.T.S. Duke Divinity School, 2006; Ph.D. Baylor University, 2010.
- Kiera Ball** (2016). Instructor, Social Science and Humanities. B.A. University of Sioux Falls, 2010; M.A. University of South Dakota, 2012.
- Kenya Birkle** (2014). Instructor, Nursing. Certificate, A.S. Laramie County Community College, 2007, 2008; B.S., M.S. Kaplan University, 2012, 2014.
- Michele Brandenburger** (2017). Associate Professor, Health and Natural Science. B.S., D.C. Northwestern Health Sciences University, 1997; M.S. South Dakota State University, 2007; Ph.D. South Dakota State University, 2015.
- Sandra Cahoy** (2014). Instructor, Health and Natural Science. B.S. Northern State University, 1979; M.Ed. South Dakota State University, 1984.
- Deborah Davies** (1990). Assistant Professor, Nursing. A.D.N. Presentation College, 1974; B.S. Northern State College, 1982; M.S.N. University of Minnesota-Moorhead, 1998; Ph.D.(c) Capella University.
- Mary Gjernes** (1996). Assistant Professor, Health and Natural Science. A.S., B.S. Presentation College, 1978, 2008; M.S. Walden University, 2013.
- Kristi Gruber** (2006). Assistant Professor, Health and Natural Science. B.S., M.S. Southwest State University, 1994, 1999.
- Stacy Haase** (2009). Lecturer, Health and Natural Science. B.S. Presentation College, 2009; B.S. University of Wisconsin, 2000.
- Emily Halfpop** (2016). Instructor, Health and Natural Science. B.S. Presentation College, 2014; M.S. New York Chiropractic College, 2016.
- Stephanie Hansen** (2012). Instructor, Social Science and Humanities. B.S., M.S. Northern State University, 1990, 1998.
- Lindsey Helm** (2010). Instructor, Nursing. A.S.N., B.S. Presentation College, 2003, 2007; M.S.N. Walden University, 2010.
- Jenny Hepper** (2018). Instructor, Nursing. B.S. Presentation College, 2001; M.S.N. Walden University, 2008.
- Christopher Huot** (2012). Assistant Professor, Health and Natural Science. B.S. Minnesota State University, 1996; M.A. Western Michigan University, 1998.
- Brittany Hubbard** (2018). Instructor, Health and Natural Science. B.S. South Dakota State University, 2008; M.S. South Dakota State University, 2010.
- Emily Kranz** (2014). Instructor, Health and Natural Science. B.S., M.S. South Dakota State University, 2011, 2013.
- Kori Lemler** (2018). Instructor, Nursing. A.S. Presentation College, 1988, 2003; B.S. Presentation College, 2005; M.S.N. Walden University, 2009.
- Betty Leslie** (2017). Associate Professor, Nursing. B.S.N. Roberts Wesleyan College, 1995; M.S.N. Regis University, 2006; Ph.D. University of Phoenix, 2016.
- Pamela Liechti** (2003). Instructor, Health and Natural Science. A.S. Dakota Wesleyan University, 1977; B.S. Mount Marty College, 1983.
- Larry Lovrien** (2006). Assistant Professor, Social Science and Humanities. B.S., M.P.A., J.D. University of South Dakota, 1973, 1976, 1976.
- Jason Mack** (2018). Assistant Professor, Social Science and Humanities. B.A. University of Wisconsin, 2003; M.A. Ashford University, 2009; Psy.D. University of the Rockies, 2015.
- Marc Margolies** (2012). Assistant Professor, Social Science and Humanities. B.B.A. University of Iowa, 1985; J.D. Drake Law School, 1989; M.S.S. United States Sports Academy, 1991.
- Marie Mallory** (2018). Assistant Professor, Social Science and Humanities. B.S. University of North Alabama, 1994; M.S. University of Phoenix, 2007; Ph.D. Regent University, 2017.
- Brenda Merkel** (2016). Instructor, Social Science and Humanities. A.S., B.S. Dakota State University, 1995, 1996; B.S., M.S. Northern State University, 2001, 2003.
- Carrie Mestas** (2013). Instructor, Health and Natural Science. B.S. Presentation College, 2004; M.S. Grand Canyon University, 2014.
- Cathy Mickelson** (2016). Instructor, Nursing. B.S. Mount Marty College, 1988; M.S.N. Walden University, 2010.
- Dena Mikkonen** (2018). Instructor, Nursing. A.S.N. Southern Adventist University, 1978; B.S.N. Southern Adventist University, 1981; M.B.A. Fairleigh Dickinson University, 1987; M.S.N. Walden University, 2010.
- Andrew Miller** (2016). Instructor, Social Science and Humanities. B.S. Northern State University, 2005; M.B.A. University of Phoenix, 2010.
- Marie Miller** (1977). Professor Emeritus, Social Science and Humanities. B.S.Ed. Northern State College, 1977; B.S., M.Ed. South Dakota State University, 1975, 1982; Ph.D. Walden University, 1993.
- Alicia Murphy** (2015). Instructor, Nursing. B.A. Augustana College, 1999; M.S. Walden University, 2014; DNP American Sentinel University, 2017.
- Janice Noonan** (2013). Instructor, Nursing. B.S. South Dakota State University, 1994; M.S. University of Phoenix, 2013.
- Stephanie Nora** (2015). Instructor, Social Work/Social Science and Humanities. B.A. Saint Mary's College, 2003; MSW University of Iowa-School of Social Work, 2005.

