

Newberry College
2026-2027 Graduate Catalog



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The mission of Newberry College's graduate programs is to prepare graduate students for advancement in their profession. Grounded in the Lutheran values of lifelong intellectual development and meaningful vocation, the mission of the graduate programs embodies Newberry College's mission through:

Applied Academic Competence (Intellectual Development)

- broad content knowledge
- advanced research capacity across formative, primary, and secondary applications
- the ability to synthesize, critically analyze arguments and data, interpret findings, and provide recommendations
- the capacity to apply course concepts to professional situations

Integrity (Personal Development)

- demonstration of academic and professional integrity across program requirements
- the capacity to maintain, enact, and uphold high ethical standards

Vocational Respect (Meaningful Vocation)

- contribution to the body of knowledge and best practices associated with their vocation
- adherence to professional codes of conduct

Cultural Competence (Engaged Citizenship in a Global Society)

- gain globally informed decision-making skills through active multicultural perspective taking
- awareness, understanding, and dedication to optimizing multicultural facets of professional engagement and citizenship within a global society

General Information

Location: Newberry, South Carolina, a city of approximately 11,000, is four miles from Interstate 26 and forty miles northwest of Columbia, the state capital.

Chartered: 1856; first classes: 1859.

Support: A liberal arts college with both bachelor's and master's degrees, supported by the South Carolina, Southeastern, Florida-Bahamas, and Caribbean Synods of the Evangelical Lutheran Church in America.

Campus Information: Number of Students - total headcount: 1,743 (Fall 2025)

Number of Faculty: 69

Campus size: 90 acres

Number of Buildings and Athletics Facilities: 32

Athletics Membership: NCAA Division II and South Atlantic Conference.

Early History of the College

Newberry College celebrated 150 years of service and educational leadership to the Newberry community in South Carolina and to the Lutheran Church in the 2006-07 academic year.

Newberry's heritage began in 1828 at the annual meeting of the Lutheran Synod in South Carolina and Adjacent States—nearly thirty years before it was chartered as a college by the State of South Carolina. At the 1828 meeting, the Rev. John Bachman, President of the Synod, recommended the establishment of a seminary to train Lutheran ministers. The following year the Synod followed his advice and voted to establish a seminary and classical academy.

The new seminary-academy opened its doors in February 1831, near Pomaria, S.C. (about fifteen miles from the College's present location); it moved to neighboring Lexington in 1832 and remained there for twenty-four years.

In 1854 the Synod voted to make the institution a degree-granting college; in 1855 to move it to Newberry; and in 1856—just before the granting of the charter on December 20, 1856—to name it Newberry College.

A preparatory department opened in 1858; the College and Seminary began operation in February 1859.

It prospered until the Civil War when nearly all the faculty and students were called into military service. At war's end, the only College building was occupied by federal troops. In 1868, as a result of the physical condition of the building, the military occupation, and the depletion of the endowment funds, the College faced a severe financial crisis. St. John's Lutheran Church in Walhalla, SC, in the extreme northwestern corner of the state, offered the College a new home and the offer was accepted. In 1877, through the efforts of Newberry residents, the College returned to its original site in Newberry. The first building on the Newberry College campus, built in 1858, was razed in 1877. The present Smeltzer Hall was built on its site the same year.

The Synod discontinued operating the seminary for several years, but in 1872 reopened it at Roanoke College, Salem, VA. In 1884 the Seminary returned to Newberry where it remained until 1898. That year the seminary moved to Mt. Pleasant, SC, and in 1911 to Columbia, SC.

The College has maintained its association with the Lutheran Church. Today Newberry is related to the South Carolina, Southeastern, Florida-Bahamas, and Caribbean Synods of the Evangelical Lutheran Church in America (ELCA).

Visit the Newberry College website for additional information: <http://www.newberry.edu>.

Principal Foundations of Graduate Programs

The Newberry College Graduate Programs' principal foundations of *Critical Thinking*, *Ethically Adept and Aware*, and *Agile* guide our mission enactment.

Critical Thinking

We live in a world where communication technology and cultural norms are driving people farther away from their own critical thinking capabilities. Easy access to information that sounds credible, AI capabilities that track our own preference biases and slant access to reinforce those very beliefs, and the unquestioned use of dramatic emotions to sway public opinion make critical thinking more difficult in this Information Age.

The Newberry College graduate programs recognize these challenges and provide techniques and practices designed to confront personal bias, challenge and validate source information, and foster an analytical approach to decision making that includes sound arguments supported with credible facts and information.

Ethically Adept and Aware

We understand the difference between what is right and what is wrong. Ethical adeptness and awareness imply that faculty and learners can address ethical dilemmas through critical thinking and a moral compass to navigate the tradeoffs between:

- Truth vs. Loyalty
- Justice vs. Mercy
- Individual vs. Community
- Short Term vs. Long Term

Leaders who are driving change, while transforming and evolving organizations, are continuously faced with these ethical dilemmas. Newberry's graduate programs provide critical thinking skills and decision-making constructs that address these tradeoffs, equipping leaders to navigate the toughest decisions in a morally and professionally sound manner.

Agile

The world is unpredictable. Agile organizations respond quickly and effectively to opportunities and threats found in their internal and

external environments. Agility requires leaders to maintain constant observation of both internal and external environmental factors, utilize this information to develop and implement rapid and sound organizational adaptations, and to confront and ultimately capitalize on these changes.

Newberry's graduate programs foster agility through their philosophy that organizational development, like leadership, is a constant process present in all leadership decisions.

Academic Calendar for all Newberry Online/Graduate Students 2026-2027

FALL 2026

Classes Begin: Fall Subterm 1	August 24, 2026
Last day to add/drop Fall Subterm 1 classes	August 31, 2026
Last day to withdraw from Fall Subterm 1 classes	September 28, 2026
Last day of Fall Subterm 1 classes	October 14, 2026
Final Fall Subterm 1 grades due to Registrar	October 14-18, 2026
Classes Begin: Fall Subterm 2	October 19, 2026
Last day to add/drop Fall Subterm 2 classes	October 26, 2026
Last day to withdraw from Fall Subterm 2 classes	November 23, 2026
Fall Commencement	December 5, 2026
Last day of Fall Subterm 2 classes	December 9, 2026
Final Fall Subterm 2 grades due to Registrar	December 9-13, 2026
Winter Break	December 10, 2026 - January 3, 2027

SPRING 2027

Classes Begin: Spring Subterm 1	January 4, 2027
Last day to add/drop Spring Subterm 1 classes	January 11, 2027
Last day to withdraw from Spring Subterm 1 classes	February 8, 2027
Last day of Spring Subterm 1 classes	February 24, 2027
Final Spring Subterm 1 grades due to Registrar	February 24-28, 2027
Classes Begin: Spring Subterm 2	March 1, 2027
Last day to add/drop Spring Subterm 2 classes	March 8, 2027
Last day to withdraw from classes	April 5, 2027
Last day of Spring Subterm 2 classes	April 21, 2027
All final Spring Subterm 2 grades due to Registrar	April 21-25, 2027
Spring Commencement	May 1, 2027
Summer Break	April 26 - May 2, 2027

SUMMER 2027

Classes Begin: Summer Subterm 1	May 3, 2027
Last day to add/drop Summer Subterm 1 classes	May 10, 2027
Last day to withdraw from Summer Subterm 1 classes	June 7, 2027
Last day of Summer Subterm 1 classes	June 23, 2027
Final Summer Subterm 1 grades due to Registrar	June 23-27, 2027
Classes Begin: Summer Subterm 2	June 28, 2027
Last day to add/drop Summer Subterm 2 classes	July 5, 2027

Last day to withdraw from Summer Subterm 2 classes	August 2, 2027
Last day of Summer Subterm 2 classes	August 18, 2027
All final Summer Subterm 2 grades due to Registrar	August 18-22, 2027

Directory of Correspondence - Graduate and Online

Area of Advisement	Name & Title	Email Address
B.S. in Computer Science	Chris Dunham, Asst. Vice President for Graduate Online Programs and Partnerships	chris.dunham@newberry.edu
B.A. in Criminal Justice	Mara Sellers, Academic Operations Manager	mara.sellers@newberry.edu
B.S. in Cybersecurity	Chris Dunham, Asst. Vice President for Graduate Online Programs and Partnerships	chris.dunham@newberry.edu
B.S. in Digital Marketing	Alexis Castorina, Adjunct Professor	alexis.castorina@newberry.edu
B.S. in Healthcare Administration	Tracy Cook, Director of Health Science	tracy.cook@newberry.edu
B.A., in Psychology	Mara Sellers, Academic Operations Manager	mara.sellers@newberry.edu
B.S. in Respiratory Therapy	Tracy Cook, Director of Health Science	tracy.cook@newberry.edu
RN to BSN	Dr. Emily Livingston, Assistant Professor of Nursing	emily.livingston@newberry.edu
M.A. in Criminal Justice	Mara Sellers, Academic Operations Manager	mara.sellers@newberry.edu
M.Ed. in Teaching, Learning, and Curriculum	Kelsie Young, Academic Operations Manager	kelsie.young@newberry.edu
M.S. in Organizational Development and Leadership	Dr. Stephanie Menefee, Adjunct Professor	stephanie.menefee@newberry.edu
M.S. in Sport Management and Leadership	Cy Wainwright, Assistant Professor	cy.wainwright@newberry.edu
Graduate Certificate in Sport Management	Cy Wainwright, Assistant Professor	cy.wainwright@newberry.edu
Admission to Graduate and Online Programs	Chris Dunham, Asst. Vice President for Graduate & Online Programs and Partnerships	chris.dunham@newberry.edu
Alumni Relations	Angela Reid, Director of Alumni Relations	angela.reid@newberry.edu
Center for Student Success	Dr. Jennifer Syno, Assistant Dean, Center for Student Success	jennifer.syno@newberry.edu
Expenses & Tuition	Tiffany MacCracken, Online Student Financial Services Coordinator	tiffany.maccracken@newberry.edu
Financial Aid	Tiffany MacCracken, Online Student Financial Services Coordinator	tiffany.maccracken@newberry.edu
Instructional Technology	Victoria Morgan, LMS Administrator	victoria.morgan@newberry.edu
Library	Dr. Russ Conrath, Electronic Resources/Outreach Librarian	russ.conrath@newberry.edu
President of Newberry College	Dr. David Harpool	david.harpool@newberry.edu
Transcripts	Office of the Registrar	records@newberry.edu
Vice President for Graduate and Online Programs	Dr. John LaNear	john.lanear@newberry.edu

Campus Security

The *Student Right-To-Know and Campus Security Act* of 1990 (P.L. 101-542) and the *Higher Education Technical Amendment* of 1991 (P.L. 102-26) require all information be available to students and prospective students and employees/prospective employees upon request. Title I of this act is known as the *Student Right-To-Know Act* and Title II is known as the *Crime Awareness and Campus Security Act*.

Statistics on campus crime are compiled annually by the Newberry College *Office of Student Affairs* and the Chief of Campus Security and can be found online at <https://www.newberry.edu/campus-life/student-services/security>.

The Newberry College Campus Security Office is located in Brokaw Hall, Room 176, and can be reached at 803-321-5600 (office) or 803-940-0672 (cell). The Chief of Campus Security is located in the front lobby of Oakland Mill and can be reached at 803-321-5602.

Wessels Library - Online

The academic library is fundamental to all institutions of higher learning. Students conducting research at Wessels Library have full access to the library's print and electronic holdings. Online databases provide up-to-date information 24/7 across all academic disciplines and are accessible through One Search and the Wessels Library website. Students are also able to request information to support their research from most academic institutions in South Carolina through the Partnership Among South Carolina Academic Libraries (PASCAL).

Compliance and Accreditation

Newberry College is committed to equal opportunity in employment and education and does not discriminate on the basis of race, color, national origin, sex, religion, age, gender, veteran status, genetic characteristic, or disability in employment or the provision of services.

Newberry College is in compliance with Title IX of the Education Amendments of 1972; Title VI and Title VII of the Civil Rights Act of 1964; and Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act, as amended; the Student Right-to-Know and Campus Security Act of 1990.

Newberry College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate and masters degrees. Newberry College also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Newberry College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The baccalaureate degree program in nursing at Newberry College is accredited by the Commission on Collegiate Nursing Education (<https://www.aacnnursing.org/ccne-accreditation>), 655 K Street NW, Suite 750, Washington, DC 20001 (202-887-6791); the Music Education program is accredited through the National Association of Schools of Music ([NASM](http://www.nasmus.org)); and the Teacher Education programs are accredited through the Council for the Accreditation of Educator Preparation ([CAEP](http://www.caepprep.org)) and Newberry College is approved to offer educator preparation programs through the South Carolina Department of Education.

Accreditation compliance reports and letters of notification of accreditation status are on file in the Office of Institutional Research and Effectiveness.

Newberry College is a member of the Council of Independent Colleges; the American Association of Colleges for Teacher Education; the Lutheran Educational Conference of North America; the South Carolina Association of Colleges and Universities; the South Carolina Independent Colleges and Universities; and the National Collegiate Athletic Association (Division II). For information about accreditation, please see: <http://www.newberry.edu/academics/accreditation.aspx>.

Assurance of Compliance with Federal Regulation Statement

Newberry College has filed with the Federal Government an *Assurance of Compliance* with all requirements of Title VI and Title VII of the *Civil Rights Act* of 1964. Newberry College is in compliance with Title IX of the *Higher Education Act* of 1972, Section 504 of the *Rehabilitation Act* of 1973, the *Americans with Disabilities Act*, the *Students Right-to-Know and Campus Security Act of 1990*, and the *Higher Education Technical Amendment of 1991*. Newberry College is authorized under Federal law to enroll non-immigrant alien students.

Newberry College practices strict confidentiality of all student records. Records are maintained for the benefit of students and the institution but held in strict confidence in compliance with the *Family Education and Privacy Act of 1974* (FERPA) and the *Family Personal Privacy Act* of 2002.

Newberry College does not engage in unlawful discrimination based on gender/gender identity, sexual orientation, race, color, national origin, religion, age, marital status, or disability in the execution of its educational programs, activities, employment, daily operations, or admission policies, in accordance with all applicable federal, state, and local laws.

Discrimination and harassment include many forms of conduct and behavior. Any form of discrimination or harassment contradicts the policies of Newberry College and will not be condoned or tolerated.

Discrimination and/or harassment on the basis of any protected characteristic is strictly prohibited. Under the Newberry College Discrimination and Harassment policy, discrimination and/or harassment is any conduct (verbal, non-verbal, or physical) that is hostile or adverse toward any individual because of his or her gender/gender identity, sexual orientation, race, color, national origin, religion, age, marital status, or disability or any other characteristic protected by law, or that of his/her relatives, friends, or associates and that: (A) creates an intimidating, hostile or offensive work or learning environment; or, (B) unreasonably interferes with an individual's work or academic performance; or, (C) otherwise adversely affects an individual's employment or academic opportunities.

For information on Title IX at Newberry College: <https://www.newberry.edu/title-ix>

For further information regarding Title IX and your rights under the law, please visit the following website:

<http://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr106.html>).

Newberry College has designated a Title IX Coordinator to investigate all claims of violations of Newberry College's policy of non-discrimination and prohibition of sex-based harassment and assault. Reports of or inquiries about policy violations involving employees and/or students, should be directed to:

Nikki Brooks, Vice President of Human Resources; Title IX Coordinator

Work: 803-321-5117

nikki.brooks@newberry.edu

Devin Blackwell, Assistant Dean of Student Affairs for Community, Conduct, and Standards; Deputy Title IX Coordinator

Work: 803-321-5205

devin.blackwell@newberry.edu

Reports or inquiries of incidents involving students may also be directed to:

Steve Janowiak, Vice President for Student Affairs

Work: 803-321-5206

steve.janowiak@newberry.edu

Reports or inquiries of incidents involving student athletes may also be directed to:

Hunter Perry, Senior Woman Administrator

803-947-2127

hunter.perry@newberry.edu

-OR-

Dr. David Rachels, Faculty Athletic Representative

Work: 803-321-5189

david.rachels@newberry.edu

A copy of Newberry College's discrimination and harassment policy, including a more detailed policy statement and procedures for filing formal complaints, can be obtained at the following Wolf Den link:

https://www.newberry.edu/images/pdf/Title_IX_Policies_and_Procedures_2020_7.18.22b_.pdf

Formal complaints may also be filed with:

Office for Civil Rights

U.S. Department of Health and Human Services

Region IV (AL, FL, GA, KY, MS, NC, SC & TN)

Atlanta Federal Center, Suite 3B70

61 Forsyth Street, S.W.

Atlanta, GA 30303-8909

404-562-7886

OCR.Mail@hhs.gov

Military Services Coordinator

Newberry College's Military Services Coordinator is available to assist students who are serving in the military, student-veterans, and military family members who are utilizing military education benefits.

The Military Services Coordinator (MSC):

- Provides education and assistance with accessing military education benefits, including Montgomery GI Bill (Chapter 30), Vocational Readiness and Employment (VR&E/Chapter 31), Veterans Educational Assistance Program (Chapter 32), Post 9/11 GI Bill (Chapter 33), and Survivors' and Dependents' Educational Assistance Program (Chapter 35).
- Acts as a liaison for student veterans and soldiers with other campus departments, including Financial Aid, the Registrar, Academic Advising, Student Success and Counseling Services, and faculty/student communications.
- Connects student soldiers, veterans, and family members to community resources to assist with Veteran Affairs and military benefits-related matters.
- Serves as a point of contact for military education benefits access at Newberry College for military-related inquiries related to veterans and soldiers.

The Military Services Coordinator is located in the McClurg Classroom Center (LMC), room 105 and can be reached at mark.hennion@newberry.edu.

NOTE: The Military Services Coordinator is not the Newberry College's VA Certifying Official. For VA educational benefit enrollment and student records, please contact the Registrar's Office.

Graduate and Online Faculty

GEORGE ACKERMAN, Criminal Justice (2024)

B.A., Florida Atlantic University, 1999

M.B.A., Nova Southeastern University, 2003

M.S., Nova Southeastern University, 2006

J.D., Nova Southeastern University, 2003

Ph.D., Capella University, 2012

ANTHONY BENNERMAN, Criminal Justice (2026)

Master of Justice Administration, Faulkner University, 2021

KATRINA BIGHAM, Education (2024)

B.A., Clemson University, 2001

M.Ed., Clemson University, 2004

Masters in Educational Leadership, Winthrop University, 2012

Ed.D., Clemson University, 2024

DAVID BOUVIN, Cybersecurity (2026)

B.A., Roberts Wesleyan College, 1995

Masters in Computer Information Systems, Air Force Institute of Technology, 1998

Doctorate, Computer Information Systems, AFIT, 2000

Ph.D., National University, 2021

SARA BOWIE, Education (2020)

B.S., Presbyterian College, 2003

M.A., University of South Carolina, 2008

Ph.D., University of South Carolina, 2016

MATTHEW BRUCE, Business Administration (2025)

B.A., Northwest Nazarene University, 2007

M.B.A., National University, 2013

Ph.D., National University, 2025

ALEXISA CASTORINA, Business Administration (2026)

B.A., Indiana University of Pennsylvania, 2005

M.B.A., Northcentral University, 2014

MEGER CHAPPELL, Organizational Leadership and Development (2026)

B.A., Norfolk State University, 1997

M.S., Troy University, 2004
M.A., Air Command and Staff College, 2009
Ph.D., National University, 2018
M.B.A., Southeastern Oklahoma State University, 2021
J.M., Liberty University Law School, 2022
Executive J.D., Purdue University Global Law School, 2022
M.A., California State University, 2024

BROOKE CLAYTON, Education (2025)
B.S., Georgia Southern University, 2017
M.Ed. Converse University, 2021
Ed.D., University of South Carolina, 2025

AMANDA COFFEY, Respiratory Therapy (2022)
A.H.S., Orangeburg-Calhoun Technical College, 2008
B.S., University of South Carolina-Columbia, 2005
M.S., Boise State University, 2024

RUSS CONRATH, Outreach Librarian; English and Education (2020)
B.A., College of Charleston, 1990
M.A.T., The Citadel, 1993
Master of Library and Information Science, University of South Carolina, 2001
Doctorate of Education in Curriculum and Instruction, University of South Carolina, 2007

TRACY COOK, Director of Health Science; Assistant Professor of Respiratory Therapy (2021)
A.A.S., Midlands Technical College, 2010
B.A., Columbia College, 1998
M.S., Northern University, 2019

LEONA DAVIS-DANIELS, Business Administration (2024)
B.A., Saint Leo University, 2014
M.A., Saint Leo University, 2015
D.B.A., Saint Leo University, 2025

CHRIS DUNHAM, Associate Vice President for Graduate and Online Programs; Business Administration (2024)
M.B.A., Webster University, 2000

SUSAN FERNANDEZ, Education (2022)
A.A., Anderson University
B.A., Clemson University
M.Ed., Clemson University
Ed.D., Union Institute & University, 2011

LINDSEY FINLEY, Education (2025)
B.S., Winthrop University, 2014
M.Ed., Clemson University, 2022
Ed.D., University of South Carolina, 2025

CARISSA GARZA, Business Administration (2024)
B.A., University of Michigan, 2003
M.B.A., Saint Leo University, 2018
D.B.A., Saint Leo University, 2024

BETH HINGA, Vice President for Academic Affairs; Professor of Geology (2024)

B.S., Baylor University, 1993

M.S., Baylor University, 1995

Ph.D., Southern Methodist University, 2004

MEGAN HORTON, College Life (2023)

B.A., Newberry College, 2006

M.S., Newberry College, 2022

MELODIE HUNNICUTT, Psychology (2019)

B.A., Wingate College, 1980

M.Ed., University of South Carolina, 1986

Ed.S., Wingate University, 2017

Ed.D., Wingate University, 2018

JOHN LANEAR, Vice President for Graduate and Online Programs; Professor of Education (2024)

B.A., Missouri State University, 1991

J.D., University of Missouri-Kansas City, 1994

M.S., University of Wisconsin, 2004

Ph.D., University of Wisconsin, 2005

LINDSEY LONGSHORE, Nursing (2023)

B.S.N., Newberry College, 2011

M.S.N., Chamberlain University, 2017

MARK MARTIN, Business Administration (2024)

B.A., University of North Carolina at Chapel Hill, 1993

M.B.A., Wake Forest University, 2007

CRYSTAL MCGLOVER, Organizational Development and Leadership (2024)

B.S., California Baptist University, 2015

M.P.H., California Baptist University, 2017

Ed.D., Northcentral University, 2021

STEPHANIE MENEFEE, Organizational Development & Leadership (2022)

B.S., Old Dominion University, 2003

M.P.A., Old Dominion University, 2010

Ph.D., Old Dominion University, 2017

M.S., Newberry College, 2026

CARL MOORE, Healthcare Administration (2023)

A.S., Piedmont Technical College, 1990

B.S., The University of Phoenix, 2005

M.B.A., American Intercontinental University, 2006

M.F.A., Queens University of Charlotte, 2009

KIM NEAL, Assistant Professor of Math (2023)

B.A., Florida Atlantic University, 1990

M.S., Lander University, 1997

M.Ed., Grand Canyon University, 2007

Ed.D., Nova Southeastern University, 2004

WANDA NEESE, Assistant Professor of Music (1988)

B.M., Columbia College, 1988

M.M., Columbia College, 1993

DAVID NUGENT, Criminal Justice (2025)
M.P.A., American Military University
Doctor of Criminal Justice, Saint Leo University

APRIL PADGETT, Lecturer in Psychology (2023)
B.A., Newberry College, 2014
M.S., Southern New Hampshire University, 2017

DAPHNE POORE, Education (2019)
B.S., Winthrop University, 1996
M.Ed., Walden University, 2008
Ed.D., Walden University, 2015

THOMAS PUCCI, Sports Management Leadership (2023)
B.A., Sacramento State College, 1969
M.A., University of the Pacific, 1971
Ph.D., University of New Mexico, 1973

JENNIFER RACER, Business Administration (2025)
B.F.A., Arizona State University, 2002
M.A., University of Phoenix, 2004

RAY RODRIGUEZ, Criminal Justice (2026)
B.A., Northeastern Illinois University
M.A., Western Illinois University
Ed.D., Northcentral University

MARITA ROMINE, Business Administration (2024)
A.A.S., Robeson Community College, 1980
B.B.S., Mount Olive College at Wilmington, 2005
M.B.A., Webster's University, 2009

CASEY RUDZINSKI, Sports Management Leadership (2023)
B.S., Temple University
M.S., Mount St. Mary's University, 2017
M.A., Hood College, 2018
Ph.D., Northcentral University, 2022