- Rick Peterson** (2008). Associate Professor, Health and Natural Science. B.A. Augustana College, 1995; Ph.D. South Dakota State University, 2000.
- Becka Schelske** (2018). Associate Professor, Nursing. B.S. Northern State University, 2000; A.A.N. Dakota Wesleyan University, 2008; B.A.N. Dakota Wesleyan University, 2010; M.S.N. Grand Canyon University, 2012; D.N.P. American Sentinel University, 2017.
- Deb Schuelke** (2016). Instructor, Social Science and Humanities. B.S. South Dakota State University, 2003; M.Ed. Northern State University, 2013.
- Angela Schwan** (2017). Instructor, Nursing. B.S.N. Presentation College, 2005; M.S.N. Walden University, 2014.
- Stacie Shaw** (2008). Instructor, Social Science and Humanities. A.A. Worthington Community College, 1997; B.S., M.S. University of South Alabama, 1999, 2003.
- Rev. Joseph Sheehan** (1992). Professor, Social Science and Humanities. B.A. St. Bonaventure University, 1962; M.A., Ph.D. Catholic University of America, 1969, 1973.
- Sharon Simon** (2018). Assistant Professor, Nursing. B.S. Presentation College, 2008; D.N.P. North Dakota State University, 2011.
- Aimee Sippel** (2004). Assistant Professor, Health and Natural Science. B.S., M.S. South Dakota State University, 1999, 2004.
- Tonya Struble** (2015). Assistant Professor, Nursing. B.S. Mount Marty College, 1998; N.D. Rush University, 2002.
- Brad Tennant** (2001). Professor, Social Science and Humanities. B.S., M.A. Northern State University, 1983, 1987; M.A. University of North Dakota, 2003; Ph.D. University of South Dakota, 2007.
- Trisha Waldman** (2007). Assistant Professor, Associate Dean, Health and Natural Science. A.A, A.S., B.S. Presentation College, 2007, 2010; M.S. St. Joseph College, 2009.
- Marguerite Washnok** (1990). Professor, Nursing. B.A.N. Jamestown College, 1976; M.S.N. Texas Woman's University, 1984; D.N.P. Case Western Reserve, 1998.
- Virginia Webb** (2012). Instructor, Social Science and Humanities. B.A., M.A. University of Cambridge, 2003, 2007.
- Jennifer Wegleitner** (2012). Assistant Professor, Social Science and Humanities. B.S. Northern State University, 2004; M.B.A. University of Nebraska-Lincoln, 2010.
- Sandra Welling** (2016). Professor, Dean, Nursing. RN Diploma Nebraska Methodist Hospital, 1986; B.S.N. University of Detroit Mercy, 1997; M.S.N. Regis University, 2007; Ph.D. New Mexico State University, 2014.
- Nicole Wright** (2001). Assistant Professor, Health and Natural Science. B.S. Northern State University, 1995; M.P.T. University of Mary, 1998.