MARA SELLERS, Business; College Life (2025)
Bachelor of Interdisciplinary Studies, Arizona State University, 2007
M.S., Grand Canyon University, 2011

KAREN SIMMONS, Respiratory Therapy (2023)
A.A.S., Trident Technical College, 1997
B.S., University of Cincinnati, 2017
M.S.R.C., University of Cincinnati, 2022

JO SWITZER, Education (2026)
B.A., Arizona State University, 1980
M.Ed., Arizona State University, 1987

CY WAINWRIGHT, Assistant Professor of Sport Management (2021)
B.S., Newberry College, 2009
M.S., St. Cloud State University, 2011

MALLORY WATKINS, Criminal Justice (2024)
B.S., Marshall University, 2016
M.S., West Virginia State University, 2019
Ph.D., Liberty University, 2023

LERONE WILDER, Assistant Professor of Religion (2021)
B.A., University of South Carolina, 2005
M.Div., Interdenominational Theological Center, 2010
Ph.D., Union Institute and University, 2019

ANDREW WINBURN, Religion (2024)
B.S., University of South Carolina, 2002
M.Div., Southeastern Baptist Theological Seminary, 2006
Ed.D., Southeastern Baptist Theological Seminary, 2014

CHELSEA YOUNG, Vice President for Innovation and College-Wide Initiatives; Professor of Education (2026)
B.S., Northcentral University, 2016
M.B.A., Northcentral University, 2017
Ed.D., Northcentral/National University, 2023

Admissions and Expenses

Graduate Admissions Criteria

Individuals seeking admission to a Newberry College graduate program must meet the following minimal requirements:

- Complete an online Graduate Admissions application (<https://admissions.newberry.edu/apply/>)
- Provide official transcripts from an accredited degree-granting university or college demonstrating completion of a bachelor's degree.
- Students must have earned a minimum of a bachelor's degree from an accredited college or university (as recognized by the Council for Higher Education Accreditation).
- Students must have a minimum cumulative college GPA of 2.75 on a 4.0 scale OR 3.0 or higher during the final 60 hours of undergraduate coursework. The GPA requirement is waived for applicants with a GPA of 3.0 or higher for an earned graduate degree.
 - Applicants with a lower GPA may be reviewed for admissions consideration by the Vice President for Graduate and Online Programs.

It is recommended to check directly with the Admissions office or visit the Newberry College website at <https://www.newberry.edu> for the most up-to-date and accurate information on admissions requirements for each graduate program.

Graduate Transfer Credit

- A maximum of six credit hours may be transferred into any graduate program at Newberry College. These courses must come from an accredited graduate school (as recognized by the Council for Higher Education Accreditation). Course equivalencies are evaluated by the graduate program coordinator and Registrar.
- No class with a grade lower than a C may be granted transfer credit. Students must submit their official transcript to have the transfer credit evaluated.
- Appeals will be evaluated by the Vice President for Graduate and Online Programs or their designee.
- During the program, students wishing to take a course at a different college or university and have that credit transferred back to Newberry College must get prior approval from the graduate program coordinator and Registrar.
- Grades earned in courses completed at other institutions do not count toward the Newberry College grade point average.

Newberry College Graduate Program Expenses

- Students enrolling in a Graduate or Undergraduate Online program will be charged a \$100 enrollment fee.
- \$575 per credit hour for tuition
- \$50 technology fee per subterm
- Expenses for books and supplies are the responsibility of the student.
- Payments for graduate students are due and payable 10 days before the course start date.
- Some courses may have course-related fees.

Registration and Payment - Online

Newberry College's student portal - Wolf Den - provides students with real-time information regarding both academic and financial accounts. Following admissions acceptance, students will receive log-in information to Newberry College email and Wolf Den. The academic advisor will register students for two courses per subterm, unless otherwise requested by the student. It is the student's responsibility to inform the academic advisor of alternative registration preferences.

Prompt payment of tuition and fees is expected. Students should ensure financial accounts are in good standing according to Newberry College payment deadlines. Students whose accounts are not in good standing may be prohibited from registration in successive terms.

How to Apply for Financial Aid

The Office of Financial Aid at Newberry College strives to provide access and equity in higher education by assisting students and their families (if applicable) in obtaining federal, state, and institutional aid. The Office of Financial Aid is generally open between the hours of 8am and 4:30pm, Monday - Friday and they may be reached at 803-321-3310 or finaid@newberry.edu.

Applying for financial aid at Newberry College is fast and easy! To get started, you must:

1. Apply and be accepted for admission to Newberry College;
2. Submit the *Free Application for Federal Student Aid (FAFSA)* online at <https://studentaid.gov/h/apply-for-aid/fafsa>
3. Review, complete, and submit any additional documentation requested by the Office of Financial Aid

Newberry College does not currently utilize a priority deadline for financial aid applications; however, all SC residents must complete a FAFSA by August 1st of each year if they wish to be considered for a South Carolina Tuition Grant (students must meet eligibility requirements to receive a SC Tuition Grant).

Financial Aid Guidelines for Graduate Students

1. The Office of Financial Aid's official communication method is email. It is the responsibility of every student to check their Newberry College email on a regular basis for updates from the financial aid office.
2. Newberry College does not allow gift aid to exceed the direct cost of attendance (tuition, fees, room, and board). Should a student receive more gift aid than is necessary to cover direct costs, OFA will reduce institutional aid to compensate. *With the express permission of the Vice President for Administration or their designee, this policy may be overruled on a case-by-case basis.*
3. To qualify for institutional aid, students must enroll on a full-time basis each trimester. A student is enrolled on a full-time basis when they enroll in at least 6 credit hours of non-remedial coursework each trimester. *Students enrolled in a remaining period of study that is shorter than a full academic year may receive institutional aid at a prorated amount for part-time attendance.*
4. Students are primarily responsible for financing their educational costs. Newberry College's financial aid programs are designed to supplement the student's (and family's, if applicable) resources, not pay for the entire cost of attending. For programs that are need-based, a student's level of need is determined using standard federal methodology.
5. Financial aid award amounts are subject to change depending upon funding levels and student eligibility criteria. Receiving a funding type one year does not necessarily indicate that you will receive it in subsequent years.
6. Students wishing to receive a federal direct student loan must complete a Master Promissory Note and Entrance Loan Counseling. Both documents must be completed online at www.studentaid.gov.
7. Students are not eligible for institutional aid while being charged a reduced rate for tuition.
8. Students are required to notify the Office of Financial Aid if they receive any type of aid that is not directly awarded by the college.

9. A U.S. citizen or national, a permanent resident of the U.S., certain residents of the Pacific Islands, and other eligible non-citizens (with an I-151, I-551, I-94, or I-688) may be eligible for some forms of federal aid and/or state aid. Documentation in addition to that indicated in the section "How to Apply for Financial Aid" may be required.

Financial Obligations and Refunds - Online

It is expected that students will be enrolled for the entire subterm. Refund of any portion of tuition and fees will be made only in the case of official withdrawal from the College through the Office of the Vice President for Academic Affairs. Identity verification may be requested before refunds are disbursed. The official date of withdrawal will be established by the Registrar. Accordingly, the refund schedule will be applied based on the withdrawal date. See the [2026-2027 graduate and online calendar](#) for specific drop and withdrawal dates.

Identity Verification

Newberry College issues each student a unique identifier number at the time of application. This ID # follows the student throughout their enrollment. It does not change, so it serves as one method of validation. Upon acceptance, the student self-selects a unique password that allows protected access to Jenzabar, the college's information management system and course management system.

At the time of enrollment, the student is given a unique email address and self-selects a unique password that protects access to the email account. Students who log into Jenzabar or to their email account provide assurances to faculty of their identity for online courses.

Newberry College requires identity verification to help protect students, the College, and federal/state financial aid programs from identity theft and financial-aid fraud. Students are responsible for providing their complete and true identity information in any identification verification process. At this time there are no additional student fees associated with student verification.

Newberry College may authenticate student identities through a combination of the following methods:

1. Pedagogical and related practices that are effective in verifying student identity
2. Third party vendors that provide robust identity verification or proctoring software services
3. Other technologies approved by the University that have been shown to be effective in verifying student identification

Academic Regulations

Acceptable Use of Information Technology Policy

Introduction

Newberry College offers comprehensive academic programs that emphasize the use of technology. Access to information technology is essential to the pursuit and achievement of the college's instructional, research, administrative, and service missions. As such, the use of information technology is a privilege, and all members of the college community are expected to be responsible and ethical users of information technology. This policy applies to all technology acquired by or on behalf of Newberry College (wherever used) and all technology (however acquired) used on any Newberry College resources.

Purpose

The Acceptable Use Policy:

1. Promotes the responsible and ethical use of computing, information resources, and/or communication systems, collectively known as "information technology" but hereafter known as "IT," administered by the Office of Campus Technology (OCT).
2. Defines the rights, responsibilities, and standards of conduct for its faculty, administrators, staff, students, and other authorized users with regard to the use of IT.
3. Explains the appropriate procedures for enforcing any and all misuse of the college's IT resources and outlines appropriate disciplinary procedures for violating these rules.

Responsibilities

1. It is the responsibility of the college faculty, administrators, staff, or student workers to communicate this policy and its contents to any and all users of IT at, or in affiliation with, Newberry College. Not being aware of any part of this policy does not excuse the individual from being responsible for its contents.
2. The Newberry College OCT is responsible for the following:
 - a. Maintaining user accountability requirements including user identification and authentication, account administration, and password integrity.
 - b. Making every effort to protect the privacy of users and confidentiality of data.
 - c. Ensuring fair access to IT.
 - d. Developing, implementing, and enforcing security policies and standards.
3. All Newberry College IT users are responsible for the following:
 - a. Acting in a responsible, ethical, and legal manner in the use of IT. As such, this use of IT implies consent with any and all applicable college policies and regulations.
 - b. Using IT for authorized college business only. Excessive use of any IT resource for personal use is prohibited.
 - c. Safeguarding data including personal information and passwords.
 - d. Recognizing the limitations to privacy afforded by electronic services.
 - e. Respecting other users and their expectation of privacy, confidentiality, and freedom of expression.
 - f. Taking precautions to prevent the initial occurrence and/or spread of computer viruses. Therefore, network connected resources must utilize college-approved anti-virus/spyware software (Acronis - Managed Endpoint Detection). This will be installed on ALL Newberry College assigned computers through the Office of Campus Technology (OCT).
 - g. Avoiding any unauthorized or illegal use of IT. This includes but is not limited to the transmission of abusive or threatening material, spam, or communications prohibited by state or federal laws.
 - h. Avoiding software or web pages that attempt to circumvent installed network controls.
 - i. Using IT in compliance with applicable license and purchasing agreements. Each user is individually responsible for reading, understanding, and adhering to all licenses, notices, and agreements in connection with IT which he or she uses.

Compliance

Newberry College reserves the right to capture, preserve, and/or inspect any information transmitted through, stored on, or used on any IT resource without notice especially when:

1. There is reasonable cause that a user has violated this policy.
2. A user or an account appears to be engaged in suspicious activity.
3. It is necessary to protect the integrity, security, or functionality of IT resources.
4. It is necessary to protect the College from liability.
5. It is permitted or required by law.

Enforcement and Disciplinary Procedures

Any user who violates any part of this policy may be subject to the following:

1. Suspension or revocation of the user's computer account and/or suspension or revocation of access to the college's IT resources.
2. Disciplinary action as described in Newberry College's Student Handbook which may include suspension, dismissal, or expulsion from the college.
3. Disciplinary procedures outlined in Newberry College's Faculty Handbook or any other documents outlining conduct for faculty, staff, administration, or student employees which may include termination of employment or other disciplinary action.
4. Civil or criminal prosecution under federal and/or state law. Noncompliance with certain provisions of this policy may incur penalties under such laws which may include fines, orders of restitution, and imprisonment.
5. Re-instatement of computer privileges shall be examined on a case-by-case basis.

Procedure to Update and/or Amend

Newberry College reserves the right to update and/or amend this document to reflect college policy changes and/or state or federal law.

Graduate Programs at Newberry College are offered primarily fully online. Individual graduate programs may also be offered in a Hybrid modality, which means 51% of the program is offered in an on-ground, faculty facilitated format. The learning outcomes, course expectations, and learning activities are the same for students whether they enroll in the fully online or Hybrid modality. The Hybrid modality is offered only when there is sufficient student demand.

Course Load - Graduate

Graduate students must be enrolled in a minimum of 6 credit hours each trimester to be considered full-time. Students who desire to register for more than 6 credit hours in a subterm are required to secure the written authorization of the Vice President for Graduate and Online programs (or his/her designee). Generally, students seeking to enroll in more than 6 credit hours in a subterm must possess a cumulative GPA of 3.0 or higher.

Students on academic probation are not permitted to register for more than 6 hours in a subterm.

Class Schedule - Online Programs

Undergraduate and Graduate courses in the online programs are scheduled to meet in three trimesters (fall, spring, and summer). Each trimester consists of two 7.5-week subterms (Fall 1 and Fall 2; Spring 1 and Spring 2; Summer 1 and Summer 2).

Course Registration Adjustment - Online

Students may adjust their academic schedule during the specified add/drop period for each subterm. After the add/drop period, students may withdraw from a course (or courses). Consult the official [academic calendar for graduate and undergraduate online students](#) for specific add/drop and withdrawal periods.

Graduate Programs' Policy for Repeating Courses

- Newberry College graduate students may repeat a maximum of two graduate courses if they earned an F.
- Graduate students who earn an F in a graduate course must take the course again - at Newberry College. If the course is successfully repeated and a C or higher is earned, the failing grade will be removed from the GPA calculation.
- A repeated course in which a C is earned counts toward the maximum of two Cs in graduate coursework to earn the master's degree.
- All course attempts, repeated courses, and associated final grades will appear on the graduate student's official transcripts.

Academic Integrity Policy

Introduction and Definitions

The Newberrian Creed calls for honesty in one's social and academic life and applies to all students of Newberry College. Academic integrity is important for:

- **STUDENTS:** Students invest time, energy, and money in their future. Maintaining integrity in their academic work ensures that they develop the skills and knowledge they need and that their degree is reflective of their personal academic achievements.
- **NEWBERRY COLLEGE:** Academic honesty is integral to the Newberry College mission to nurture *lifelong intellectual and personal development* through a *supportive academic community*.
- **EMPLOYERS:** Today's employers expect that college graduates will be able to solve complex problems, think critically, and demonstrate consistent, ethical decision-making skills. Learning and applying these skills in a supportive academic community prepares students for a successful, meaningful future.

Academic dishonesty takes many forms. The Newberrian Creed is intended to create a community that discourages all forms of academic dishonesty. The following examples, though not exhaustive, illustrate the types of conduct that violate the Creed.

CHEATING: Using unauthorized materials, information, or study aids in any academic exercise

- Copying from another student's work on any academic assignment or exam
- Using notes or books during an exam without permission
- Obtaining access to the contents of an exam or the purchase, sale, or theft of unauthorized material before or during an exam

COLLUSION: Working with others on assignments, projects, or exams without explicit permission of the instructor

PLAGIARISM: Representing the words, ideas, or work of another as one's own in any academic exercise

- Copying text, images, or data from a source without proper citation
- Paraphrasing someone else's work without acknowledgement
- Submitting the same work for multiple assignments without permission from all instructors involved

FABRICATION: Unauthorized invention or falsification of information or citations in one's academic work

- Creating fake data or results for research projects
- Altering data to fit expected outcomes
- Citing sources that do not exist or were not used
 - NOTE that generative AI tools like ChatGPT typically use fake or unverifiable sources

DECEPTION: Providing false information or fabricating excuses to improve one's grade or helping another person lie to preserve or improve their own grade

- Lying about reasons for missing a class, exam, or assignment deadline
- Forging signatures or documents

IMPROPER USE OF TECHNOLOGY: Using technology inappropriately to gain academic advantage

- Using electronic devices to access unauthorized information during an exam
- Altering or manipulating academic records or files
- IMPROPER USE OF ARTIFICIAL INTELLIGENCE: Using AI tools to complete assignments, generate content, or perform tasks without explicit permission from the instructor
 - Submitting AI-generated essays or projects as one's own work
 - Using AI to bypass plagiarism detection tools
 - Employing AI to conduct research or solve problems without disclosure
 - Employing AI to rewrite, revise, or correct one's work

Whenever a student is uncertain as to whether conduct would violate the Creed, ***it is the responsibility of the student*** to seek clarification from the appropriate faculty member or instructor of record prior to engaging in such conduct.

Procedures for Resolving Allegations of Academic Dishonesty

1. Academic Resolution

- If the instructor of record determines that a student has been dishonest in their academic work, the instructor must notify the student in writing within three (3) business days of discovery and complete the Academic Integrity Incident Report in Wolf Den after meeting with the student. The instructor must provide evidence to support the allegations in the report.
- The student must meet with the instructor in person or virtually to discuss the alleged violation within three (3) business days of receiving the written notification. Both the student and instructor are permitted to have a witness to the conversation present. ***Failure of the student to meet will be regarded as an implicit acceptance of responsibility and the penalty assigned by the instructor will stand.***
- The conversation can result in two possible outcomes:

- **Student accepts responsibility for the violation:** If the student accepts responsibility, the instructor's options include, but are not limited to 1) a grade of "F" for the assignment on which the violation occurred, 2) a grade of "F" for the course, 3) an ungraded assignment that directly addresses the violation and in which the student admits responsibility, 4) a reasonable penalty commensurate with the violation. The student will receive a letter from the Office of Academic Affairs noting the violation and resolution. If the student accepts responsibility, they waive the right to appeal the instructor's sanction and the issue will be considered resolved.
- **Student does not accept responsibility for the violation:** If the student does not accept responsibility, the instructor will assign a grade penalty that will 1) remain in place until the issue is fully resolved and/or 2) be the final resolution of the issue. The student will receive a letter from the Office of Academic Affairs noting the violation, grade penalty, and the appeal process.
- In the case of an alleged violation that significantly impacts a student's final grade, the instructor can assign an Incomplete (I) grade that will remain in place until the issue is resolved. Graduating seniors will receive priority in resolving final grades. An Incomplete grade must be resolved before the student can receive their diploma.

2. Appeals

If the student contests the alleged violation and/or the grade penalty imposed by the instructor, the student has two options for appeal. The student must choose one option and submit the written appeal within three (3) business days of meeting with the course instructor.

• OPTION 1: INFORMAL ADMINISTRATIVE REVIEW

- The student may appeal to the Associate Vice President for Academic Affairs for an informal administrative review of evidence. The purpose of the informal administrative review is to resolve the allegations without a formal hearing.
- The detailed appeal must be made for one or all of the following reasons:
 - New evidence not available to the instructor at the time of the sanction that would significantly impact the instructor's decision.
 - The grade penalty is inappropriate or too harsh in relation to the violation.
 - The instructor demonstrates bias that influences their impartiality in assigning the grade penalty.
- The student is required to meet in person or virtually with the AVPAA to discuss the appeal. In the event the student fails to meet, the AVPAA will make a decision based on information available at the time of the scheduled meeting. The possible outcomes are:
 - **Responsible:** The AVPAA finds, based on the evidence, that it is more likely than not (51% or more) that a violation occurred.
 - **Not Responsible:** There is insufficient evidence to determine that the accused is responsible.
- The AVPAA reserves the right to assign additional, non-academic sanctions.
- The decision of the AVPAA is final. [Note the option to appeal in the case of subsequent violations below.]

• OPTION 2: FORMAL HEARING

- The student may appeal to the Newberry College Judicial Council (NCJC) or designees for a formal hearing. The NCJC consists of students, faculty, and staff, chosen at the discretion of the Assistant Dean of Student Affairs (faculty members will always be present at a hearing for an academic issue).
- The detailed appeal must be made for one or all of the following reasons:
 - New evidence not available to the instructor at the time of the sanction that would significantly impact the instructor's decision.

- The grade penalty is inappropriate or too harsh in relation to the violation.
- The instructor demonstrates bias that influences their impartiality in assigning the grade penalty.
- Formal hearing procedures and student rights are located in the [Newberry College Student Code of Conduct](#). If the student fails to appear at the formal hearing, the NCJC or designees will make a decision based on information available at the time of the hearing.
- The hearing panel will base their determinations of responsibility solely on the information presented during the hearing, applying the preponderance of the evidence standard. The possible outcomes are:
 - **Responsible:** The NCJC finds, based on the evidence, that it is more likely than not (51% or more) that a violation occurred.
 - **Not Responsible:** There is insufficient evidence to determine that the accused is responsible.
- A “responsible” finding by the hearing panel may include additional sanctions.
- The hearing panel decision is final.

For both appeal options, the student will receive a notification of the outcome. All documents related to the violation will be retained in the student’s disciplinary record for a length of time specified by the type of sanction (see the [Newberry College Student Code of Conduct](#)).

3. A list of possible sanctions, aside from grade penalties, can be found in the [Newberry College Student Code of Conduct](#).

4. SUBSEQUENT VIOLATIONS

If the student is reported for a second or subsequent academic integrity violation and has been found responsible for a previous violation, through admitting responsibility or through an appeal, they will lose the option of accepting an Academic Resolution from the instructor and will proceed immediately to the Informal Administrative Review. If they are unsatisfied with the outcome of the Informal Administrative Review, the student may appeal to the Newberry College Judicial Council. All decisions of the NCJC are final.

Beyond the first violation, students are subject to more severe sanctions, including suspension and/or expulsion from Newberry College.

Grades and Academic Standing

Graduate courses will use a ABCF grading system with the following quality point values:

A	4 quality points
B+	3.3 quality points
B	3 quality points
C	2 quality points
F	0 quality points

The total number of courses taken and total quality point values for each final graded earned are used to calculate the cumulative GPA:

Total Points/# of Courses

For example, if you took 4 courses – and earned 2 As, 1 B, and 1 C, your GPA calculation is:

$4 + 4 + 3 + 2 = 13$ Total Points [divided by] 4 - # of Courses

$13/4 = 3.25$ Cumulative GPA

Academic Probation, Dismissal, and Graduation Requirements

Each semester students are expected to make satisfactory progress towards completing their degree. SAP is based on a students' grade point average (GPA), the pace at which a degree can be completed (completion rate), and the total amount of time allotted to complete a degree program.

Masters Degrees at Newberry College

<i>Cumulative Attempted Hours</i>	<i>Minimum Cumulative GPA</i>
0-6 hours	2.0
7-10 hours	2.5
11-15 hours	2.5
16-30 hours	2.8

- Graduate students must maintain a cumulative 2.8 GPA or higher to remain in good standing. A maximum of six credit hours with a grade of C or better is allowed toward completion of a master's degree.
- If a graduate student earns a C or F in a graduate course, they will be placed on academic probation. If a third C or second F is earned, the student will be suspended. Students who are suspended from graduate programs must reapply for graduate admission in a future term.
- Graduate students must complete all 10 graduate courses and have a minimum cumulative GPA of 2.8 to graduate with a master's degree.

Graduate Honors

Graduate students who maintain a 4.0 GPA will receive a "With Distinction" designation on their final transcript.

Degree Conferral - Online

Students enrolled in Graduate and Online programs are enrolled in 7.5 week courses. Newberry College will confer degrees for students completing graduation requirements effective on the first business day after the final day of the subterm.

Degrees

Certificate in Organizational Development and Cooperative Leadership

Degree Type

Certificate

This program is designed to equip South Carolina Electric Cooperative employees with the necessary knowledge, skills, and experiences to excel in leadership.

For South Carolina Electric Cooperative employees only.

Required Courses

Item #	Title	Credits
ODL 511	Managing Change with Agility and Resilience	3
ODL 520	Leadership Foundations	3
ODL 521	Contemporary Leadership Practice	3
ODL 522	Communication Skills for Leadership	3
ODL 523	Leader as Coach and Mentor	3
	Total Credits	15

Certificate in Sport Management

Degree Type

Certificate

Division of Graduate and Online Programs

Vice President for graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

Program Coordinator: Cy Wainwright, Assistant Professor of Sport Management

The online Graduate Certificate in Sport Management requires a total of 12 credit hours, which can apply toward the full MS in Sport Management and Leadership degree.

After completing the certificate, students need an **additional 18 credit hours** to complete the MS degree.