NOTICE OF NONDISCRIMINATION & DISCLAIMER AND COMPLIANCE STATEMENTS

NOTICE OF NONDISCRIMINATION

Presentation College is committed to a policy of nondiscrimination on the basis of race, color, gender, age, national origin, disability, marital or veteran status, or religion, in admission, educational programs or activities, and employment, all as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries, including those concerning Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, has been delegated to the Director of Human Resources, 605-229-8504, and the Americans With Disabilities Act (ADA) to the Office of Disability Services, 605-229-8580, Presentation College, 1500 North Main Street, Aberdeen, SD 57401.

Presentation College is an Equal Opportunity and Affirmative Action Employer.

DISCLAIMER AND COMPLIANCE STATEMENTS

While Presentation College reserves the right to make changes in its calendar, policies, regulations, fees, prices and curriculum, the information in this Catalog accurately reflects policy, and states progress requirements for graduation effective August 1, 2018.

Family Educational Rights and Privacy Act of 1974

The College complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act, as it applies to the institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A full statement of Presentation College's policy regarding the implementation of the Act is available upon request to the Registrar.

Solomon Amendment

The College is required to provide recruiting information to all branches of the U.S. military (Army, Navy, Marine Corps, Air Force, Coast Guard, Reserves, and National Guard) as requested, excluding students who have filed non-disclosure forms. Student recruiting information includes name, address, e-mail, telephone, age, level of education, and current major. A list may be requested each semester of all students enrolled in one or more credits who are age 17 or older.

Student Right-to-Know Act of 1990

The College complies with the provisions of the Student Right-to-Know Act of 1990. This Act requires institutions of higher learning who receive Title IV student financial assistance to be responsible for calculating completion or persistence rates, and make them available to current and prospective students through "appropriate publications and mailings." A full statement of Presentation College's policy regarding the implementation of the Act is available upon request to the Registrar.

Gramm-Leach-Bliley Act of 1999

The College complies with the provisions of the Gramm-Leach-Bliley Act of 1999. This Act, as it applies to institutions of higher learning, ensures that students, faculty, staff, and alumni financial information is kept confidential. It allows people to decide whether to make any of that information publicly available. This Act also ensures that the institution will protect the data to the best of the institution's ability. A full statement of the Act is available upon request to the Director of Technology.

Crime Awareness and Campus Security Act of 1990

The College complies with the provisions of the Crime Awareness and Campus Security Act of 1990. This Act requires institutions of higher learning who receive Title IV funding to publish an annual report that sets forth its policies on crime prevention issues and gives statistics on the number of specific crimes which have occurred on campus and the number of arrests on campus for liquor law violations, drug abuse violations, and weapons possessions. In addition, the Act requires that institutions provide timely warnings to the campus community of certain crimes reported to campus security or local law enforcement which may be considered a threat to other students and employees. A full statement of the Act is available upon request to the Vice President for Student Affairs. The Presentation College Campus Crime and Security Survey data can be viewed on the following website: <http://ope.ed.gov/security> or a copy may be obtained upon request to the Vice President for Student Affairs.

Policy of Nondiscrimination

Presentation College's policy of nondiscrimination on the basis of race, color, religion, national origin, gender, disability, and age is in conformity with applicable federal laws and regulations.