Required Courses

Item #	Title	Credits
SML 510	Critical Issues in Sport Management and Leadership	3
SML 520	Business of Sport	3
SML 521	Finance for Leaders	3
SML 522	Sport Marketing and Public Relations	3
	Total Credits	12

Master of Arts in Criminal Justice

Degree Type

Master of Arts

Division of Graduate and Online Programs

Vice President for Graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

The ***Master of Arts in Criminal Justice*** is an interdisciplinary program that combines the principles and practices of criminal justice with the principles and practices of leadership. It focuses on the development of leadership skills and abilities that are relevant to the criminal justice profession, such as communication, decision-making, and conflict resolution. The program is designed to prepare criminal justice practitioners, those at a crossroads in their careers, and those in intersectional careers with leadership skills and knowledge of the demands and dynamic changes in the criminal justice field.

Program Learning Outcomes:

1. Demonstrate advanced competency in interpreting organizational development and leadership discourse necessary for working in public and private sector agencies within criminal justice.
2. Appraise and select appropriate databases for retrieving, evaluating, and analyzing evidence-based literature for application in criminal justice research and grants.
3. Demonstrate the ability to conceptualize, analyze, and theorize the changing nature of crime, security, prevention, justice, and policy issues and goals in the current socioeconomic and societal trends of South Carolina, the United States, and the world.
4. Integrate knowledge of organizational development and leadership skills in the expansion of knowledge within criminal justice, including the legislative process, legal process, criminal law, criminological theory, ethics, mental health, diversity issues and concerns, emerging issues, current research and theories, and critique and expand on information learned and applied to build on a body of knowledge in the field.
 - a. Students will integrate their learning in either a thesis or end-of-course project within their specialized curriculum field.
 - b. Students will use appropriate research or project design and implementation methods to plan and describe a research project/thesis that includes a research question or problem.

Required Courses

Item #	Title	Credits
CRJ 400	Professional Ethics in Criminal Justice	3
CRJ 417	Diverse Populations and Criminal Justice	3
ODL 510	Contemporary Organizational Development Foundations	3
CRJ 513	Criminal Jurisprudence	3
ODL 511	Managing Change with Agility and Resilience	3
CRJ 512	Criminology Theory	3
CRJ 516	Juvenile Law and Justice	3
CRJ 518	Mental Health and Addictions and Criminal Justice	3
ODL 531	Assessment, Data Analysis, and Educational Research	3
ODL 570	Professional Practice Capstone	3
	Total Credits	30

Master of Education in Higher Education Leadership and Student Success

Degree Type

Master of Education

Division of Graduate and Online Programs

Vice President for Graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

Program Coordinator: Dr. Susan Fernandez, Ed.D.

Program Learning Outcomes:

1. **Design, evaluate, and refine** a shared institutional vision for efficient operation and continuous improvement that aligns with national leadership standards and advances student success for all learners.
2. **Analyze, evaluate, and apply** ethical, legal, and professional standards to complex decision-making processes that ensure safe, equitable, and compliant institutional environments.
3. **Critique, design, and lead** equitable and culturally responsive organizations by addressing systematic barriers, advancing inclusive practices, and cultivating a culture of respect and belonging for all stakeholders.
4. **Analyze, synthesize, and apply** data-informed and research-based practices to improve teaching, learning, and organizational effectiveness, including designing action research and evidence-based improvement initiatives.
5. **Evaluate, design, and implement** effective instructional, organizational, and collaborative leadership practices by advancing curriculum, assessment, human capital development, family and community engagement, and operational systems to improve overall performance.
6. **Evaluate, select, and implement** technology leadership practices by leveraging digital tools to support instruction, analyze data, communicate with stakeholders, and promote and model equitable access, ethical use, and continuous institutional improvement.

Required Courses

Item #	Title	Credits
EDU 518	Foundations of Higher Education Leadership, History, and Governance	3
EDU 519	Strategic Leadership for Planning, Assessment, and Accreditation	3
EDU 523	Higher Education Finance and Resource Management	3
EDU 528	Dynamic Operations in Higher Education	3
EDU 534	Ethics, Higher Ed Law, and Professional Practice	3
EDU 538	Administration of Digital Learning and Educational Technology	3
EDU 548	Strategic Leadership and Talent Development	3
EDU 549	Students First Leadership Practices and Theories	3
EDU 531	Assessment, Data Analysis, and Educational Research	3
EDU 570	Professional Practice Capstone	3
	Total Credits	30

Master of Education in K-12 Educational Leadership

Degree Type

Master of Education

Required Courses

Item #	Title	Credits
EDU 515	Foundations of Educational Leadership & Vision Development	3
EDU 531	Assessment, Data Analysis, and Educational Research	3
EDU 525	Leadership: Collaboration, Mentoring, and Professional Learning Communities	3
EDU 545	Curriculum and Instructional Leadership	3
EDU 555	Equity-Centered and Culturally Responsive Leadership	3
EDU 556	Family and Community Engagement in Education	3
EDU 558	Ethical Leadership, School Law, and Professional Norms	3
EDU 562	School Operations, Finance, and Resource Management	3
EDU 565	Human Resource Leadership and Talent Development	3
EDU 568	Practicum in Leadership and Instructional Improvement	3
EDU 570	Professional Practice Capstone	3
	Total Credits	33

Master of Education in Teaching, Learning, and Curriculum

Degree Type

Master of Education

Division of Graduate and Online Programs

Vice President for Graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

Program Coordinator: Dr. Susan Fernandez, Ed.D.

The ***Master of Education in Teaching, Learning, and Curriculum*** complements our existing offerings by providing certified teachers and educational leaders with advanced knowledge and skills. With a focus on personalized learning, professional advancement, and cutting edge curriculum, the MEd program enhances Newberry College's commitment to shaping the future of education.

The program offers two areas of concentration:

Multilingual Learner Education: Expands expertise in culturally and linguistically diverse education. Students can also add courses to obtain English for Speakers of Other Languages (ESOL) certification in South Carolina.

Literacy Leadership: Focuses on teaching of literacy and literacy leadership skills, with add-on courses for literacy teacher, literacy coach, and literacy specialist endorsement in South Carolina.

Program Learning Outcomes:

1. Analyze instructional design models to inform the creation of effective, learner-centered educational experiences

Objective #1: Explain key instructional design frameworks (ADDIE, UDL, TPACK, SAMR)

Objective #2: Compare and contrast how these models guide lesson planning and technology integration

Objective #3: Apply selected models to design a learning experience

2. Design and develop innovative learning environments using current and emerging technologies that support diverse learners in various educational contexts

Objective #1: Design a learning experience that integrates AI in a way that aligns with current students' learning preferences

Objective #2: Design a gamified or interactive digital learning environment that increases engagement

3. Evaluate digital tools and platforms for their pedagogical value, accessibility, scalability, and alignment with learning objectives

Objective #1: Apply evaluation criteria for digital learning tools and platforms

Objective #2: Compare at least three digital tools for specific learning context

Objective #3: Recommend and justify a tool for a diverse group of learners, based on data and context

4. Apply principles of human-centered design to develop instructional solutions that are iterative, inclusive, and contextually relevant

Objective #1: Use empathy-based research methods to identify learner needs in a specific content area

Objective #2: Apply the human-centered design process to create an instructional solution

Objective #3: Reflect on the human impact of your instructional design decisions

5. Critically examine the role of innovation in education, including ethical, cultural, and equity-related implications of technology integration

Objective #1: Examine the role of teachers in promoting responsible digital citizenship

Objective #2: Reflect on the double-edged nature of educational innovation

Objective #3: Create a Digital Citizenship and Responsibility Project with equity and innovation

6. Conduct needs assessments and data-informed evaluations to guide the design, implementation, and improvement of technology-enhanced learning interventions

Objective #1: Conduct a needs assessment to identify instructional gaps

Objective #2: Design a data-informed instructional solution based on needs assessment results

Objective #3: Develop and implement a plan for measuring the effectiveness of the instructional solution

Objective #4: Analyze and interpret data to evaluate the impact of the instructional solution

Objective #5: Reflect on the ethical and equitable use of data in instructional design

7. Collaborate effectively within interdisciplinary teams to ideate, prototype, and refine educational technologies and instructional strategies

Objective #1: Create a Collaboration Strategy Plan

Objective #2: Reflect on the collaborative design process and outcomes

8. Communicate design decisions and project outcomes through professional-quality documentation, presentations, and digital portfolios

Objective #1: Create a digital portfolio with artifacts that demonstrate your skills and growth

Objective #2: Reflect on the effectiveness of design decisions and project outcomes

Required Core Courses

Item #	Title	Credits
EDU 530	Advanced Educational Psychology	3
EDU 582	Learning Design, Innovation, and Technology in Education	3
EDU 531	Assessment, Data Analysis, and Educational Research	3
EDU 570	Professional Practice Capstone	3

Required Courses for Concentration in Multilingual Learner Education

Item #	Title	Credits
EDU 510	Principles and Instructional Strategies for Teaching Multilingual Learners	3
EDU 535	Introduction and Application of Linguistics	3
EDU 540	Teaching Reading and Writing to Multilingual Learners	3
EDU 550	Teaching Literacy through the Content Areas	3
EDU 560	Testing/Assessment for Multilingual Learners	3

Required Courses for Concentration in Literacy Leadership

Item #	Title	Credits
EDU 511	Action Research in Literacy Coaching	3
EDU 521	Coaching for Literacy Education	3
EDU 533	Administration and Supervision of Literacy Education	3
EDU 551	Instructional Strategies and Assessment for Diverse Learners	3
EDU 561	Curriculum Development	3

Choose 1 Elective (or 1 Course from another Concentration)

Item #	Title	Credits
EDU 520	Leadership Foundations	3
EDU 522	Communication Skills for Leaders	3
	Total Credits	30

Master of Science in Organizational Development and Leadership

Degree Type

Master of Science

Division of Graduate and Online Programs

Vice President for Graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

Organizational Development and Leadership is an interdisciplinary field that combines the principles and practices of organizational management with the principles and practices of leadership. It focuses on the development of leadership skills and abilities that are relevant to the business world, such as communication, decision-making, conflict resolution, and strategic planning.

Program Learning Outcomes:

- Demonstrate advanced competency in interpreting organizational development and leadership discourse.
 - Students will perform with advanced competency in interpreting the content of complex organizational development and leadership discourse.
 - Students will demonstrate an understanding of strategic management, organizational leadership, team dynamics, coaching, and consulting within their specialized content areas.
- Analyze, conduct, and consult on the effective and efficient provision of organizational development and leadership models in real-world environments.
 - Students will demonstrate an understanding of how organizational theories and models are developed and transformed into practice.
 - Students will exhibit critical thinking and structural skills needed to facilitate effective organizational and leadership frameworks to

provide pathways of success within the specialized fields of study.

3. Integrate knowledge of ODL to build on a body of knowledge in the field.

a. Students will integrate their learning in a final research project or paper that is significant to real-world cases/scenarios within their specialized curriculum field.

b. Students will use appropriate research or project design and implementation methods to plan and describe a research project/paper that includes a research question or problem.

Required Courses

Item #	Title	Credits
ODL 510	Contemporary Organizational Development Foundations	3
ODL 511	Managing Change with Agility and Resilience	3
ODL 512	Managing and Developing Talent	3
ODL 513	Optimizing Performance and Development	3
ODL 520	Leadership Foundations	3
ODL 521	Contemporary Leadership Practice	3
ODL 522	Communication Skills for Leadership	3
ODL 523	Leader as Coach and Mentor	3
ODL 531	Assessment, Data Analysis, and Educational Research	3
ODL 570	Professional Practice Capstone	3
	Total Credits	30

Master of Science in Organizational Development and Leadership with Specialization

Degree Type

Master of Science

Newberry College offers 5 specializations in the Master of Science in Organizational Development and Leadership degree. To earn any of these specializations, follow the appropriate degree path described below.

ODL Core: Required for all specializations

Item #	Title	Credits
ODL 510	Contemporary Organizational Development Foundations	3
ODL 511	Managing Change with Agility and Resilience	3
ODL 512	Managing and Developing Talent	3
ODL 513	Optimizing Performance and Development	3
ODL 520	Leadership Foundations	3
ODL 521	Contemporary Leadership Practice	3
ODL 522	Communication Skills for Leadership	3
ODL 523	Leader as Coach and Mentor	3

A.I. Specialization Requirements

Item #	Title	Credits
AIL 500	AI Literacy for Managers and Leaders	3
AIL 510	Managing AI-Enabled Processes and Teams	3
AIL 520	AI Risk, Ethics, Governance, and Compliance	3
AIL 530	AI Strategy, Innovation, and Competitive Advantage	3

Cyber Specialization Requirements

Item #	Title	Credits
CYL 500	Governance, Risk, and Compliance	3
CYL 510	Cloud, Networks, and System Security	3
CYL 520	Security Operations	3
CYL 530	Cyber Law	3

Exercise Science Specialization Requirements

Item #	Title	Credits
EXL 500	Mechanisms of Motor Skill Performance	3
EXL 510	Behavioral Aspects of Physical Activity	3
EXL 520	Physical Activity and Health: Epidemiology, Research, and Practice	3
EXL 530	Biostatistics and Bioethics	3

Healthcare Administration Specialization Requirements

Item #	Title	Credits
HCL 500	Healthcare Systems and Delivery	3
HCL 510	Healthcare Finance and Budgeting for Leaders	3
HCL 520	Health Policy, Law, and Ethics	3
HCL 530	Healthcare Capstone: Quality Improvement and Patient Safety Leadership	3

Human Resources Specialization Requirements

Item #	Title	Credits
HRL 500	HR Strategy, Operating Models, and Global Workforce	3
HRL 510	Workforce Analytics, Total Rewards, and Employee Relations	3
HRL 520	Employment Law, Risk, and Corporate Responsibility	3
HRL 530	Strategic HR Capstone	3
	Total Credits	36

Master of Science in Sport Management and Leadership

Degree Type

Master of Science

Division of Graduate and Online Programs

Vice President for Graduate and Online Programs: Dr. John LaNear, J.D., Ph.D.

Program Coordinator: Cy Wainwright, Assistant Professor of Sport Management

A **Master of Science in Sport Management and Leadership** degree can open a variety of career paths in the sports industry. The goal of sport management and leadership is to prepare individuals for leadership roles in the sports industry, such as athletic directors, team managers, sports marketers, and event planners. Through a combination of theoretical and practical coursework, students in this field learn how to effectively manage sports organizations, events, and teams and how to lead people and organizations to success.

Program Learning Outcomes:

1. Demonstrate advanced competency in interpreting leadership and sport management discourse.
 - a. Students will perform with advanced competency in interpreting the content of complex organizational development, leadership, and sport management discourse.
 - b. Students will demonstrate an understanding of strategic management, organizational leadership, team dynamics, and business operations within their specialized content areas.
2. Analyze, conduct, and consult on the effective and efficient provision of leadership and sport management models in real-world environments.

a. Students will demonstrate an understanding of how organizational theories and business models are developed and transformed into practice in sport industry contexts.

b. Students will exhibit critical thinking and structural skills needed to facilitate effective organizational management, leadership, business operations, and sport management frameworks to provide pathways of success within their specialized fields of study.

3. Integrate knowledge of leadership and sport management to build on a body of knowledge in the field.

a. Students will integrate their learning in a final research project or paper that is significant to real-world case scenarios within their specialized curriculum field.

b. Students will use appropriate research or project design and implementation methods to plan and describe a research project/paper that includes a research question or problem.

Required courses for MSSML

Item #	Title	Credits
ODL 510	Contemporary Organizational Development Foundations	3
ODL 511	Managing Change with Agility and Resilience	3
ODL 520	Leadership Foundations	3
ODL 522	Communication Skills for Leadership	3
ODL 531	Assessment, Data Analysis, and Educational Research	3
ODL 570	Professional Practice Capstone	3
SML 510	Critical Issues in Sport Management and Leadership	3
SML 520	Business of Sport	3
SML 521	Finance for Leaders	3
SML 522	Sport Marketing and Public Relations	3
	Total Credits	30

Classes

AIL 500 : AI Literacy for Managers and Leaders

This course builds practical AI fluency for leaders who need to make informed decisions about adopting and overseeing AI in the workplace. Students learn core AI concepts (including machine learning and generative AI), common use cases, and the capabilities and limitations of AI tools. Emphasis is placed on interpreting AI outputs, asking the right questions of technical teams and vendors, and recognizing risks such as bias, hallucinations, privacy concerns, and security exposure. By the end of the course, students can evaluate AI proposals, communicate AI implications to stakeholders, and support responsible, value-driven adoption.

Credits 3

AIL 510 : Managing AI-Enabled Processes and Teams

This course focuses on leading teams and workflows where AI is embedded into daily operations, decision-making, and service delivery. Students examine how AI changes roles, work design, performance expectations, and accountability, and they develop approaches for change management, training, and adoption. Topics include human-in-the-loop process design, quality assurance for AI-assisted work, cross-functional collaboration between business and technical teams, and maintaining trust and transparency. Students leave prepared to implement AI-enabled processes that improve efficiency while preserving governance, employee engagement, and operational reliability.

Credits 3

AIL 520 : AI Risk, Ethics, Governance, and Compliance

This course prepares students to identify, assess, and manage the organizational risks introduced by AI systems across the lifecycle, from design and procurement to deployment and monitoring. Students explore ethical principles, bias and fairness concerns, privacy and security requirements, transparency and explainability, and documentation practices that support accountability. The course also addresses governance structures such as policies, oversight committees, model risk management, vendor due diligence, and compliance alignment with relevant laws and standards. Students gain the ability to recommend controls and governance practices that enable trustworthy, compliant AI use at scale.

Credits 3

AIL 530 : AI Strategy, Innovation, and Competitive Advantage

This course examines how organizations can use AI to drive innovation, differentiation, and sustainable competitive advantage. Students learn to identify high-impact AI opportunities, evaluate build-versus-buy decisions, and connect AI initiatives to business strategy, performance metrics, and customer value. The course emphasizes strategic portfolio planning, data readiness, experimentation and scaling, and measuring ROI while managing organizational risk. By the end of the course, students can develop an AI strategy roadmap that balances innovation with feasibility, governance, and long-term organizational capability building.

Credits 3

CRJ 400 : Professional Ethics in Criminal Justice

This course will present the fundamentals of ethical behavior as it relates to the American criminal justice system. Classical and contemporary ethical theories will be applied to the discussion of such issues as discretion, corruption, use of force, racism, deception, professionalism, and the nature and meaning of justice.

Credits 3

CRJ 417 : Diverse Populations and Criminal Justice

This course critically examines race, gender, class, religion, and other diversity topics within the U.S. criminal justice system. Topics of emphasis include the importance of diversity issues in the development, organization, and operation of the criminal justice system.

Credits 3

CRJ 512 : Criminology Theory

This course explores and synthesizes criminological theories and research to explain crimes in modern society.

Credits 3

CRJ 513 : Criminal Jurisprudence

This course examines the complex concepts, foundations, and principles of the constitution and substantive criminal law and criminal procedure from a historical perspective to today. Supreme Court Jurisprudence will be compared and contrasted with State Court Jurisprudence.

Credits 3

CRJ 516 : Juvenile Law and Justice

This course explores the Juvenile Justice system's history, laws, and process with a focus on necessary reforms, emerging case law, and rehabilitation of America's youth.

Credits 3

CRJ 518 : Mental Health and Addictions and Criminal Justice

This course examines various mental health disorders and the role of the courtroom workgroup and the courts in treatment.

Credits 3

CYL 500 : Governance, Risk, and Compliance

This course introduces the leadership and organizational foundations of cybersecurity governance, risk management, and compliance (GRC). Students learn how to identify and prioritize cyber risks, align security strategy with business goals, and translate requirements into practical policies, standards, and controls. Emphasis is placed on risk assessment methods, control selection, third-party risk, audit readiness, and building governance structures that support accountability and resilience. By the end of the course, students can communicate risk to stakeholders and recommend compliance-aligned security improvements.

Credits 3

CYL 510 : Cloud, Networks, and System Security

Cloud, Networks, and System Security introduces students to the key ideas and practices used to protect cloud-based systems, computer networks, and organizational technology environments. Students learn how businesses safeguard information, manage user access, reduce security risks, and monitor systems for possible problems. The course also explores common security challenges, such as protecting data, preventing unauthorized access, and responding to potential weaknesses in technology systems. Through practical examples and activities, students learn how to recognize security concerns and recommend appropriate safeguards. By the end of the course, students will understand how organizations use layered security approaches to protect cloud services, networks, systems, and sensitive information.

Credits 3

CYL 520 : Security Operations

This course focuses on how organizations detect, respond to, and recover from cybersecurity threats through effective security operations. Students examine the functions of a Security Operations Center (SOC), incident response lifecycle, threat detection strategies, and the use of logs, alerts, and telemetry to investigate suspicious activity. The course emphasizes operational playbooks, escalation and communication procedures, evidence handling, and continuous improvement through lessons learned. Students gain the ability to design and evaluate operational workflows that support timely response and measurable security outcomes.

Credits 3

CYL 530 : Cyber Law

This course surveys the legal and regulatory environment that shapes cybersecurity decision-making and organizational liability. Students analyze privacy and security laws, breach notification obligations, contracts and third-party responsibilities, intellectual property considerations, and the legal dimensions of incident response and investigations. Through scenario-based learning, students practice applying legal concepts to real-world cyber events, including reporting, documentation, and stakeholder communication. The course prepares students to collaborate effectively with legal counsel and leadership while making security decisions that reduce legal exposure.

Credits 3

EDU 510 : Principles and Instructional Strategies for Teaching Multilingual Learners

This course provides information on identifying multi-language students, preparing effective teachers of multilingual learners, using appropriate instructional and assessment strategies aligned with PK-12 English language proficiency standards, and understanding relevant laws and policies related to services and instruction provided to multilingual learners.

Credits 3

Notes

This course is stacked with EDU 551.

This course is an ESOL add-on.

EDU 511 : Action Research in Literacy Coaching

Roles and responsibilities of a literacy coach are studied in classroom and school contexts. Through action research, candidates identify, enact, reflect upon, and evaluate scaffolded approaches to support teachers' learning and professional development.

Credits 3

EDU 515 : Foundations of Educational Leadership & Vision Development

Explores the foundational principles and practices of effective K-12 educational leadership, with an emphasis on developing and sustaining a shared school vision. Candidates examine leadership theory, ethical decision-making, and the role of leaders in fostering inclusive, student-centered learning environments. The course emphasizes collaborative vision development, continuous improvement, and aligning school goals with student success.

Credits 3

EDU 518 : Foundations of Higher Education Leadership, History, and Governance

This course examines the historical development, mission, structure, and governance of higher education institutions in the United States. The curriculum addresses the roles and responsibilities of institutional leaders, as well as the influence of social, political, economic, and cultural forces on higher education. Emphasis is placed on leadership principles, shared governance, organizational structures, and the relationship between governing boards, administration, faculty, and external stakeholders. Students will also explore contemporary issues and challenges facing higher education and develop an understanding of effective leadership across various institutional types.

Credits 3

EDU 519 : Strategic Leadership for Planning, Assessment, and Accreditation

This course reviews the principles and practices of strategic leadership as they pertain to planning, assessment, accreditation, and institutional effectiveness in higher education. Students will investigate the development and execution of strategic and operational plans aligned with institutional mission, vision, and objectives. Emphasis is placed on the use of assessment and data-informed decision-making to enhance student learning, academic programs, and organizational performance. The course also examines regional and specialized accreditation processes, compliance requirements, and continuous improvement within colleges and universities. Students will develop the leadership skills necessary to support institutional effectiveness, foster a culture of assessment, and lead organizational change in complex higher education environments, essential for advancing strategic planning and accreditation efforts.

Credits 3

EDU 520 : Leadership Foundations

Leadership theories and practices is an ever-evolving field. This course will explore and contrast key seminal leadership theories and models, their strengths, and limits as well as their practical applications. Learners will delve into the different leadership styles and situational leadership practices and evaluate their own leadership patterns and preferences. Variations in leadership expectations and styles across global regions round out the learning experience.

Credits 3

Notes

This course is stacked with ODL 520.

EDU 521 : Coaching for Literacy Education

The course provides theoretical rationales for literacy leadership, comprehensive literacy frameworks and coaching. Educators develop knowledge of lesson demonstration, conducting and supporting team meetings, professional learning communities, and peer-coaching.

Credits 3

EDU 522 : Communication Skills for Leaders

A fundamental role of leadership is developing and engendering a vibrant culture by reinforcing core values through various communication methods. This course introduces learners to the modern methods used for leadership communication, including educational communication systems, video, written word, and social media. Learners will have the opportunity to practice these skills across multiple communication mediums.

Credits 3

Notes

This course is stacked with ODL 522.