It is the policy of Presentation College not to discriminate against students because of a disability with regard to enrollment, accommodations in the classroom and the student suites, and telecommunication services. Ramps have been put in place to allow individuals the ability to gain access to the buildings and elevators, handicap parking spaces have been designated to each of the entrances and a number of the student suites have been built to accommodate individuals who may have this need where housing is concerned. This policy is in compliance with the Americans with Disabilities Act.

Minnesota Notification Requirement

Minnesota Statutes, section 144.057, requires the Minnesota Department of Human Services (DHS) to conduct background studies of individuals providing direct contact services with patients and residents in hospitals; boarding care homes; outpatient surgical centers; nursing homes; licensed home care agencies; residential care homes; and board and lodging establishments that are registered to provide supportive or health supervision services. The background studies are to be completed according to the requirements of Minnesota Statutes, chapter 245A and Minnesota Rules. The background study will include, but not be limited to, a review of criminal conviction records held by the Minnesota Bureau of Criminal Apprehension and records of substantiated maltreatment of vulnerable adults and children. Individuals who are found to have histories with particular characteristics, as identified in Minnesota statute and Rules, may be disqualified for the internship portion of the program and/or employment in this occupation in the State of Minnesota.

File Sharing and Copyright Infringement

Federal copyright law applies to all forms of information, including electronic communications. Members of the Presentation College community should be aware that copyright infringement includes the unauthorized copying, displaying, and/or distributing of copyrighted material. All such works, including those available electronically, should be considered protected by copyright law unless specifically stated otherwise.

Presentation College complies with all provisions of the Digital Millennium Copyright Act (DMCA). Any use of the Presentation College network, e-mail system, or website to transfer copyrighted material including, but not limited to, software, text, images, audio, and video is strictly prohibited. Therefore, the use of popular file sharing programs such as Limewire, KaZaA, Morpheus, iMesh, etc., is a violation of Presentation College policy and federal law.

Anyone using Presentation College network resources to commit acts of copyright infringement may be subject to disciplinary action and loss of access to the network. Acts of piracy are violations of state and federal laws, and as such may be result in civil and/or criminal charges.

Mailing Lists

It is the policy of Presentation College not to distribute lists of students or employees.

Social Security Policy

In compliance with applicable statutes, Presentation College collects student's Social Security Numbers, uses and discloses them when required and necessary for the performance of the College's duties and responsibilities. The College takes appropriate measures to secure Social Security Numbers from unauthorized access and does not release Social Security Numbers to other parties except as required to fulfill the College's duties and responsibilities.

ACADEMIC CALENDAR & DIRECTORY

2018-2019 ACADEMIC CALENDAR

Fall Semester 2018

Final validation for all Fairmont students (mandatory)	Mon. Aug. 13
Admission testing deadline (all campuses)	Thurs. Aug. 16
PC Virtual new student orientation	Fri. Aug. 17
All campuses - admission testing deadline	Thurs. Aug. 18
New faculty orientation	Mon. Aug. 20
Staff/Faculty orientation	Tues. Aug. 21
Faculty orientation and meetings	Wed. Aug. 22
<i>New</i> resident students move-in and validation (mandatory)	Fri. Aug. 24
<i>New</i> freshman welcome/orientation - Aberdeen (mandatory)	Sat.-Sun. Aug. 25-26
<i>Returning</i> resident students move-in	Fri.-Mon. Aug. 24-27
<i>Returning</i> Aberdeen students validation (mandatory)	Mon. Aug. 27
Classes begin	Tues. Aug. 28
Labor Day (no classes)	Mon. Sep. 3
Last day to add a class by 5:00 p.m.	Tues. Sep. 4
Last day to drop a class by 5:00 p.m.	Tues. Sep. 11
Native American Day (no classes/offices closed)	Mon. Oct. 8
Fall Break (no classes)	Tues. Oct. 9
Midterm grades due by 12:00 p.m.	Fri. Oct. 19
Spring registration opens - Seniors and PC Virtual	Thurs. Oct. 4
Spring registration opens - Juniors	Mon. Oct. 15
Spring registration opens - Sophomores	Mon. Oct. 22
Spring registration opens - Freshmen	Mon. Oct. 29
Last day to withdraw	Thurs. Nov. 1
Deadline to apply for May and August graduation	Fri. Nov. 9
Thanksgiving vacation (no classes <u>beginning at 12:00 p.m.</u>)	Wed. Nov. 21
Thanksgiving holiday (offices closed)	Thurs.-Fri. Nov. 22-23

Classes resume	Mon. Nov. 26
December graduates ETS Proficiency Profile completion deadline	Fri. Dec. 7
Last day of classes	Mon. Dec. 10
Finals test week (REQUIRED)	Tues.-Fri. Dec. 11-14
Final grades due by 12:00 p.m.	Mon. Dec. 17
Spring Semester 2019	
Admission testing deadline (all campuses)	Fri. Dec. 28
Final validation for all Fairmont students (mandatory)	Thurs. Jan. 3
Final validation for Aberdeen and PC Virtual students (mandatory) <u>8:00 a.m. - 1:00 p.m.</u>	Mon. Jan. 7
New student orientation - Aberdeen and PC Virtual (mandatory) <u>8:00 a.m. - 1:00 p.m.</u>	Mon. Jan. 7
Classes begin (<u>starting at 1:00 p.m.</u>)	Mon. Jan. 7
Last day to add a class by 5:00 p.m.	Fri. Jan. 11
Last day to drop a class by 5:00 p.m.	Fri. Jan. 18
Martin Luther King, Jr. Day (no classes/offices closed)	Mon. Jan. 21
Summer/Fall registration opens - Seniors and PC Virtual	Mon. Feb. 11
President's Day (no classes)	Mon. Feb. 18
Summer/Fall registration opens - Juniors	Tues. Feb. 19
Summer/Fall registration opens - Sophomores	Mon. Feb. 25
Midterm grades due by 12:00 p.m.	Fri. Mar. 1
Spring Break	Mon.-Fri. Mar. 4-8
Summer/Fall registration opens - Freshmen	Mon. Mar. 11
Deadline to apply for December graduation	Fri. Mar. 22
Last day to withdraw	Mon. Mar. 18
Assessment Day	Thurs. Mar. 28
Easter vacation	Thurs.-Mon. Apr. 18-22
Easter holiday (offices closed)	Fri. Apr. 19
Classes resume	Tues. Apr. 23
Last day of classes	Fri. Apr. 26
Finals test week (REQUIRED)	Mon.-Thurs. Apr. 29-May 2
Commencement practice	Fri. May 3
Pinning/Recognition ceremonies	Fri. May 3

Commencement	Sat. May 4
Final grades due by 12:00 p.m.	Mon. May 6

Summer Semester 2019

Summer session 1	May 13-Aug. 16
Summer session 2	May 13-June 21
Summer session 3	July 1-Aug. 9

ADMINISTRATION AND STAFF

Albrecht, Chelsey	Head Volleyball Coach; Senior Women's Administrator
Anderson, Zachary	Accounting Coordinator - Student Accounts
Bauer, Stacy	Executive Assistant to the President
Beckham, Tim	Director of Marketing and Public Relations
Belgarde, David	Director of Information Systems
Berg, Janelle	Athletic Trainer
Bible, Tennille	Associate Registrar
Boyd, James	Assistant Women's Basketball Coach
Brockel, Amber	Associate Director of Financial Aid
Bunke, Sasha	Administrative Assistant, PC Virtual Nursing
Christiansen, Rebecca	Director of Counseling and Student Health Services
Christianson, Krista	Administrative Assistant to the Vice President for Student Affairs
Dahl, Michael	Head Men's Baseball Coach
Dannenbring, Angela	Director of Development
Davies, Deb	Admissions Counselor
Donelan, Sr. Pam	Executive Director for Mission
Duin, Dr. Diane	Vice President for Academics