EDU 523 : Higher Education Finance and Resource Management

This course provides a comprehensive overview of financial management, budgeting, and resource allocation within higher education institutions. Students will analyze the financial structures and funding models of colleges and universities, including tuition revenue, state and federal funding, financial aid, auxiliary services, grants, and fundraising. Emphasis is placed on strategic budgeting, fiscal planning, and the effective stewardship of institutional resources to advance organizational goals and student success. The course also explores financial decision-making, enrollment and revenue considerations, accountability, and the economic challenges facing higher education.

Credits 3

EDU 525 : Leadership: Collaboration, Mentoring, and Professional Learning Communities

Explores the ways educational leaders build and sustain collaborative school cultures that promote professional growth and improved student outcomes. Candidates develop skills in mentoring colleagues, facilitating professional learning communities, and supporting shared leadership practices. The course emphasizes strategies for strengthening communication, trust, and collective responsibility for continuous school improvement.

Credits 3

EDU 528 : Dynamic Operations in Higher Education

This course analyzes the complex and evolving operational functions that enable colleges and universities to achieve their institutional mission and strategic objectives. Students will investigate the interconnected systems and processes that drive higher education operations, including enrollment management, academic and student support services, technology integration, human resources, compliance, risk management, and organizational communication. The curriculum emphasizes adaptive leadership, operational efficiency, cross-divisional collaboration, and data-informed decision-making in dynamic higher education environments. Students will develop the leadership and management competencies essential for addressing operational challenges, facilitating organizational change, and advancing instructional effectiveness and student success.

Credits 3

EDU 530 : Advanced Educational Psychology

This course consists of a systematic approach to the application of psychology to learning. The student will be provided with learning opportunities in the comprehensive analysis of the theories of psychology and concepts pertaining to instructional methods. The following aspects of psychology and their relevance to educational practices will be addressed: Motivation, thinking, problem-solving, human development, brain-based learning, research-based teaching, and assessment. The research process of planning, implementing, and assessing will be emphasized in relation to the psychological factors within educational systems.

Credits 3

EDU 531 : Assessment, Data Analysis, and Educational Research

This course introduces students to action research as a practical approach for understanding and improving problems within professional settings. Students learn to identify and analyze organizational challenges, examine relevant research and evidence, evaluate potential interventions, and develop a structured action research proposal. Through a series of scaffolded assignments, learners design an evidence-informed improvement plan that incorporates implementation, evaluation, and adaptation strategies in preparation for the capstone experience.

Credits 3

Notes

This course is cross-listed with ODL 531.

EDU 533 : Administration and Supervision of Literacy Education

This course provides the knowledge, skills, and expertise to effectively supervise literacy instruction and initiatives. It emphasizes the components of effective literacy programs and the roles of school personnel. The course will expose literacy leaders and school administrators to the development of literacy programs from pre-K level to college and adult levels as well as to the necessary components of a school's entire literacy program, particularly relevant to the state standards, standardized assessment, and other national standards that apply.

Credits 3

EDU 534 : Ethics, Higher Ed Law, and Professional Practice

This course explores the ethical, legal, and professional responsibilities of leaders and administrators in higher education. Students will examine key legal and compliance issues affecting colleges and universities, including governance, student rights, employment law, Title IX, Family Educational Rights and Privacy Act (FERPA), Americans with Disabilities Act (ADA) compliance, legal issue compliance, academic freedom, intellectual property, and risk management. Emphasis is placed on ethical decision-making, professional standards, equity and inclusion, and leadership practices that promote integrity, accountability, and institutional trust. Students will develop the knowledge and skills necessary to navigate complex legal and ethical issues and promote responsible and effective practice in diverse higher education roles.

Credits 3

EDU 535 : Introduction and Application of Linguistics

This course prepares educators to understand and apply knowledge about language structure and second language acquisition in planning and adapting content and standards-based teaching. An introduction to the theory and methods of linguistics: universal properties of human language; phonetic, phonological, morphological, syntactic, and semantic structures and analysis; nature and form of grammar will be provided.

Ten (10) practicum hours are required in EDU 535. This practicum includes experiences working directly with students whose primary language is not English.

Credits 3

Notes

This course is an ESOL add-on.

EDU 538 : Administration of Digital Learning and Educational Technology

This course examines the leadership, management, and administration of digital learning environments and educational technology within higher education institutions. Students will explore the strategic role of technology in teaching, learning, and institutional effectiveness. Key topics include the tools and platforms essential for college administration such as customer relationship management systems (CRM), student information systems (SIS), learning management systems (LMS), digital libraries, instructional design tools, and other advanced technologies like artificial intelligence (AI). Additional areas of focus include online program administration, instructional design collaboration, and emerging educational technologies. The course addresses governance structures, policy development, accessibility and compliance, faculty support, and quality assurance in digital learning initiatives. Students will develop the skills needed to lead, evaluate, and sustain effective digital learning ecosystems that advance student success and institutional objectives.

Credits 3

EDU 540 : Teaching Reading and Writing to Multilingual Learners

This course prepares candidates to apply current theories, research, and innovative practices in planning, implementing, and assessing standards-based curriculum to teach reading and writing (literacy skills) to multilingual learners. The development of academic language and vocabulary, intercultural rhetoric, second language writing, first language grammar interference, and creation of a culturally responsive learning environment are topics of this course.

Ten (10) practicum hours are required in EDU 540. This practicum includes experiences working directly with students whose primary language is not English.

Credits 3

Notes

This course is an ESOL add-on.

EDU 545 : Curriculum and Instructional Leadership

Examines the role of educational leaders in guiding and improving curriculum, instruction, and assessment practices in K-12 settings. Candidates explore strategies for aligning curriculum with standards, supporting high-quality instructional practices, and promoting equitable learning opportunities for all students. Emphasis is placed on instructional leadership, data-informed decision-making, and continuous improvement to enhance teaching and learning outcomes.

Credits 3

EDU 548 : Strategic Leadership and Talent Development

This course explores leadership practices with a focus on theoretical foundations and applications relevant to the recruitment, development, and retention of faculty and staff in higher education institutions. Students will examine strategic approaches to talent management, including organizational development, professional learning systems, performance evaluation, succession planning, and leadership development. The curriculum emphasizes faculty and staff talent management and development, creating inclusive, mission-driven workplace cultures that support employee engagement, growth, and effectiveness. Contemporary challenges in higher education staffing are explored, including workforce planning, equity and inclusion in hiring and advancement, and adapting leadership strategies to evolving institutional needs. Students will develop the skills necessary to build and sustain high-performing teams that advance institutional goals and student success.

Credits 3

EDU 549 : Students First Leadership Practices and Theories

This course examines leadership practices and theoretical frameworks that prioritize student success as the central mission of higher education. Students will explore foundational and contemporary theories and practices centered on student success, retention, and support and developmental services that foster access, engagement, retention, and completion, while addressing obstacles to student achievement. Students will analyze how leadership behaviors and institutional strategies impact student experiences across academic and co-curricular environments. Students will develop skills necessary to lead with a students-first mindset and implement strategies that improve student outcomes and instructional effectiveness.

Credits 3

EDU 550 : Teaching Literacy through the Content Areas

Teaching literacy within the framework of content area classes is addressed in this course. A focus is on the ways to develop reading, writing, listening, and speaking skills in all curriculums. In today's educational landscape, the ability to comprehend, analyze, and effectively communicate complex subject matter is paramount. This course equips teachers with the knowledge and techniques to create a literacy-rich environment that enhances student learning, critical thinking, and academic achievement.

Credits 3

Notes

This course is an ESOL add-on.

EDU 551 : Instructional Strategies and Assessment for Diverse Learners

Teacher candidates examine methods for teaching all students, explore lesson plan designs, analyze the most effective instructional and questioning strategies to promote student learning, and develop lesson plans. Candidates also explore assessment and its relationship to lesson planning, apply the backward design process to unit and lesson planning, and analyze methods of collaborating with colleagues and communicating with parents and families.

Credits 3

Notes

This course is stacked with EDU 510.

EDU 555 : Equity-Centered and Culturally Responsive Leadership

Explores leadership practices that promote equity, inclusion, and culturally responsive schooling in K-12 environments. Candidates explore how bias, identity, and systemic factors impact student experiences and achievement. The course emphasizes strategies for creating inclusive school cultures, closing opportunity gaps, and leading with an equity-centered lens to support the success of all learners.

Credits 3

EDU 556 : Family and Community Engagement in Education

Investigates strategies for building meaningful partnerships between schools, families, and community stakeholders to support student success in K-12 settings. Candidates explore effective communication practices, culturally responsive engagement approaches, and collaborative problem-solving techniques. Emphasis is placed on developing inclusive, trust-based relationships that strengthen school communities and enhance student learning outcomes.

Credits 3

EDU 558 : Ethical Leadership, School Law, and Professional Norms

Explores the ethical, legal, and professional responsibilities of K-12 educational leaders. Candidates analyze school law, governance structures, policy requirements, and regulatory frameworks that guide educational practice, alongside ethical decision-making in complex school contexts. Emphasis is placed on professional norms, integrity, and leadership practices that ensure compliance, equity, and student-centered decision-making.

Credits 3

EDU 560 : Testing/Assessment for Multilingual Learners

Equitable and valid assessment measures of multilingual learners will be addressed. By examining and analyzing pedagogical approaches and strategies that highlight language across literacy and assessment practices, the course will address planning, monitoring, and assessing instruction pertaining to translanguaging pedagogies, multiple literacies pedagogies, and language teaching practices aimed at increasing language acquisition for multilingual learners in mainstream, sheltered, and bilingual classrooms.

Credits 3

Notes

This course is an ESOL add-on.

EDU 561 : Curriculum Development

This course presents an overview of curriculum development. Participants will learn to design and evaluate curriculum, develop instructional materials, assess student learning, and measure instructional outcomes. Topics include preparation of course outlines and syllabi, long-range planning, development of lesson plans and units of study, design of evaluation instruments and an explanation of how learning objectives and evaluation strategies affect the selection of content and materials.

Credits 3

EDU 562 : School Operations, Finance, and Resource Management

Examines the principles and practices of effective school operations, finance, and resource management in K-12 settings. Candidates explore budgeting processes, allocation of resources, facilities management, and operational systems that support safe and effective learning environments. Emphasis is placed on strategic decision-making, fiscal responsibility, and aligning resources to support school goals and student success.

Credits 3

EDU 565 : Human Resource Leadership and Talent Development

Focuses on human resource leadership practices that support effective recruitment, development, and retention of high-quality educators in K-12 schools. Candidates explore strategies for talent management, coaching, evaluation, and professional growth systems that strengthen instructional capacity. Emphasis is placed on building supportive organizational cultures and developing personnel systems that enhance teacher effectiveness and student learning outcomes.

Credits 3

EDU 568 : Practicum in Leadership and Instructional Improvement

Provides a supervised field-based experience in K-12 educational leadership focused on applying leadership knowledge and skills to authentic school improvement work. Candidates engage in guided practice related to instructional leadership, organizational management, collaboration, and data-informed decision-making. Emphasis is placed on reflective practice, problem-solving, and demonstrating competencies aligned with effective school leadership through real-world application.

Credits 3

EDU 570 : Professional Practice Capstone

This course serves as the culminating experience of the master's program. Students synthesize learning from across their graduate studies, examine the development of their professional identity, apply disciplinary frameworks to complex situations, evaluate professional decisions under conditions of uncertainty, and demonstrate readiness for advanced professional practice. Through the creation of a professional portfolio and defense, learners integrate evidence, reflection, professional judgment, and future goals into a comprehensive demonstration of graduate-level achievement.

Credits 3

Notes

This course is cross-listed with ODL 570.

EDU 582 : Learning Design, Innovation, and Technology in Education

Online learning through innovation and instructional design are continuously evolving. This course provides opportunities for learners to experience and apply the core principles of instructional design and learning through digital workspaces. Students will manage the design process from determining needs, creation, implementation, and assessment based on meeting the needs of all learners through equity, inclusivity, and belonging.

Credits 3

EXL 500 : Mechanisms of Motor Skill Performance

This course examines the neural, biomechanical, perceptual, and cognitive mechanisms that underlie motor learning and skilled performance. Students evaluate models of motor control, measurement techniques, and task- and environment-specific training strategies, and apply this knowledge to the design of evidence-based motor performance interventions for diverse populations. Emphasis is placed on assessment, program planning, and the translation of motor learning principles into scalable practice across educational, sport, clinical, and organizational environments.

Credits 3

EXL 510 : Behavioral Aspects of Physical Activity

This course explores psychological, social, cultural, and environmental influences on physical activity behavior, with emphasis on evidence-based behavior-change theories and intervention strategies. Students critically evaluate approaches used to improve participation, adherence, and sustainability across diverse populations and settings. Coursework emphasizes program planning, equity, stakeholder communication, and the application of behavior-change science to real-world leadership and implementation challenges.

Credits 3

EXL 520 : Physical Activity and Health: Epidemiology, Research, and Practice

This course examines epidemiologic methods, surveillance systems, and population-level evidence linking physical activity to health promotion, disease prevention, and quality of life. Students analyze and interpret research findings, examine trends in physical activity and health outcomes, and apply epidemiologic evidence to inform policy, programming, and organizational decision-making. Emphasis is placed on translating population health evidence into strategic action and measurable practice.

Credits 3

EXL 530 : Biostatistics and Bioethics

This course introduces graduate-level quantitative reasoning, research design, and ethical principles relevant to exercise science and human-centered program evaluation. Students examine descriptive and inferential statistics, interpretation of results, research quality, and ethical issues related to human participants, equity, data stewardship, and professional responsibility. Emphasis is placed on using sound methods and ethical judgment to design, evaluate, and communicate applied research and capstone projects that address real-world problems.

Credits 3

HCL 500 : Healthcare Systems and Delivery

Healthcare organizations are among the most structurally complex institutions in the country, and leaders who do not understand how they are built cannot effectively change them. This course gives students a working knowledge of how healthcare services are organized and delivered across hospitals, physician practices, long-term care facilities, public health agencies, and payer organizations, applying organizational development frameworks to help students develop the systems-level thinking that senior roles in healthcare require. Students leave with a clear picture of the environment they are leading in and begin the topic proposal and organizational analysis that anchors their Capstone Research Project.

Credits 3

HCL 510 : Healthcare Finance and Budgeting for Leaders

Financial decisions in healthcare are leadership decisions, and this course develops the ability to make them well. Students work with the financial tools and frameworks healthcare leaders rely on, including budget structures, reimbursement systems, cost and revenue analysis, and capital planning, learning to interpret them through a leadership lens and connect financial performance directly to quality outcomes. Students also advance their Capstone Research Project by developing the financial and operational analysis section tied to the organization they identified in HCA 500.

Credits 3

HCL 520 : Health Policy, Law, and Ethics

Healthcare leaders operate within a web of regulatory requirements, legal obligations, policy pressures, and ethical responsibilities that can shift with little warning, and this course prepares students to navigate that environment with sound judgment. Students examine the major legal and regulatory frameworks governing healthcare organizations, work through real-world ethical dilemmas, and develop the kind of leadership judgment needed when the right answer is not obvious, and the stakes are high. Students complete the course by developing the policy, legal, and ethics analysis section of their Capstone Research Project, building directly on the work completed in HCA 500 and HCA 510.

Credits 3

HCL 530 : Healthcare Capstone: Quality Improvement and Patient Safety Leadership

Students enter this course with an organizational analysis, a financial case, and a policy and ethics framework already in place, and bring all that work to completion through a fully developed Capstone Research Project centered on a real quality improvement challenge within a healthcare organization. The course focuses on performance measurement, patient safety frameworks, error reduction, and system-level approaches to reducing variation in care, equipping students to identify a meaningful QI problem, build the evidence base for addressing it, and communicate their findings in a formal leadership document. The capstone demonstrates that a student can integrate systems thinking, financial reasoning, policy awareness, and quality improvement leadership into a single, coherent work product, and reflects the kind of thinking that distinguishes a capable manager from an effective organizational leader.

Credits 3

HRL 500 : HR Strategy, Operating Models, and Global Workforce

The HR function itself is an organizational system that can be designed well or poorly, and the leaders who design it well are the ones who treat HR as a strategic partner to the business rather than an administrative function reporting to it. This course examines how organizations structure their HR function, including centralized versus decentralized models, the HR business partner model, centers of excellence, shared services, and outsourcing decisions, and how those structures shape the function's ability to deliver strategic value across geographic and cultural contexts. Students apply strategic and diagnostic frameworks to assess HR function maturity and operating model fit, evaluate HR's role as a strategic business partner, examine the design choices required to manage a global or multi-jurisdictional workforce, and analyze how inclusive infrastructure is built into the HR function from the ground up rather than added as an afterthought. Students complete the course with an HR Function Analysis of an organization of their choice that becomes one of three foundation deliverables they integrate into their Strategic HR Plan in HRL 530.

Credits 3

HRL 510 : Workforce Analytics, Total Rewards, and Employee Relations

HR leaders who cannot speak the language of workforce data, total rewards, or employee relations lose credibility quickly with executives, finance partners, and union representatives. This course develops the analytical and operational fluency required to manage these connected systems at the leadership level, focusing on the HR function's analytics infrastructure, rewards architecture, and approach to employee and labor relations. Students learn to read and interpret organizational workforce metrics including turnover, time-to-fill, internal mobility, compa-ratio, and pay equity, design total rewards frameworks that align compensation philosophy, pay structure, benefits, and recognition with organizational strategy, and address the employee and labor relations work that touches both data and rewards, including grievance procedures, collective bargaining considerations, and the use of workforce analytics to identify and address equity gaps. Students apply the analysis to a workforce challenge in their chosen organization and complete the course with a Workforce Analytics, Total Rewards, and Relations Analysis. This analysis becomes one of three foundation deliverables they integrate into their Strategic HR Plan in HRL 530.

Credits 3

HRL 520 : Employment Law, Risk, and Corporate Responsibility

The hardest decisions in HR happen at the intersection of legal compliance, organizational risk, corporate responsibility, and business pressure, and the leaders who make them well understand each pressure deeply enough to know when each should win. This course examines the federal employment law framework governing the workplace, including Title VII, the ADA, the ADEA, the FMLA, the FLSA, and the NLRA, with attention to state-level variation and the ethical responsibilities of HR leaders during investigations, terminations, accommodations, and organizational change. Students also examine HR risk management as a discipline, including how organizations identify and mitigate workforce-related legal, operational, and reputational risk, and how corporate social responsibility commitments shape HR practice in areas including community engagement, sustainability reporting, and workforce equity. Students develop the leadership judgment required when the right answer is not obvious and the stakes are high, and complete the course with a Legal, Risk, and Responsibility Analysis of a workforce challenge in their chosen organization. This analysis becomes one of three foundation deliverables they integrate into their Strategic HR Plan in HRL 530.

Credits 3

HRL 530 : Strategic HR Capstone

Students enter this course with three completed analyses from HRL 500, HRL 510, and HRL 520, all built on the same organization. The capstone integrates those three into a Strategic HR Plan, a deliverable that extends beyond the project plan and recommendation produced in the program capstone (ODL 570). The Strategic HR Plan includes a workforce strategy with quantified ROI projections, an execution playbook covering timeline, milestones, resource requirements, barrier analysis, and mitigation strategies, an inclusive culture strategy that addresses how the recommended changes cultivate and sustain an inclusive workforce, a stakeholder engagement framework, and board-ready briefing materials. The course focuses on strategy formulation, execution design, strategic workforce planning, and executive communication. Specialty students must use a different organizational context or workforce challenge in HRL 530 than the one used in ODL 570, ensuring the two capstones produce distinct work products.

Credits 3

ODL 510 : Contemporary Organizational Development Foundations

This course introduces contemporary organizational development concepts and techniques. Leaders and change agents draw upon them to evolve their organizations in response to macro trends and marketplace dynamics. The course addresses the human aspect of OD including issues and practices in high performance teams, talent management, change and conflict management, and target audiences. Issues of organizational agility, structure, assessment, and measurements round out the OD leader tool kit.

Credits 3

ODL 511 : Managing Change with Agility and Resilience

Effective leaders must have the ability to drive change while building resiliency into the organization. This course will explore the practical application of foundational change models within the contemporary organization. The course explores the interplay of engaged leadership, active resource planning, and effective people and conflict management to ensure the organization can respond rapidly to changing dynamics and emerging threats with agility.

Credits 3

ODL 512 : Managing and Developing Talent

The most valuable resource within any organization is human talent and capability. This course explores the macro trends in the competition for talent and the evolving composition and needs of the workforce. Learners will apply concepts focused on talent acquisition techniques, the employee lifecycle, and applied andragogy to attract, retain and develop an effective, engaged, and satisfied workforce able to meet the evolving needs of the organization.

Credits 3

ODL 513 : Optimizing Performance and Development

Optimal team and organizational performance require strategic and tactical goal alignment throughout and across the organization as well as an effective methodology for ongoing communication focused on expectations, goal attainment and accomplishment. This course explores contemporary performance management concepts, systems and practices which foster performance excellence and employee development. The course also explores inherent legal, ethical and outcome risks associated with performance management.

Credits 3

ODL 520 : Leadership Foundations

Leadership theories and practices is an ever-evolving field. This course will explore and contrast key seminal leadership theories and models, their strengths, and limits as well as their practical applications. Learners will delve into the different leadership styles and situational leadership practices and evaluate their own leadership patterns and preferences. Variations in leadership expectations and styles across global regions round out the learn experience.

Credits 3

ODL 521 : Contemporary Leadership Practice

This course offers learners the opportunity to apply their knowledge of leadership theories into organizational practices through a scenario-based approach. Students will address the responsibilities and dilemmas fundamental to leadership while they navigate the leadership scenario project and assignments. This course will instill the practice of critical thinking and research to support decision making.

Credits 3

ODL 522 : Communication Skills for Leadership

A fundamental role of leadership is developing and engendering a vibrant company culture by reinforcing core values through various communication methods. This course introduces learners to the modern methods used for leadership communication, including company communication systems, video, written word, and social media. Learners will have the opportunity to practice these skills across multiple communication mediums.

Credits 3

ODL 523 : Leader as Coach and Mentor

Leaders have the fundamental responsibility to motivate their teams and the entire organization. This course explores modern coaching and mentorship concepts and practices leaders draw upon to bring out the best in others. Learners will have the opportunity to practice coaching under various scenarios expanding their leadership tool kit.

Credits 3

ODL 531 : Assessment, Data Analysis, and Educational Research

This course introduces students to action research as a practical approach for understanding and improving problems within professional settings. Students learn to identify and analyze organizational challenges, examine relevant research and evidence, evaluate potential interventions, and develop a structured action research proposal. Through a series of scaffolded assignments, learners design an evidence-informed improvement plan that incorporates implementation, evaluation, and adaptation strategies in preparation for the capstone experience.

Credits 3

Notes

This course is cross-listed with EDU 531.

ODL 570 : Professional Practice Capstone

This course serves as the culminating experience of the master's program. Students synthesize learning from across their graduate studies, examine the development of their professional identity, apply disciplinary frameworks to complex situations, evaluate professional decisions under conditions of uncertainty, and demonstrate readiness for advanced professional practice. Through the creation of a professional portfolio and defense, learners integrate evidence, reflection, professional judgment, and future goals into a comprehensive demonstration of graduate-level achievement.

Credits 3

Notes

This course is cross-listed with EDU 570.

SML 510 : Critical Issues in Sport Management and Leadership

Sport management is the convergence of business, sport performance, and regulatory compliance. This course will explore emergent challenges across people, policy, and process of sport. Students will examine contemporary situations that involve a sport or sport related organization and consider the implications across the individual, group, and marketplace impact.

Credits 3

SML 520 : Business of Sport

Sport is a multi-billion dollar industry with complex interdependencies of businesses and regulatory agencies. This course will examine fundamental business structure, operations and risk management. This course will also explore economic climate and policy economic issues raised by the rapid changes in the modern sports world. Students will explore sport organization management and leadership challenges across domestic and international contexts.

Credits 3

SML 521 : Finance for Leaders

Focuses on economic and financial principles required to operate a business. Principles are applied to quantitatively analyze financial statements. Also, managerial decision-making applications will be presented from the point of view of a firm (microeconomics).

Credits 3

SML 522 : Sport Marketing and Public Relations

This course will immerse students into the world of sports marketing and public relations by highlighting issues, controversies, topics, trends, and opportunities within the sports industry. The course will take a detailed look at all elements from sports marketing to public relations. Concepts such as: newspaper, radio, television, agency, the internet, colleges, provincial, municipal, international sport, and professional sports.

Credits 3