Duval, Regina	Director of Student Success
Erickson, Jennifer	Graphic Designer
Fair, Amanda	Accounts Payable/Payroll Accountant
Franson, Chad	Help Desk Support Technician
Freitag, Joanne	Director of Library Services
Garofalo, Teresa	Director of Annual Giving and Alumni Engagement
Gierach, Beth	Interim Vice President for Enrollment and Marketing
Giovannini, Erin	Special Assistant for Project Development/Wein Gallery Coordinator
Gordon, Lance	Head Women's Soccer Coach
Goslinga, Rachel	Sports Information Director/Facilities
Hagen, Rachel	Director of Financial Aid
Hansen, Andrew	Marketing and Advertising Coordinator
Hansen, Stephanie	Director of Faculty Development and Educational Technology
Heidelberger, Corey	Assistant Educational Technologist
Heidenreich, Lindsey	Transfer Evaluator
Hermansen, Angela	Academic Advisor, Nursing Completion Program
Herron, Lori	Administrative Coordinator, Alumni Office/Institutional Advancement
Hinrichs, Crys	Executive Assistant to the Vice President for Academics
Hobbs, Paytton	Assistant Football Coach
Huber, Dr. Margaret	President
Jordan, Mari	Head Women's Softball Coach
Kampa, Terrance	Head Men's Soccer Coach

Klipfel, India	Associate Director of Admissions Operation
Ko, Victor	Senior Accountant (Payroll)/Online Bookstore Supervisor
Kunzman, Jory	Coordinator of Student Activities
Lueck, Travis	Assistant Football Coach
Maier, Karen	Technical Services, Library
Malolo, Semisi	Coordinator of Student Housing
McDermott, Sophia	Director, Career and Learning Center
Miesbauer, Chuck	Head Football Coach
Mitchell, Emily	Accountant
Moss, Beth	Admissions Counselor
Mounga, DJ	Director of Student Life
Mudd, Blake	Assistant Football Coach
Nelson, Eric	Head Women's Basketball Coach
Northey, Andrea	Administrative Assistant, Health & Natural Science and Social Science & Humanities
Pettigrew, Dr. Jason	Director of Human Resources/Title IX Coordinator
Reigle, Jeremy	Head Men's Basketball Coach
Rogosheske, Megan	Campus Coordinator, Presentation-Fairmont Campus
Schuchardt, Bob	Vice President for Student Affairs
Schuchardt, Maureen	Registrar
Scott, Heather	Assistant Vice President for Academics
Sheehan, Fr. Joseph	Chaplain
Spindler, Blake	Director of Athletic Training Services

Stocklin, Dr. Christopher	Vice President for Finance
Strickland, Ryan	Admissions Counselor
Swanson, Leah	Saints Stop Retail Sales and Payroll Coordinator
Swenson, Hayley	Assistant Volleyball Coach/Wellness Center Coordinator
Swenson, Lindsey	Director of Campus Ministry
Thompson, Jennie	Financial Aid Counselor
Titus, Travis	Assistant Football Coach
Vander Hoek, Dr. Nancy	Assessment Coordinator
Volk, Nicole	Academic Advisor, Division of Nursing
Waldman, Trisha	Associate Dean, Division of Health & Natural Science
Welling, Dr. Sandra	Dean, Division of Nursing
Whitlock, Dr. John	Dean, Division of Social Science & Humanities
Williams, Lisa	Administrative Assistant, Division of Nursing
Woell, Jonaathan	Help Desk Support Technician
Wu, Dr. Shuqi	Director of Institutional Research
Young, Jill	Administrative Assistant, Admissions

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